



INTRODUCTION OF INCLUSIVE EDUCATION - HUMAN ATTENTION AND THE FOUNDATION OF SOCIAL PROTECTION

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Annotation:

Today's education system aims to identify young people as munoib heirs for the next day. This article describes how it is a time-consuming requirement for students with disabilities to be taught in the same way as healthy students.

Keywords: Teducational, inclusive education, children with disabilities, knowledge, modern teaching methods, individual characteristics, social skills, age characteristics.

A number of projects related to inclusive education have been successfully implemented in our country. The inclusive education for children with special needs in Uzbekistan and the European Union began in 2014. As part of this project, which was scheduled for September 2016, 15 schools and 15 preschools attracted children with special needs. The responsibility and professional skills of pedagogical staff, medical-pedagogical and psychological commissions have been improved. Resource centers, which have begun operating in various parts of our country, provide essential advice to children with special needs, their parents, families, and intellectual education professionals. (Matthew 24:14; 28:19, 20) The consistent, systematic, coordinated, social partnership of efforts in this area is an important factor in expanding the involvement of children with different medical facilities in general education and improving the awareness of students, teachers, neighborhoods, and the wider community on social inclusion.

Inclusive education is an opportunity for educational institutions to educate all children. This education is based on understanding as a fundamental human right. Inclusion is widely used both in a broad sense and in a narrow sense. In a broad sense - she included children with special needs who were victims of war, children who were refugees, children of low-income families, children of a socially vulnerable family, talented children, children with health problems, and others. Inclusive educational ideas are based on social and cultural theories. Psychologist L. Vigotsky (1986-1934) became the founder of the idea of inclusive education, through which children gain





the most effective knowledge in the social environment. Speaking that the development of higher mental functions begins with social cooperation and then becomes personal, L. Vigotsky is responsible for incorporating inclusive education into the U.S. education system. The objective of inclusive education is to provide quality education to all of them, regardless of their abilities or status. At the same time, the principle of inclusivity entails that children with disabilities must live in the family and learn at a normal school along with their peers in order to have positive spiritual and social development. The inclusive education system guarantees that a child in a wheelchair can be educated at any school nearby, have special assistance to learn to read and write if he or she is struggling to master, and a child who does not attend classes will receive appropriate assistance to return to school.

Intellectual Education: Expanding students' knowledge of the subject, providing insight into the objectives and functions of inclusive education, and the education of children with special needs. So this social partnership is always the main way to develop and learn. He also believed that education was preceded by development. Adults can stimulate learning by focusing on a child's skills or knowledge, which is "directly in the development zone." L. Vigotsky defined "such a developmental zone" as a field or space where a child knows or can do and can do or understand what they can do or understand with the help of someone competent. L. Vigotsky's theory of social and cultural development clearly defines the role of a teacher. We need to know our children well and interact actively with them to identify educational activities within the "center of close development" of the world. If children first learn through social interaction, we teachers need to maximize the time when a child interacts with other children and adults. A noisy (but not high) group of my child of the age until Macrab (but not disorderly) is a normal learning environment. The practice of inclusive learning in many countries has shown the accuracy of this theory, according to research, where children with special needs study with their peers. tend to show much better results in learning, social communication. All children receive good benefits from the practice of inclusive education. Usually, having a child with a special need is in a group with developing peers tries to imitate them, communicate with them, and develop their social skills. Emerging children will understand the problems faced by people with special needs. They are sensitive to the needs of others and better understand the difference they learn that all people can cope with critical problems and succeed. It is also beneficial to have children with special needs in a group of teachers, in which they can be qualified to distinguish between academic styles. They also gain more confidence in themselves in evaluating individual strong brakes of children, while also identifying aspects that need support. This will allow all children





to identify the individual strengths and individual needs of the child and thus improve the share of education. The existence of inclusive education means acknowledging that children are different in many ways from each other, and that these differences are not a hindrance, but a valuable resource. Children's diverse educational needs and opportunities and their different development rates can be met by individualizing and differentiating the learning activity and educational strategy. Features of inclusive preschool educational organizations: a team of specialists, together with teachers in regular groups, is engaged in general education of children in particular need; it is necessary to determine how many of the children in need of special need can be successfully included in a group. As a rule, this amount depends on the type of characteristics each child receives and the assistance that a teacher receives from his or her own preschool organization. For example, with the help of other experts, a teacher may take only one child with a serious illness or several children with a mild diagnosis into their group. There is also a practice of including children in need of special needs across the state of no more than 5-10% of the total number of children in the group. Acceptance of 1-2 children in need of special needs if there are 20 children in the group; full participation of parents and other family members in making decisions on the education and development of their children; all pedagogues (group trainer, preschool psychologist or defector, music director, physical education guide) work as a collective and coordinate their efforts. Decisions are made by members of the team who cooperate effectively with each other; providing strategies and education ensures the development of whole children and takes into account the needs of special development of each individual child; Work with needy children is based on a map of the development of an individual child, taking into account the strengths and needs of children; the effectiveness of applications is regularly evaluated; all stakeholders are involved (family members, teachers, other specialists); All teachers should have an understanding of the teaching and developmental characteristics of special needs children, undergo specialized training through training, improve their skills, and study special adhesives.

Emphasizes that in order to guarantee the right of all to inclusive education, the process of deinstitutionalization should be carried out in children living and studying in schools. In this regard, non-governmental organizations at all levels should develop and implement systematic approaches to the deinstitutionalization of children within this group. Such an approach should encompass the planning and implementation of their reinvestment into society, the subsequent orientation to general educational institutions, the prevention of institutionalization processes, the creation of support





(psychological, social, financial, recreational and pedagogical) services for these children and their families.

A new edition of the Education Right Act is designed in such a way that lawmakers and those who enforce it want to rely on the pillars of the current existing system. In other words, "experts" with their recommendations influence the decision of children with disabilities in which form of education they study. However, Experience in the social and cultural direction of Uzbekistan shows that recommendations from psychological and medical-pedagogical commissions with institutional authority have institutional strength and have an imperative characteristic, not advice. As a result, the recommendations of psychological and medical-pedagogical commissions on where a disabled child is taught leave parents with no doubts. "Thus, the law and its substances should be read based on the social and cultural status of disability discourse in the world," says Mirjahon Turdiyev, a professor at Syracuse University in the United States.

Odila Atabayeva, a member of the Council of Experts for the Great Future, emphasizes the need for students to be given the academic right to choose an educational institution and the type of education in the case of the Education Act of the Russian Federation. At the same time, according to the law, an educational institution should provide free socio-pedagogical and psychological assistance and provide a framework for obtaining psychological and medical-pedagogical advice based on a child's psychophysical development and health.

As in the current form of the Education Bill, the restriction nowhere does it exist. If there is a need for help, then according to the student's choice, any educational institution should provide this assistance. If a student with special educational needs is studying in a general school, the school must create the necessary conditions regardless of the school's wishes, according to the psychological-medical-pedagogical commission.

Children with disabilities and developmental disabilities should be determined by law the right to study in secondary schools. If a child or his parents express a desire to enjoy this right, the school must provide the necessary conditions.

To ensure the intellectual right of each child (at all levels), the relevant state authorities should create the necessary conditions for all students, including children with disabilities and developmental disabilities in public schools.

"In order to support the student's personal system, the conditions must cover the presence of highly qualified pedagogical personnel, teachers (teachers) and other professionals who carry out their psychological and pedagogical companionship. The conditions include the physical acceptance of buildings and structures, educational





materials and technical equipment, the adaptation of curricula based on the individual plan for student development, as well as the development and development of the educational system of the institution for all students.

List of Available Publications:

1. Resolution of the President of the Republic of Uzbekistan, PQ-4860 of 13.10.2020 ON MEASURES TO IMPROVE THE EDUCATION SYSTEM FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS
2. The Concept for the Development of Intellectual Education in the Public Education System of the Republic of Uzbekistan from 2020-2025. (<https://lex.uz/docs/-5044711>)
3. The Journal of Public Education, published by Jehovah's Witnesses.
4. "REFORMS IN EDUCATION IN UZBEKISTAN: INTELLECTUAL EDUCATION AND NEW PEDAGOGICAL APPROACHES" Ulugbek Jumayevich Mansurov
5. M Mamatov, A Isomiddinov, S Yuldashev. Factors of Developing the Intellectual Abilities of the Youth. Factors of Developing the Intellectual Abilities of the Youth 8. 5.
6. "Gazeta.uz" 12 396 #inklyuziv ta'lim

