



INCLUSIVE EDUCATION - SUCCESSFUL EDUCATION

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Abstract: This article presents information on modern approaches to inclusive education, forms of organizing the education of children with disabilities, and the fact that inclusive education is the main criterion for changing the life of a disabled child.

Keywords: inclusive, mechanism, intellectual cooperation, modernization, social need, pedagogical and psychological support, integration, rule.

In the practice of world education, the need to create an educational environment flexible to the needs of learners, and to use variable educational programs is increasing day by day. One of the directions of the UN policy in the field of education is to ensure the wide implementation of the ideas of inclusive education by the participating countries. UNESCO's programs aimed at ensuring human rights and freedoms are aimed at modernizing norms, standards, and intellectual cooperation aimed at providing safe and convenient education for children and adults with special educational needs. It is important to put into practice mechanisms that ensure that education is open to all and based on gender equality in the implementation of the rules of social equality defined in the Universal Declaration of Human Rights.

In our country, the legal norms for the organization of inclusive education based on the social needs and personal interests of learners have been developed based on ensuring a strong integration of science, education, and production. "To organize inclusive education for children with special educational needs, it is necessary to strengthen the material and technical base of educational institutions, adapt educational programs, increase the possibilities of quality health education services and highly qualified personnel suitable for this process. important tasks such as "preparation" were defined. It is becoming more important to improve the quality of teaching in primary education, to effectively organize an educational environment that meets the capabilities of students and takes into account the norms of state educational standards, and in this process, to strengthen the cooperation of organizations and public institutions. To solve these socio-pedagogical issues, mutually beneficial cooperation of education, health, and community organizations in providing quality education services to children with disabilities is required. This requires clarifying the didactic requirements for the development of methodical skills, professional competence, organizational factors, pedagogical-psychological conditions, and didactic requirements for the organization of classes in inclusive classes.

PF-5270 dated December 1, 2017, of the President of the Republic of Uzbekistan "On measures to fundamentally improve the system of state support for persons with disabilities", PF-5712 dated April 29, 2019 " On the concept of development of the public education system until 2030", No. PF-6108 dated November 6, 2020, PF-60 of January 28, 2022, "On measures for the development of education and science in the new development period of Uzbekistan" on the development strategy of Uzbekistan", decrees of October 13, 2020, No. PQ-4860 "With special educational needs Decision of the Cabinet of Ministers of the

Republic of Uzbekistan No. 638 dated October 12, 2021 "On measures to further improve the system of education for children" the decision on the approval of normative legal documents" and other documents on personnel issues, modernization of educational content, methodological and didactic provision of the process specified.

The fact that students with disabilities continue to study in an educational institution and are only in the environment of people with disabilities like themselves can hurt their development and socialization. The presence of students in the same group creates favorable conditions for them to adapt to the environment. Adapting teaching methods to such students based on their abilities, but combining them with students who have problems in the field of communication, does not create conditions for their social development. Children with disabilities should experience the same behaviors as other students.

One of the promising forms of teaching students with disabilities is to gradually integrate them into groups or classes in a consistent manner. It requires that students be able to communicate with their classmates or group members and take into account their learning abilities.

The scope of development of students with disabilities is so great that it is impossible to organize a uniform educational process for them. In such conditions, many students are not included in the educational process. The variety of students with disabilities shows that the process of teaching them should incorporate some situations.

It is necessary to organize the general secondary education process, taking into account the wide range and diversity of the education of students with disabilities. It is desirable to form knowledge, skills and abilities necessary for life in them in the process of general secondary education, comparing them with their peers who are developing normally. In the educational process, conditions are created for students with disabilities to acquire life skills together with their peers and relatives based on the provision of knowledge, taking into account the pedagogical and psychological characteristics.

It is necessary to create favorable conditions for providing education to students with disabilities in various options. For example:

Limited education is given taking into account the student's ability to acquire knowledge. The content of such education should correspond to the content of general secondary education. In this, teaching is carried out among peers and with them for a certain time. In this process, systematic pedagogical and psychological support of students is required.

In this direction, students will be among their peers, and a limited educational opportunity will be created for them. This means eliminating the problems that have arisen in connection with their development. The educational process and classroom conditions must be adapted to the needs of students with disabilities. In such conditions, the educational process is individualized, and its duration is extended. For example, the nine-year general secondary education process for blind students can last ten years. For example, mainstream secondary education programs or special programs for students with mental disabilities are acceptable options for primary education for students with disabilities. This form of integration is effective and provides a comparative opportunity in the education of children with disabilities. In this, students' speech, communication opportunities, and behavioral problems are compared with those of their peers. The gradation between complex and simple situations in mentally retarded students will look different than that of healthy classmates. That is why such students may fall behind or surpass their classmates in the educational process. This, in turn, requires making changes to educational programs, providing correctional assistance to students, increasing intellectual loads, and going beyond the scope of the program without limiting their capabilities. Inclusive education for children with disabilities involves teaching students with developmental problems together with their peers, this direction allows for the opening of special classes for students who are behind in physical and mental development in general secondary schools for most children. To successfully educate such students, skillfully organized special pedagogical and psychological support and a sharp reduction in the number of students in integrated classes are required.

This option of inclusive education requires the achievement of individualized final results.

Therefore, in order to determine the quality of inclusive education, it is necessary to determine certain parameters and indicators (indicators).

In the practice of global education, the need to create an educational environment flexible to the needs of learners, and to use variable educational programs is increasing day by day. One of the directions of the

policy of the United Nations in the field of education is to ensure the wide implementation of the ideas of inclusive education by the participating countries, which includes education taking into account the diversity of special educational needs of children. UNESCO's programs in the field of social sciences are directed to the development of knowledge, standards, and intellectual cooperation aimed at ensuring human rights and freedoms. Implementation of mechanisms to strengthen guarantees of gender equality and the right to education is becoming important in the implementation of the provisions of the Universal Declaration of Human Rights. In the world, several scientific researches are being carried out on the organization of primary education based on innovative technologies, the improvement of the organizational and methodical components of the educational process, and the didactic system as the main and decisive stage of the personnel training system. In this regard, it is important to improve the effectiveness of inclusive education by clarifying the theoretical and pedagogical aspects of professional training of teachers to work with children with special educational needs. To meet the educational needs of children with disabilities together with healthy peers in primary education based on world standards, inter-organizational cooperation and integrative measures aimed at practical results are required. In the conditions of the educational cluster, it is necessary to improve the role and position of the teacher, the pedagogical literacy of parents, and the general public in the organization of the same quality education for all children.

In our country, the legal standards for the organization of inclusive education based on the social needs and personal interests of learners and ensuring the solid integration of science, education, and production have been developed.

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