



Inclusive Education Of Children With Special Educational Needs

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ABSTRACT

Inclusive education in the modern educational system is a way to turn to a child with developmental disabilities and see all his problems.

KEYWORDS

Inclusive education, teacher, student, defectology, teaching.

INTRODUCTION

Inclusive education seeks to develop a child-centered methodology that recognizes that all children are individuals with different learning disabilities. Inclusive education makes it possible to develop approaches to teaching and learning that will be more flexible to meet the specificities in acquiring knowledge, skills, and abilities. If teaching and learning are made

more effective as a result of the changes brought about by inclusive education, then all children and not only children with special needs will benefit. [1]

In Uzbekistan, a number of normative documents have been developed and relevant programs have been approved, which are

important steps taken by the state on the way to quality education for all.

In addition, the Law of the Republic of Uzbekistan "On Education" guarantees the right of every child to receive education, and the Law "On Guarantees of the Rights of the Child" provides additional benefits for children with special needs. Thus, the legislative framework created in our country during the years of independence is a necessary basis for the further development of inclusive education in the republic.

The Law on Education determines the need to create the necessary conditions for obtaining a quality education without discrimination for persons with special educational health needs, for correcting developmental disorders and social adaptation, providing early correctional assistance based on special pedagogical approaches and the languages most suitable for these persons (Braille method for the blind , finger-gesture - for children with hearing

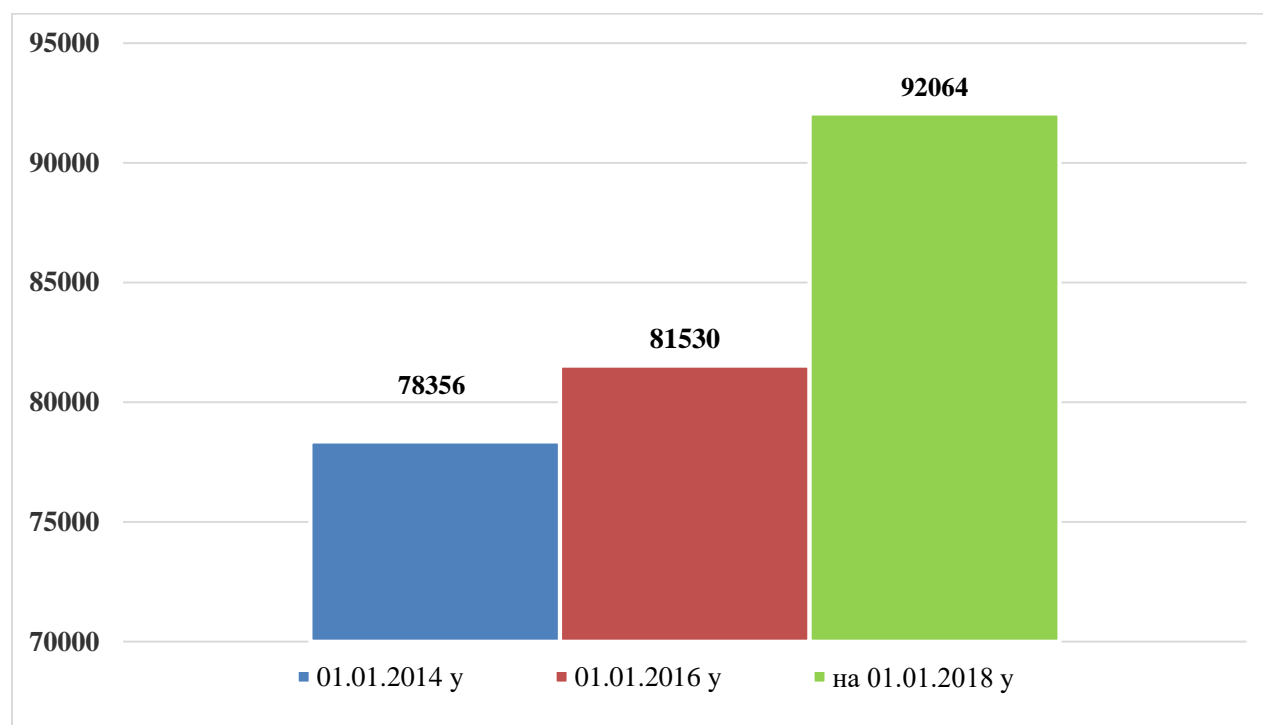
impairments), methods and ways of communication, conditions that maximally contribute to obtaining an education of a certain level and a certain orientation. Inclusive education solves the problem of socialization of people with special educational health needs, provides opportunities for active participation in the life of our society.

MATERIALS AND METHODS

Today the number of children with disabilities in the regions of the republic is increasing, so for 4 years the number of children with various psychophysiological disorders has increased by 13708 thousand. The largest number of children with disabilities was recorded in Andijan, Kashkadarya, Samarkand and Fergana regions [5].

The number of children with disabilities under 16 in the Republic of Uzbekistan from 2014 to 2018

1-table



The number of children with disabilities under 16 in the Republic of Uzbekistan in 2019 (by region)

It is known that children with special educational needs not only need special treatment and support, but also develop their abilities and achieve success in school. The system of inclusive education includes educational institutions of secondary, vocational and higher education. Its goal is to create a barrier-free environment in the education and training of people with special educational needs. This set of measures implies both the technical equipment of educational institutions and the development of special training courses for teachers and other students aimed at developing their interaction with people with disabilities. In addition, special programs are needed to facilitate the

adaptation of children with special educational needs in a general educational institution.

The system of inclusive education in Uzbekistan is based on the following principles:

- A person's value does not depend on his abilities and achievements;
- Every person is able to feel and think;
- Everyone has the right to communicate and be heard;
- All people need each other;
- True education can only take place in the context of real relationships;
- All people need the support and friendship of their peers;
- For all learners, progress is more likely to be in what they can do than in what they cannot;

- Diversity enhances all aspects of a person's life.
- But, despite the work done to introduce inclusive education, there are still barriers such as:
- Architectural inaccessibility of schools;
- Children who need special education are often considered unteachable;
- The majority of teachers and principals of mass schools do not know enough about the problems of disability and are not ready to include children in the learning process in classrooms;
- Parents of children with special educational needs do not know how to protect children's rights to education and are afraid of the education system and social support.

In our opinion, a lot of objective and subjective difficulties hinder the creation of an inclusive educational environment. For instance:

1. Not enough attention is paid to adapting the learning space, creating an environment accessible to all children with special educational needs.
2. There is a serious problem of combining the pace of teaching and the amount of knowledge available to children with special educational needs and healthy children. A child with special needs should be placed in the environment that at the moment corresponds to the possibilities of his learning.
3. There is no special medical support in the educational institution.
4. Programs for employment of graduates with disabilities are extremely ineffective.
5. There is a need for training and professional development of teachers involved in inclusive education. So, as the

lack of knowledge of teachers about the possibilities of children with special educational needs does not allow organizing the education of a child based on his capabilities, creating an individual training program for a special child, which ultimately gives rise to the disintegration of children in educational institutions.

The leading goal of an educational institution is to create an inclusive education system, a system of programmatic, methodological, normative and information support for learning processes, correction, compensation and rehabilitation, the development of various forms of alternative education, comprehensive support for all students, and ensuring the psychological health of all participants in the educational process [3]. The content of the educational process in inclusive classes is determined by programs for general education classes approved by the Ministry of Public Education of the Republic of Uzbekistan, a standard basic curriculum, an annual calendar and a timetable, developed and approved by educational institutions independently, as well as an individual curriculum for children with special educational needs [2].

The expected result of the substantive field of education of a child with children with special educational needs in an inclusive class is concluded in a number of criteria: - what the child should know and be able to do at this stage of education; - what from the acquired knowledge and skills he can and should apply in practice; - how actively, freely and creatively he uses them; - mastering the sections of the educational program; - the degree of equipment with knowledge, abilities, skills; - analysis of behavior and dynamics of its development in the daily life of the child; - an

individual profile of the development of life competence.

Accordingly, the development of inclusive education in our country will not lead to the closure of special educational institutions due to the fact that among children with disabilities, there are also children with two pronounced defects (deaf-blind, mentally retarded deaf), children with multiple developmental disabilities, when there are three or more developmental disorders). However, in most cases, this category of children is outside the educational space, it is these children who join the ranks of orphans, are rejected from families and are visited in special boarding schools. We believe that educational institutions should become accessible for children with special educational needs through the development of inclusive education, it is necessary to make the school environment barrier-free by installing special equipment in buildings, developing integrated education programs for children with disabilities, creating a sustainable social and economic infrastructure and providing schools by teachers-defectologists and psychologists.

As a result of the successful implementation of inclusion, students have the opportunity to actively and permanently participate in all activities of the general educational process. Individual assistance does not separate or isolate the student because he sits and does the work with all the children in the class.

CONCLUSION

Summing up, we can say that inclusive education is the next progressive step in the development of education not only for children with special educational needs, but also for the entire educational system, in the humanization of the environment.

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