

SPECIFICS OF INCLUSIVE EDUCATION

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Abstract

The article examines the features of inclusive education.

Keywords: inclusion, inclusive education

Currently, more than 8% of children with disabilities live in Uzbekistan. The education of such children is an integral part of the national education system. The national educational initiative "Our New School" aims to create a new type of school — a school for all — that will ensure the successful socialization of children with disabilities and children with special needs, while taking into account the age and individual characteristics of each student. The learning process must consider the special educational needs of students with disabilities, the necessity of special conditions for receiving education, the heterogeneity of the group of children with disabilities, the range of their abilities to master educational programs, and the variability of their educational conditions. [3] Therefore, the central idea in the development of modern education is **inclusion**.

The term "inclusion" comes from the French word "include," meaning "to include, contain, have in one's composition, or encompass." The foundation of inclusion is an inclusive society, which means that any person can be included in social relations. The implementation of inclusion is possible only with regard to the principles of democratization and the absence of discrimination on any grounds. Inclusion is a dynamically developing process that has a positive impact on the system of social relations. The development of inclusion ideas strengthens the moral health of society. [2]

Inclusive education is the provision of equal access to education, taking into account the diversity of special educational needs and individual capabilities. Inclusive education includes a number of important value orientations:

- Recognition of the equal value of all students and teachers for society;
- Increasing the degree of participation of all school students in all aspects of school life while simultaneously reducing the level of isolation of certain groups of students;
- Changing the school's pedagogical methods so that the school can fully meet the diverse needs of all students living near the school;
- Analysis, study, and overcoming of barriers to acquiring knowledge and full participation in school life for all students of the school, not only for those who have disabilities or special educational needs;
- Carrying out reforms and changes aimed at the benefit of all students of the school as a whole, and not just any one group;
- Recognizing differences between students as resources that contribute to the pedagogical process, rather than obstacles that must be overcome;

- Recognition of the role of schools not only in improving students' academic performance but also in developing the social values of local communities;

- Recognition that inclusion in education is one aspect of inclusion in society. [2]

Inclusive education involves teaching children with disabilities and preserved intelligence in the framework of a general education school according to the standards provided for students with ordinary educational opportunities.

Students with disabilities are children who have deficiencies in physical and/or mental development, confirmed by a psychological-medical-pedagogical commission, which prevent them from receiving education without the creation of special conditions.

Inclusive education is the most advanced system of teaching children with disabilities. It is based on the joint education of persons with typical development and those with disabilities, when all participants in the educational process learn to live together, and the boundaries between children with disabilities and healthy children are gradually erased. The cause of disability is often not so much medical problems related to a person's health condition, but rather the state of society's development, whose barriers prevent the realization of the rights and freedoms of people with health impairments. The destruction of barriers to access to quality education leads to the unification of the social space of people with disabilities and healthy people. Attitudes toward health impairments change: they are no longer seen as a flaw, but as a characteristic of a particular person. The socialization of children with disabilities in society is successful, and they function as full members of society. [1]

Inclusive, or inclusionary, education is based on the fact that all students, despite their physical, intellectual, and other characteristics, are included in the general education system and study together with their peers in educational institutions that take into account their special educational needs. The concept of "inclusive education" emerged from the belief that education is a fundamental human right and that it creates the foundation for a more just society.

The exclusion of any discrimination against children, equal treatment of all people, and the creation of special conditions for children with special educational needs form the basis of inclusive education. Thus, inclusive education includes not only the sphere of education but the entire spectrum of social relations: work, communication, and leisure. An accessible and friendly atmosphere must be created everywhere, and barriers of the environment and public consciousness must be overcome. [6]

Inclusive education involves building a learning system that meets the needs of every child and provides all children with the psychological and pedagogical support that allows them to be successful, feel safe, and feel they belong.

The problem of educating children with disabilities has the status of a national priority. Education for all is an integral part of a prosperous society. This will make it possible to unlock the individual potential of each person that society needs. Undoubtedly, the starting condition for the integration of people with disabilities into society is the creation of a partnership between government, business, civil society, and, of course, education. Since people with disabilities have expanded other channels of perceiving the world and heightened other senses, it is necessary to provide them with the opportunity to communicate at the level of modern society and to engage their intellectual potential in order to increase the participation of people with disabilities in our lives.

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