

FACILITIES OF INCLUSIVE EDUCATION FOR DISABLED CHILDREN AND THEIR PARENTS IN CITIES AND VILLAGES***Yusupov Bekzod Ergashevich****Teacher of the faculty of Pedagogy, University of Information Technology and Management
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Abstract: We will gain a broader understanding of the benefits of inclusive education, the pedagogical skills of inclusive education work in rural and urban areas, and the potential of inclusive education to further strengthen relationships between parents and children and help them take their place in society more quickly and easily.

Keywords: Education of children with disabilities in the arms of their parents and with their peers, introduction of inclusive education among the population.

At present, we are living in a wonderful time when many doors of opportunities are open to make our life easier. It is certainly not an exaggeration to say that this includes the introduction of an inclusive education system, which is considered to be a suitable and unique education system for our European countries. Such opportunities are especially suitable for people living in rural and urban areas. For example: It will certainly bring some relief to parents who take their children from the village to the city to a special school. It is a great joy for parents to learn in a general education school where all children are educated, not specifically for their region. In inclusive education, not all children in special schools, but children with moderate and mild to moderate severe disabilities can study in general schools in their region and grow up in the bosom of their parents, in a friendly relationship with their peers around them, and grow up with feelings of kindness and gratitude.

General education schools will not have tiflo, surdo-technical tools, special medical equipment. The number of students in the class reaches from 25 to 35, and as a result, it is not possible to devote a lot of time to all of them. It is difficult to find opportunities in comprehensive schools because there are no specialists to develop special skills and abilities in students. There will be no opportunity to use separate programs and textbooks in comprehensive schools. The inclusive education system differs from the integrated education system by its content - essence, purpose, tasks and program of action. Inclusive education is a state policy, an education system that represents the elimination of barriers between children who need special education and healthy children, inclusion of children who need special education, teenagers (who need special education for some reasons) into the general education process, regardless of developmental defects or economic difficulties. Inclusive education ensures that children with special needs

receive education on the basis of equal rights with children of normal development. That is why it is important.

In the recommendations, a general assessment of the educational needs of children with special needs is made by studying the educational environment of all children. The main meaning is that children with special needs due to health deterioration or developmental delay can be included in the special education process. In inclusive education, the focus of education is on the child (not the curriculum). These approaches are based on the recognition that children learn in different conditions, develop, and receive information at different speeds. They are aimed at creating an educational environment that meets the needs of every child, including children with special needs. General education schools will not have tiflo, surdo-technical tools, special medical equipment. The number of students in the class reaches from 25 to 35, and as a result, it is not possible to devote a lot of time to all of them. It is difficult to find opportunities in comprehensive schools because there are no specialists to develop special skills and abilities in students. There will be no opportunity to use separate programs and textbooks in comprehensive schools.

The inclusive education system differs from the integrated education system by its content - essence, purpose, tasks and program of action. Inclusive education is a state policy, an education system that represents the elimination of barriers between children with special needs and healthy children, inclusion of children with special needs, adolescents (who need special care for some reasons) to the general education process, regardless of developmental defects or economic difficulties. Inclusive education ensures that children with special needs receive education on the basis of equal rights with children of normal development. That is why it is important. In the recommendations, a general assessment of the educational needs of children with special needs is made by studying the educational environment of all children. The main meaning is that children with special needs due to health deterioration or developmental delay can be included in the special education process. In inclusive education, the focus of education is on the child (not the curriculum). These approaches are based on the recognition that children learn in different conditions, develop, and receive information at different speeds. They are aimed at creating an educational environment that meets the needs of every child, including children with special needs. General education schools will not have tiflo, surdo-technical tools, special medical equipment. The number of students in the class is from 25 to 35, and as a result, it is not possible to devote a lot of time to all of them.

It is difficult to find opportunities in comprehensive schools because there are no specialists to develop special skills and abilities in students. There will be no opportunity to use separate programs and textbooks in comprehensive schools. The inclusive education system differs from the integrated education system by its content - essence, purpose, tasks and program of action. Inclusive education is a state policy, an education system that represents the elimination of barriers between children with special needs and healthy children, inclusion of children with special needs, adolescents (who need special care for some reasons) to the general education process, regardless of developmental defects or economic difficulties. Inclusive education ensures that children with special needs receive education on the basis of equal rights with children of normal development. That is why it is important. In the recommendations, a general assessment of the educational needs of children with special needs is made by studying the educational environment of all children. The main meaning is that children with special needs

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Inclusive education helps children with only one defect or disability and their joint education with healthy children to find their place in society. For their parents, the fact that their children grow up in front of their eyes and become more affectionate and consistent in the family will certainly lead to stronger relationships in the family. It is certainly a gratifying situation that children with moderate and mild disabilities, like all their peers around them, spend special and suitable periods of childhood and grow up in the circle of their families. In addition, as children grow up, they should spend more time with their relatives, that is, girls with their mothers or sisters, friends, and boys with their fathers, brothers, or comrades, and tell them their inner feelings, i.e. (emotions) openly, and in such situations as having their own place in the family and feeling healthy. The fact that they grow up feeling that they are among their peers is one of the benefits of the inclusive education system. Inclusive education system was introduced together with the education system of European countries and by selecting the features that are specific and suitable for our Uzbek culture. Of course, these conditions are not in vain, we would not be wrong to say that they are all opportunities for the development of our country and for our youth to grow up with equal rights. Now, work is being carried out on different categories of children with disabilities in inclusive education.

These include the following:

- children with hearing impairments (deaf, hard-of-hearing children, late-deaf children);
- visually impaired (blind, visually impaired children);
- children with intellectual disabilities;
- children with speech defects;
- children with locomotor defects;
- children with slow mental development;
- blind-deaf-mute children with physical disabilities;
- children with complex multiple disabilities in development;
- children with autism syndrome. [21]

It is desirable that children with disabilities should be brought up and trained in inclusive education or in specialized educational institutions among their normally developed peers. Only defects that strongly affect the overall development of the child can be considered as a child with disabilities. However, the knowledge and information about the content and essence of inclusive education is not enough in the society.

Goals and objectives of inclusive education:

- to create the necessary psychological-pedagogical and correctional conditions for the education of children and adolescents with disabilities in an educational institution, to implement general education programs and correctional work aimed at their ability, to implement mental development and social adjustment;
- guaranteeing students' right to equality in education;
- meeting the needs of disabled and healthy children with the active participation of society and family, early adaptation to social life;
- realizing the right of children and adolescents with disabilities to live without being separated from their families;
- to form a friendly and loving attitude towards children and teenagers with limited opportunities in the society. [6]

In the full implementation of the above tasks, first of all, it is necessary to pay attention to the following:

It is difficult to find opportunities in comprehensive schools because there are no specialists to develop special skills and abilities in students.

There will be no opportunity to use separate programs and textbooks in general education schools. The inclusive education system differs from the integrated education system by its content - essence, purpose, tasks and program of action.

Inclusive education is a state policy aimed at eliminating barriers between disabled and able-bodied children, children with special educational needs (disabled for some reasons) It is an educational system that represents inclusion in the general education process aimed at adapting adolescents to social life regardless of developmental disabilities or economic difficulties.[4]

In conclusion, we should mention that Inclusive education ensures that children with special needs receive education on the basis of equal rights with children of normal development. That is why it is important. The course "Features of teaching children with developmental disabilities in the inclusive education system" included in the higher education system reveals the essence, content, purpose and aspects of the inclusive education system and about it. equips students with theoretical information. Of course, in this regard, a number of organizational activities are being carried out, aimed at the formation of the Education system of the Republic of Uzbekistan and its further improvement and improvement. Among them, in order to rapidly develop "Inclusive education" among the population, and to prepare pupils and students as strong specialists who have mastered their profession perfectly, and to create a broader understanding of the population, and to provide children with disabilities and healthy children with two types of education at the same time, especially To be able to provide first aid to a disabled child in different situations and to treat them equally requires a great responsibility from the teacher. Therefore, we will have to study and teach a number of software education systems to train such excellent personnel.

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