SOCIAL SIGNIFICANCE OF INCLUSIVE EDUCATION IN AN INCLUSIVE SOCIETY

Ozoda Maxkambayeva Husan qizi

Jizzakh State Pedagogical University student and English teacher of the 19th school of Arnasoy district

Sevinch Mamadiyorova Hasan qizi

Jizzakh State Pedagogical University student

Abstract: In the article, the author covered the scientific theoretical analyzes of the inclusive society in New Uzbekistan and the introduction of the system of inclusive education in this society. Also, the article sociologically analyzed the social, pedagogical and inter-disciplinary integrative processes in the introduction of inclusive education. In addition, the author justified the need to introduce inclusive education in all educational systems in New Uzbekistan and explained the reforms related to this activity.

Key words: Education, inclusive education, Inclusive, New Uzbekistan, concept, pedagogy, Social state, social integration, Social isolation, Social solidarity, Social participation, dialogue, dialogue.

The phrase "inclusive education" was used for the first time in the new version of the Law of the Republic of Uzbekistan "On Education" adopted on September 23, 2020. Today, the phenomenon of disability is not a medical issue, but a universally recognized and recognized norm of human rights that all people have. The issue of ensuring full and quality education for children and youth with disabilities by creating an inclusive environment free of all barriers means applying the principles of the "Social State" being built in New Uzbekistan in all aspects of social life. By the decision of the President of the Republic of Uzbekistan, the concept of development of inclusive education in the public education system in 2020-2025 and the "roadmap" for its implementation in 2020-2021 were approved. In accordance with the decision, in the 2021/2022 school year, inclusive education will be introduced as a pilot test in one school located in the cities and districts of Tashkent city, and elementary correctional classes for children with special educational needs will be opened in one school each located in the Republic of Karakalpakstan, regions and Tashkent city, Kashkadarya, Fergana. and Khorezm regions, it was decided to establish an "Inclusive Education Laboratory" aimed at creating conditions for inclusive education in schools for 9th grade graduates of specialized educational institutions and children with special educational needs [1; PQ-4860].

In order to understand in detail the main features and constituent elements of an inclusive society, it is necessary to analyze the essence of the following scientific expressions. Including social integration. Social integration is understood as a process of efforts aimed at ensuring equal opportunities for all, regardless of their background, to realize their full life potential. It is a multifaceted process aimed at creating conditions that ensure full and active participation of society in all aspects, including civil, social, economic and political activities, as well as in decision-making processes. Social integration is understood as a process of society's struggle against poverty and social exclusion.

Social isolation. Social diagnosis is understood as a condition (obstacle and process) that prevents social integration. Social diagnosis is a process of total or partial exclusion of individuals or groups from full participation in all aspects of the society in which they live based

on their social identity, i.e. age, gender, race, nationality, culture or language and/or physical, economic, social disabilities. Social isolation can mean a lack of voice, recognition or opportunity to actively participate. It can also mean losing good jobs, property, land, opportunities, access to social services and/or political representation.

➢ **Social solidarity.** Social cohesion refers to the elements that unite people in society and keep them together. In a socially cohesive society, all individuals and groups have a sense of belonging, participation, inclusion, recognition, and legitimacy. Even socially homogeneous societies are not demographically homogenous. Rather, by respecting diversity, they can embrace their social diversity (in terms of ideas, opinions, skills, etc.). Therefore, they are less prone to destructive forms of tension and conflict when different interests collide.

➢ **Social participation.** Social participation is understood as the action of participation in the activities of society. Refers to the ability to influence decisions and own decision-making processes. Social participation creates mutual trust between people, which is the basis of shared responsibility towards society and society.

➢ **Inclusive** (fr. Inclusive - to include oneself, equal opportunity and coverage for all) is a common concept in all disciplines, and its content can have different meanings [2; 1040]. For example, if the word inclusive is used in relation to education, it means creating opportunities for young people with disabilities and young people without disabilities to receive education in the same environment, that is, in an environment without barriers. When the word inclusive is applied to a society, it means equalizing access to natural resources among all social classes in the society. The word inclusive, when used in politics, means treating all countries equally in the implementation of foreign policy.

In the process of introducing inclusive education, the state of New Uzbekistan, based on its political, economic and social capabilities, renews and improves the educational system and content, and in the process of inculcating the national values, culture, customs and traditions of our people into the minds of children and their special differences, that is, some developmental defects. It allows for the full inclusion of young people with disabilities in the education system, taking into account their levels. It requires sharing experience with countries that have advanced experience in implementing an inclusive education system and applying methods that are convenient for our education system.

An inclusive society requires supporting every citizen in their community, ensuring their direct participation and providing easy education and legal or social opportunities for everyone. Inclusive education is important in strengthening community relations, integrating people and enabling every citizen to effectively use his or her potential.

The social importance of inclusive education can be explained as follows:

✓ **Strengthening the community:** Inclusive education is an equal duty for all members of the community and allows them to participate together. This ensures that more students are accepted from across the community, that they are more likely to interact with each other, and that the potential of a wider range of students is often enhanced.

✓ **Peace of mind together:** Inclusive education places togetherness and inclusion at the center of the learning process by providing students with mutual respect, support and mutual benefit. This promotes peace in many relationships throughout society and provides real security for every citizen.

✓ **Tolerance and relationships:** Inclusive education fosters tolerance, support and respect among students. This facilitates reading, learning and participation in many groups, and strengthens relationships between students**.**

✓ **Ensuring Widespread Economic Access:** Inclusive education is important in strengthening community health by ensuring wide economic access for students' prospects.

The social importance of inclusive education in society is related to the integration and the first duty, the improvement of the relationship between students and the advantages of the integration of all citizens and the effective use of their potential. . It plays an important role in fostering community, fostering mutual peace and respect, and ensuring that each citizen makes effective use of his or her experience.

In conclusion, it can be said that, as an unprecedented step in the history of the country's education, this school year, 225 general education schools in all regions of the country will open their doors for children with disabilities. This is in accordance with the concept of development of inclusive education in the public education system for 2020-2025, approved by the decision of the President of Uzbekistan No. 4860 dated October 13, 2020. In addition, inclusive education helps to recognize diversity in groups and classrooms and to understand that everyone has different strengths and weaknesses. Children with disabilities, like any child, can make a significant contribution to society if they are supported to reach their full potential. Children understand that it is normal to be different, they feel more comfortable and safe. They also develop the ability to live in a diverse world and become active citizens with a high level of social responsibility and a willingness to improve their communities.

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