

SPECIFIC FEATURES OF ORGANIZING INCLUSIVE EDUCATION IN PRIMARY EDUCATION

Rakhimkulova Mahbuba Bahronovna

*Associate Professor of the Department of Preschool,
Primary and Special Education Methodology of the National
Teacher Training Center of Samarkand Region
<tel:+998917016499>*

Abstract: in this article , we will now look at the specifics of organizing inclusive education in primary education, specific benefits or disadvantages , changes in schools and children's training, and again several experiments on organizing inclusive training in a number of our schools in the Republic, you can get acquainted with this information.

Key words: Inklyuziv ta'lim ,maktab ,o'quvchilar, qonunlar, O'zbekiston , vazirlar mahkamasi , dastur, individual, vazifa ,tamoyil, o'zlashtirish , jamiyat, tizim, ota-onalar

Introduction

The government resolution "On approval of regulatory legal acts on the education of children with special educational needs" was adopted (No. 638, 12.10.2021). The resolution approved the Regulation "On the procedure for organizing inclusive education in general secondary education organizations". According to the regulation, inclusive and primary basic correctional classes are organized in schools where special conditions are created for students to move around the building and receive education. In this case, students are admitted to the first grade in the year they turn 7 years old. It is also allowed to admit children who are two years older than the age limit established for schools. Admission of students to these classes is carried out according to the conclusion of the Psychological-Medical-Pedagogical Commission established under the territorial public education department, with the consent of parents or persons replacing them. The total number of students in inclusive education classes should not exceed 30. Only students with the same medical diagnosis are admitted to inclusive and basic remedial classes.

In Uzbekistan, everyone is guaranteed equal rights to education, regardless of gender, race, nationality, language, religion, social origin, beliefs, personal and social status. Chapter II, Article 20 of the Law "On Education" states about Inclusive Education:

- Inclusive education is aimed at ensuring equal opportunities for all learners to receive education in educational organizations, taking into account the diversity of individual educational needs and individual capabilities.
- Inclusive education is organized in educational organizations for children (individuals) with physical, mental, sensory (sensation) or mental disabilities.
- The procedure for organizing inclusive education is determined by the Cabinet of Ministers of the Republic of Uzbekistan.

In inclusive education, the opportunity for students to learn from each other is of great importance. Students interact with other students to exchange ideas, teach each other the mastered educational programs, and develop opportunities for collaboration. In inclusive education, cooperative learning methods are widely used. In this method, students have the opportunity to work together in groups, implement their ideas, and collaborate with others. This method is of great importance in increasing students' self-learning and development. In inclusive education, primary education institutions should be provided with additional educational

equipment. This educational equipment is designed to meet the diverse needs of students, help develop their diverse abilities and talents, and allow students to increase their participation and participation. It is important for teachers to be trained in organizing inclusive education. Teachers should be trained to understand the principles of inclusive education, to individually support students, and to provide additional support services to them. This training will enable teachers to learn the basic principles of inclusive education, to directly use additional learning resources, and to learn ways to support students.

The features of inclusive education in primary education include providing opportunities for all students, peer learning, cooperative learning methods, additional educational equipment and teacher training. These features are aimed at supporting the learning that is adopted in the primary education environment and mastered by each student. The specific features of inclusive education in primary education are as follows:

One of the main principles of inclusive education is to look after all students and ensure their stability. This requires the organization of the adopted educational programs and teaching methods in accordance with their abilities. In the process of inclusive education, students should use additional support services. These services include helping students with disabilities, learning difficulties, or other learning challenges. For example, additional teachers, therapeutic services, and educational counselors can be used.

Programs tailored to the diverse talents and abilities of students: In inclusive education, programs tailored to the diverse talents and abilities of students are created. These programs are tailored to the students' learning styles, ideas, and learning styles. Accordingly, each student can have the opportunity to learn information for their own special needs.

In an inclusive learning environment, students have the opportunity to work together and collaborate. Students are given the opportunity to exchange ideas, work as a team, implement ideas, and help each other.

In inclusive education, teachers and trainers need to understand the principles of inclusive education, learn teaching methods that are suitable for each student, and know how to support students in inclusive education. They need to receive additional training to work in inclusive education and help implement adapted educational programs.

The features of inclusive education in primary education include providing opportunities for all students, using additional support services, organizing educational programs that are appropriate for the talents and abilities of students, cooperation and collaboration

In inclusive education, students learn from each other through the following methods:

Students learn in groups, provide them with the opportunity to help each other and exchange their ideas. Group work allows students to get to know themselves, develop relationships, and gain additional knowledge. The unique ways in which students work together provide learning. For example, in groups, they are given the opportunity to help each other, implement ideas, solve problems and implement projects as a team. Collaboration, which allows students to learn from each other and provide additional support, helps to increase communication and student learning. This cooperation increases the opportunity for students to exchange ideas with each other, receive advice and help each other. In inclusive education, student-centered educational programs are created that take into account the different talents and abilities of students. Students can use each other and help each other in the learning process by using individually developed programs. In an inclusive educational environment, additional teachers and counselors provide students with the opportunity to provide special support and assistance. These professionals play a key role in teaching students how to learn from each other and how to provide additional support.

In inclusive education, group work, collaboration and teamwork, student collaboration, adapted learning programs, and additional teachers and advisors are important to ensure that students learn from each other. These methods help students learn on their own, enhance their own learning, and develop connections between students.

The following methods are used to ensure cooperation between students in inclusive education:

The main way to increase cooperation between students in a group. Group work allows students to help each other, exchange ideas and consult. It develops the skills of students in a group to support each other and exchange their ideas. In this method, students collaborate on tasks or projects to help each other in the learning process. For example, students can increase cooperation between students through activities such as solving problems together in a group, creating projects, and teaching each other educational material. Educational games are one of the convenient ways for students to learn from each other and develop cooperation. Games allow students to increase cooperation by giving them the opportunity to complete related tasks, work together or consult with each other. Games play an important role in enhancing students' learning and developing relationships between students. Providing opportunities for students to talk and exchange ideas is an important part of developing collaboration. Students are given the opportunity to express their thoughts and exchange ideas with other students in groups or during interactive activities. This allows students to express themselves, provide additional support, and strengthen relationships between students. In an inclusive learning environment, additional teachers and counselors play an important role in helping students help each other and increasing collaboration. They carry out their activities by teaching students how to provide additional support, teaching exchange ideas, and developing relationships between students.

These methods are one of the main principles of inclusive education and are used to provide important tools for increasing and developing cooperation between students. These methods allow students to strengthen connections between students and increase their acquired learning as they learn from each other.

The education of children with special needs includes such responsible tasks as helping them adapt to social life by teaching them to read and write, effectively implementing these tasks, and providing practical assistance to special education workers and parents of children with disabilities. The main problems of children with special needs cannot be solved by educating them away from their environment and family. It is difficult to achieve social integration if society does not take responsibility for its members and does not restore their restricted rights and opportunities. Solving the problem of equality in the education of children with special needs is one of the urgent problems of today. However, even today, many children are excluded from education for various reasons. It is necessary to consider organizational, scientific and methodological measures for involving them in inclusive education, that is, develop measures for training specialists and improving their qualifications. There are two main factors in attracting children with special needs to general education institutions. First, children with special needs can interact with healthy children. If inclusive education is organized in a purposeful way, children with special needs will be socially protected, and healthy children will feel the greatness of social justice and recognition of equality, and will treat children with disabilities with greater kindness and attention. Second, children with disabilities also have the right to study and be educated alongside their healthy peers.

The success of these efforts should be reflected in the laws of each country. Because laws guarantee the provision of the necessary material and spiritual resources. In providing education to students with disabilities, it is required and mandatory for parents, neighborhoods to work in cooperation with educators and specialists. Children with special needs can also work, receive education, learn a profession and develop at the level of their abilities together with healthy peers. If inclusive education is organized in a purposeful manner, children with special needs will be socially protected, feel equal rights in social life, and can learn along with their peers. Although existing defects in children are corrected to a fairly high degree in segregated, special, closed institutions established for children with special needs, as a result of children falling into a narrow circle in the school community, they will face great difficulties in adapting to society and functioning in the future along with children with normal development. Special schools have significant shortcomings in these aspects. In addition, it is also not democratic to keep children with special needs completely separated from the general public. Because children with special needs also have all the rights. The need to involve children with special needs in general

education institutions is manifested in the fact that it is necessary to involve children with special needs, who are completely excluded from the education system, to educate them, to support parents who are struggling due to the fact that their place of residence is too far away or they lack financial resources, or because their parents do not want their child to go to a special institution, to ensure the early and full integration of children with special needs into society, to address the issue of equality, and to prevent discrimination. The issue of inclusive education has become the focus of attention in the 1990s. The final working papers were studied based on integrated education programs in South Africa and South East Asia. As a result, inclusive working methods were adopted by the Ministries of Education of all countries as an alternative to special departments in special schools. The need for inclusive education arises from the following beneficial aspects for society and for children with special needs:

- Inclusive education allows children with special needs to always be in the circle of their family neighborhood and relatives.
 - Placing children in boarding schools far from their family, home, also prevents their home, family from participating in the life of society. A child who is far from home, family, and parental love grows up to be strong. Because the family is the main center of upbringing.
 - Inclusive education improves the quality of education for all.
 - Inclusive education can serve as a catalyst for improving the quality of education. The admission of children with special needs to general education institutions encourages students to develop new teaching methods that are more child-centered and inclusive of more students. And the benefits of this reach all children.
 - Inclusive education helps prevent discrimination. There is a high level of misconception and attitude towards people with disabilities in society. This may be due to the lack of information about them and the fact that they are educated in special institutions from a young age. It is very difficult to eliminate or reduce this attitude. However, experience shows that children, compared to adults, understand differences and similarities more quickly. If children with special needs were educated together with normally developing children, this would ensure that all children understand that they are children like them and do not discriminate against those with disabilities.
- Ways to support inclusive education can include:

In an inclusive education environment, additional teachers and advisors play an important role in supporting and assisting students. They work to develop learning methods and materials that are appropriate for students and to enhance students' learning. Methods such as group work, joint projects and consultations, brainstorming and games are used to enhance collaboration between students. These methods allow students to support each other, exchange ideas, consult and enhance learning. In inclusive education, an individual learning path is created that takes into account the unique talents and abilities of each student. This path includes a learning system and methods that are appropriate for the learner, and also allows for the enhancement of the learner's acquired learning. In an inclusive learning environment, various tools and technologies are used to support learners. These tools help to teach information to learners in audio, visual and kinesthetic ways, prepare learning materials that are most suitable for different learners, and help to enhance the acquired learning of learners. An important part of supporting learners in inclusive education is parental and family support. Parents and family members actively participate in helping learners, providing them with additional ongoing guidance, and enhancing learners' own learning and acquired learning. Activities and opportunities should be provided for the successful implementation of inclusive education. These activities will help develop connections between students about the application of inclusive education, how students can contribute to improving their learning, and the principles of inclusion.

Inclusive education is a global challenge. The key to inclusive education is to create a learning-friendly and learning-friendly environment for children. If attention is paid to the lives of students with disabilities from the earliest age, i.e. up to 6 years of age, much higher results can be achieved. Developing policies that meet the educational needs of children with disabilities is the basis for supporting inclusive education.

The following issues need to be addressed in supporting inclusive education:

-Developing a positive attitude in society

Children with special needs are being excluded from education due to a lack of knowledge about children with disabilities among people in society. In addition, if the abilities, rights and needs of a child with disabilities are not systematically valued, children develop a negative attitude towards themselves and their abilities.

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