

THEORETICAL FOUNDATIONS OF INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES

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Abstract

This article is devoted to the theoretical issues of inclusive education of children with disabilities, to reveal the essence, characteristics, and principles of the concept of inclusive education.

Key words and concepts

inclusive education, special education, school age, speech impairment, education, correction, rehabilitation, emotional state, integration, rehabilitation.

In order to introduce comprehensive and full-fledged social rehabilitation of students with disabilities into the world experience, innovative technologies for developing an inclusive education strategy are being introduced into the field of special pedagogy. Systematic work is underway to introduce inclusive education for students with disabilities into practice, develop the philosophy of inclusive education, improve the effectiveness of correctional education in secondary schools, and implement major projects to introduce inclusive education into practice.

The world's educational and research organizations conduct scientific research on the comprehensive adaptation of students with disabilities in inclusive education schools to social life, early correction, overcoming existing deficiencies, prevention of secondary deficiencies, improvement of diverse, optimal technologies of adaptation to the general education system, the development of students' speech. Along with this, a lot of attention is paid to scientific research to increase the interest of students with disabilities in the educational process, the use of methods of an individual approach to the content of education, improving the theoretical foundations of inclusive education.

In recent years, the republic has been creating strong legal and regulatory foundations for improving inclusive education for children with disabilities based on foreign experience. "Social protection of disabled people and other needy categories of the population state support " [3] is defined as a priority task. The development of speech of primary school students with disabilities in inclusive education based on Uzbek folklore expands national pedagogical opportunities.

Decrees of the President of the Republic of Uzbekistan dated December 1, 2017 No. PF-5270 "on measures to radically improve the system of state support for persons with disabilities", dated April 29, 2019 No. PF-5712 "on approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030", 2020- year 13- implementation of the tasks defined Resolution of the Cabinet of Ministers of October 12, 2021 No. 638 and other regulatory legal acts is an urgent task for today.

Inclusive education is a term used to describe the process of educating children with special needs in public schools. Inclusive education is an education that, despite the existing physical, intellectual, social, emotional, linguistic and other features, gives every child the opportunity to join the general (unified, holistic) process of learning and upbringing (development and socialization), which allows an adult to become an equal member of society, and also prevents the risk of his isolation from society. reduces.

In general, inclusive education is the development of the general education process, implying that all people have the right to education, which, in turn, provides access to education for children with special needs.

The term "inclusive education" is a relatively modern term and reflects a new perspective not only on the education system, but also on the place of a person in society. Inclusivity involves solving the problem of teaching children with disabilities by adapting the educational space and environment to the needs of each child, including by reforming the educational process. For example, redesigning classrooms in accordance with the needs and requirements of all children, without exception, provides for the provision of the necessary teaching aids, depending on the defects or problems of the child's development and health, as well as psychological and methodological training of specialists.

Inclusive education is based on the inadmissibility of any discrimination (discrimination) against a person, as well as on equal treatment of all people. The idea of inclusive education as a socio-pedagogical system inextricably linking special and general education belongs to L.S. Vygotsky, this scientist was one of the first who justified the need for such an approach in the 30s of the XX century. Based

on his ideas about the relationship between social activity, the social environment and individual development of the individual, a methodological basis for the socio-educational integration of children with developmental problems was created.

Inclusive (inclusive) education is considered as a system of measures (mechanisms) ensuring the right of people with disabilities to receive education. Inclusion involves the admission of children with special educational needs to study in mass institutions, where it is important to eliminate all obstacles to the full participation of each child in the educational process.

The system of inclusive education of children includes perfect aspects of modern development. An important role in this process is played by the child's right to education, in accordance with which a special environment is created that is maximally adapted to the characteristics of the individual. For children with certain developmental disabilities, inclusion involves creating an educational environment in which everyone participates.

As a result, several principles are implemented with this type of training:

- 1) education is equally important for all students and teachers;
- 2) all children should participate equally in both the educational process and cultural life;
- 3) the teaching methodology should be restructured in accordance with the needs of each child;
- 4) there should be no obstacles on the way to teaching children;
- 5) all differences between pupils should be reflected in the resources of the pedagogical process.

The international experience of implementing inclusive education in educational institutions opens up new opportunities for people with disabilities. Today, more than 40 countries of the world use methods of inclusive education. In Germany, Norway, France, Spain, the USA, Canada and a number of other developed countries, the issues of education of disabled people are solved using inclusive education methods. In Norway, the right of a child with any developmental disabilities to study in general education institutions is legally enshrined.

To implement this process, a number of measures have been developed and are effectively functioning: technology for the dissemination of knowledge between parents and specialists, technology coverage of inclusive education of children with various developmental disabilities in the general education system, etc.

The term "inclusive education" refers to the joint education of healthy children and their peers with disabilities. Here we are talking about specialized classes or

groups for children with disabilities in public schools or preschool institutions. All children, regardless of the limitations of their health, mental or physical abilities, study together in the same class or group.

According to experts, taking as a basis the world practice of inclusive education, it not only promotes easier integration of special children into society, but also, relying on pedagogy and world experience in the spirit of humanism, has a huge positive educational impact on healthy children. In addition, it helps to reduce the social gap and blurs the boundaries between normal and "special" children. Inclusive education in preschool institutions contributes to better preparation for school, as well as the development of adaptation skills, speech and communication in society.

Today, inclusion is a developed, humane and effective education system designed to fully educate not only healthy children, but also children who require increased attention. That is, every person, regardless of the state of health - physical or mental- should have the right to education.

Inclusive education is a progressive method of teaching that has great prospects in modern society, giving hope that every child with disabilities will be able to realize their right to a quality education adapted to their capabilities and needs, realize their life opportunities and potential, find their place and develop in life.

Thus, inclusive education is a special educational process that ensures the involvement and acceptance of children with various problems (disabilities)health (development) in the environment in which their peers study. A feature of inclusive education is "inclusivity", that is, teaching children with special needs not in separate specialized institutions, but in ordinary institutions where all students study.

This approach involves all children in the natural life of the collective, erases boundaries in normal relationships and eliminates mistakes in the formation of a future mature human personality, or at least reduces these mistakes to a minimum.

It should be especially noted that today in our country in inclusive education there are big problems associated with adaptive behavior in this area, with the sympathy of children for each other, parents for children and reciprocity. There are also a number of problems in the organization of the educational process for children with disabilities of various categories. For this reason, the theoretical and practical study of world and local experience becomes very important in improving the lives of children with disabilities.

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