

DEVELOPING INCLUSIVE EDUCATION AND IMPROVING ITS EFFECTIVENESS FOR CHILDREN WITH DISABILITIES

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<https://doi.org/10.53885/edinres.2024.2.2.014>

Abstract: This article analyzes the current trends in the development of inclusive education, factors for improving the quality of education, and achievements in practice. It also broadly covers the essence, importance, and ways of developing an inclusive education system. Inclusive education is interpreted as a modern approach that ensures the right of children with disabilities to receive general education together with their healthy peers. The article shows that inclusion is based on the principles of human rights and equality in society, based on the ideas of such thinkers and scientists as Farobiy, N.V. Borisova, S.A. Prushinsky, and S.V. Alekhina.

Keywords: inclusive education, inclusion, quality of education.

Introduction. Ensuring equal access to education for every child in the education system is the foundation of democratic values and human rights in society. Inclusive education is the process of educating children with disabilities, that is, students with disabilities or special educational needs, together with their able-bodied peers in general education institutions. Inclusive education not only expands children's opportunities for learning, but also increases their social integration, sense of self-worth, and status in society.

N.V. Borisova, S.A. Prushinsky emphasize that, according to the social model on which inclusive education is based, "the cause of disability is not only the disease itself, but also the physical (related to social structures and procedures) and organizational (related to attitudes) barriers, stereotypes and misconceptions existing in society." According to S.V. Alekhina, "inclusion is a social concept that implies the same understanding of the goals of humanizing social relations and recognizing the rights of persons with disabilities to receive quality education together." Inclusive education is defined in the most general sense as a new promising strategic direction of educational policy and practice, which is most closely related to the general educational foundations. International experience in developing an inclusive education system has been implemented since the 1960s to the present day as a strategy characterized by a long-term, consistent, continuous, phased and integrated approach.

Discussion and results. In his treatise "Thoughts of the Residents of the City of Virtues," Farobi emphasizes that every person should function as a whole, not separated from society, confirming the progressive views on the current problem of inclusive education in special education and special pedagogy. "Every person," he writes, "is structured in such a way that he needs many things in order to live and achieve a high degree of maturity, he cannot acquire such things alone, he needs a community of people to possess them." Farobi further emphasizes with his views that all people should function as part of society. Therefore, from the content of these thoughts, it can be understood that children with special needs should also live, function and receive education in the general community, along with everyone else.

The main part. Inclusion is an English word, which means inclusion, integration. This term

describes the process of educating students with special needs together with healthy children in general education schools.

Inclusive education is an educational process organized taking into account the capabilities, individual psychological, physical disabilities and learning characteristics of students[3].

The goal of inclusive education is to create a barrier-free, adapted educational environment for students with special educational needs at school, using special tools and methods, involving special educators, and to ensure quality education that serves their effective adaptation to society and full integration[4].

Inclusive education means educating students with physical and mental disabilities together with able-bodied students. Inclusive education is based on a number of important principles. In particular,

the principle that human worth does not depend on his abilities and achievements;

the principle that each person has the ability to feel and think;

the principle that each person has the right to communicate and listen;

the principle that each person needs each other;

the principle that the process of individualized education is carried out on the basis of clear cooperation;

the principle that each student needs the support and friendly relations of his peers;

the principle that diversity should ensure the development of all aspects of the student's life, etc.

Ways to develop inclusive education

1. Special training and professional development of teachers. In this case, teachers who have mastered the methods and techniques of inclusive education, who can identify the individual needs of each student, and who can provide psychological and pedagogical support are the basis of the quality of education. It is necessary to organize regular professional development courses, seminars and trainings.

2. Strengthening the material and technical base of educational institutions. Special equipment of classrooms, introduction of assistive technologies will facilitate the educational process for children with disabilities. This includes visual aids, audio devices, and special furniture.

3. Development of individual education plans. Individual education plans should be developed that are appropriate for the capabilities and needs of each student, and the educational process should be carried out on the basis of these plans.

4. Close cooperation with parents. It is important to involve parents in the educational process, provide them with information about inclusive education, and create a support system.

5. Psychological and social support. Continuous monitoring of the psychological state of students, provision of services aimed at eliminating stress and social problems.

One of the factors for improving the quality of education is, first of all, integration with specialists, that is, working together with special educators, speech therapists, psychologists. In this case, the use of innovative technologies, computer programs, interactive educational materials, and special programs to enrich the educational process serve as an important tool. Also, regular feedback from students and parents and improving the educational process on this basis also increases effectiveness. At the same time, recognizing and encouraging students' achievements are also important factors in improving the quality of education.

There are successful projects of inclusive education in world practice. For example, in Scandinavian countries, a comfortable environment created for children with disabilities and specially trained teachers are showing effective results. In Uzbekistan, inclusive classes are also being established in some schools, and positive changes are being observed in the social and academic development of students.

There are a number of problems in the inclusive education system. Among them is the lack of funding, which makes it difficult for educational institutions to obtain the necessary resources for inclusive education. Teachers lack special training and continuous professional development. There is social misunderstanding in society regarding children with disabilities.

To address these problems, special programs should be developed in collaboration with government and non-governmental organizations, and a system of financial and social support should be established.

Conclusion. It can be concluded that inclusive education one of the important steps towards ensuring quality and equal education for children with disabilities. To improve the quality of education, it is necessary to improve the skills of teachers, strengthen the material and technical base of educational institutions, and develop cooperation with parents and specialists. Only then will the inclusive education system become an effective mechanism for ensuring the social and academic development of all children.

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