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## STUDY OF THE FIELD OF THINKING OF CHILDREN WHO RECEIVE INCLUSIVE EDUCATION

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### ABSTRACT

*In this article the current state of the development of thinking of students receiving inclusive education in the primary grade was studied, the conditions for the formation of children's thinking and the practical aspects of organizing individual development according to their age characteristics were determined. The article made recommendations using theoretical sources, scientific research and psychological methods of foreign scientists.*

### Keywords

*Inclusive education, children with special needs, principles of inclusive education, thinking of children receiving inclusive education, individualization, the idea of inclusion, integrated education, speech disorder, mentally retarded children, mental retardation, locomotor system.*

### АННОТАЦИЯ

*В данной статье изучено современное состояние развития мышления учащихся, получающих инклюзивное образование в начальных классах, определены условия формирования мышления детей и практические аспекты организации индивидуального развития с учетом их возрастных особенностей. давал рекомендации, используя теоретические источники, научные исследования и психологические методы зарубежных учёных.*

### Ключевые слова

*инклюзивное образование, дети с особыми потребностями, принципы инклюзивного образования, мышление детей, получающих инклюзивное образование, индивидуализация, идея инклюзии, интегрированное образование, нарушение речи, умственно отсталые дети, умственная отсталость, опорно-двигательный аппарат.*

**INTRODUCTION.** The global socio-economic and geopolitical processes taking place at the beginning of the 21st century are changing the ideological and ideological image of the world and require the formation of a new way of thinking and worldview. Today, the main goal of the education system is to create a person



who is well-versed in social and humanitarian sciences, has high legal literacy, can compete on the world stage through his knowledge, has his own civic position, respects his country and nation. aimed at forming children's feelings of being able to show affection. In the last century Article 26 of the "Universal Declaration of Human Rights" adopted by the UN in 1949 states that "Everyone has the right to education. Education, at least primary and general education, should be free. Primary education should be compulsory. Technical and vocational education should be within the reach of all, and higher education should be within the scope of sufficient opportunity for all, based on each person's ability.

Education should be aimed at the full development of the human personality and strengthening respect for human rights and fundamental freedoms. "Education should serve mutual understanding, goodwill and friendship among all peoples, racial and religious groups, and help the United Nations to maintain peace."<sup>1</sup>

The "Convention on the Rights of the Child", adopted by the UN in 1989, is an international human rights treaty designed to realize the rights of all children everywhere.

The issue of organizing the education of children with special needs began to be considered among the most urgent issues. As a result, a very important World Conference was held in Thailand in 1990. The Universal Declaration "Education for All" was adopted at this conference. The Universal Declaration "Education for All" was adopted by 155 governments of the world and more than 150 non-governmental organizations. The Universal Declaration "Education for All" guaranteed that every child will receive a complete and excellent education.

Our priority policy is to bring up the young generation as intellectually deep, intellectually mature, physically healthy, comprehensively developed, intelligent people. Today, care for children and adolescents in need of special assistance, social support of their rights, organization of the educational process in accordance with the needs and abilities of these children, and equalization to a healthy society are growing. is one of the urgent issues.

In the Republic of Uzbekistan, the attention of the state to improving the content of education of children and adolescents in need of special support is increasing. The Constitution of the Republic of Uzbekistan is expressed in the Law "On Education" and "On Social Protection of Disabled Persons in Uzbekistan".

Diagnosing children in need of special education from an early age, preparing them for education, quality organization of psychological, medical-pedagogical support in an integrated manner, improvement of regulatory and legal documents,

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<sup>1</sup> The Universal Declaration of Human Rights was adopted and promulgated by the General Assembly of the United Nations on December 10, 1948 through Directive 217 A (III).



general education state standards in all areas of special education. Adaptation to the directions is being carried out rapidly. At the international level, the experiences of educating children with disabilities in special or general educational institutions at the level of their capabilities and abilities, and integrating them among their healthy peers are widely promoted in Uzbekistan. Article 50 of the Constitution of the Republic of Uzbekistan states that "Everyone has the right to education." The state ensures the development of the continuous education system, its various types and forms, state and non-state educational organizations. The state creates conditions for the development of preschool education and upbringing. The state guarantees free general secondary education and initial professional education. General secondary education is compulsory. Pre-school education and upbringing, general secondary education are under state control.

Educational organizations provide inclusive education and training for children with special educational needs".<sup>2</sup> The fact that it is marked as is also a great attention to the field of education. The inclusion of the clause on providing children with special educational needs with inclusive education and upbringing, included in the new Constitution of the Republic of Uzbekistan, served as a great basis for ensuring the freedom of people with fair equality. Now such persons are legally and politically supported by the state. In addition, it is noteworthy that a separate article was included in the Law on Education of the Republic of Uzbekistan and that this article is dedicated to inclusive education.

In Article 20 of the Law on Education, "Inclusive education means equal opportunities to receive education in educational institutions for all learners, taking into account the diversity of special educational needs and individual capabilities." aimed at providing. Inclusive education is organized in educational organizations for children (individuals) with physical, mental, sensorial or mental disabilities.

No. PF-5712 of the President of the Republic of Uzbekistan Sh. Mirziyoyev of April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030 "To the decree in accordance with the order of the President of the Republic of Uzbekistan dated 13.02. No. PQ-4860 dated October "On measures to further improve the system of education for children with special educational needs "to the decision accordingly, it was decided to carry out large-scale work on the development of inclusive education in the public education system.

In order to further improve the inclusive education system, it is necessary not only to strengthen its material and technical base, but also to expand the network of inclusive educational institutions, to provide qualified pedagogic personnel, to

<sup>2</sup>Constitution of the Republic of Uzbekistan. Tashkent.01.05.2023



fundamentally improve the level of preparation of children for pre-school, school and further education. Implementation of modern educational programs and technologies in the educational process, creation of conditions for all-round intellectual, moral, aesthetic and physical development of children, comprehensive intellectual development of children receiving inclusive education, taking into account advanced foreign experience, creating conditions for moral, aesthetic and physical development, introducing modern educational programs and technologies widely used in the world practice into the educational process, training and qualification of pedagogues for inclusive educational institutions, taking into account modern pedagogical technologies and methods improvement of educational plans and programs of higher education is envisaged.

**Results and discussion.** Education of young people is one of the most important tasks in the state policy of our country. Equal education for all is shown in international documents and in our own Constitution and legal documents. Based on this, inclusive education is being introduced for children with special needs. That's why we dedicated our research work to the topic "Study of thinking of children receiving inclusive education".

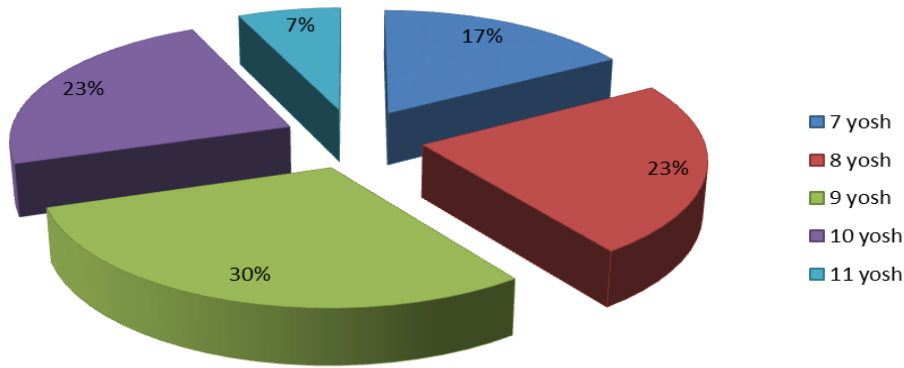
In the practical analysis of our scientific work, we conducted methods for the purpose of studying the process of inclusive education of children, observing the lesson process in inclusive education, conducting interviews with students, and studying the thinking process of children receiving inclusive education, as well as scientific analysis. we did

As an object of our scientific work, boarding school for children with special needs No. 22, Margilon city, Fergana region, in "Inclusive education center", 1 of the 5th general secondary school of Fergana city -we conducted it in the inclusive education class, in the elementary grades of the 8th general secondary school of Koshtepa district. A total of 30 students receiving inclusive education participated.

The results of the analysis of the age characteristics of the respondents who participated in our research work are as follows.

*Figure 1.*

### Inklyuziv ta'lim olayotgan bolalarni yosh xususiyatlari

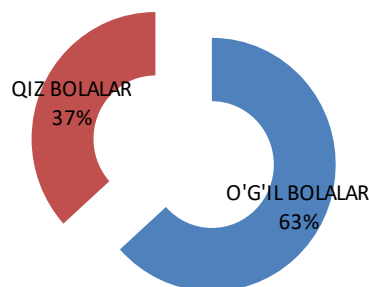


According to Figure 1 below, 7-year-old children have 17% (5 people), 8-year-old children have 23% (8 people), 9-year-old children have 30% (9 people), 10-year-old children have 23% (7 people), 7% (2 people) were 11-year-old children.

The results of the analysis of the gender characteristics of the respondents who participated in our research work are as follows.

Figure 2

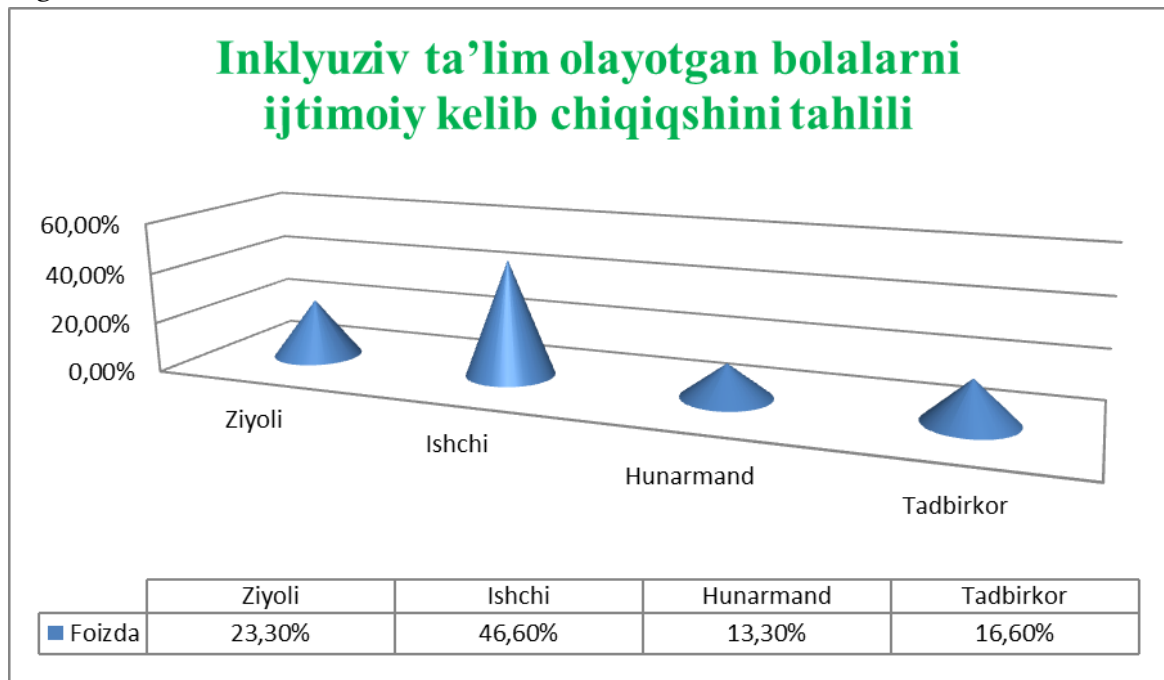
### Inklyuziv ta'lim olayotgan bolalarni jins xususiyatlari



Based on Figure 2 below, boys in inclusive education accounted for 19 or 63% of participants, and girls for 11 or 37%. Based on the observations and interviews

conducted in our research work, we also studied the social background of children receiving inclusive education.

Figure 3

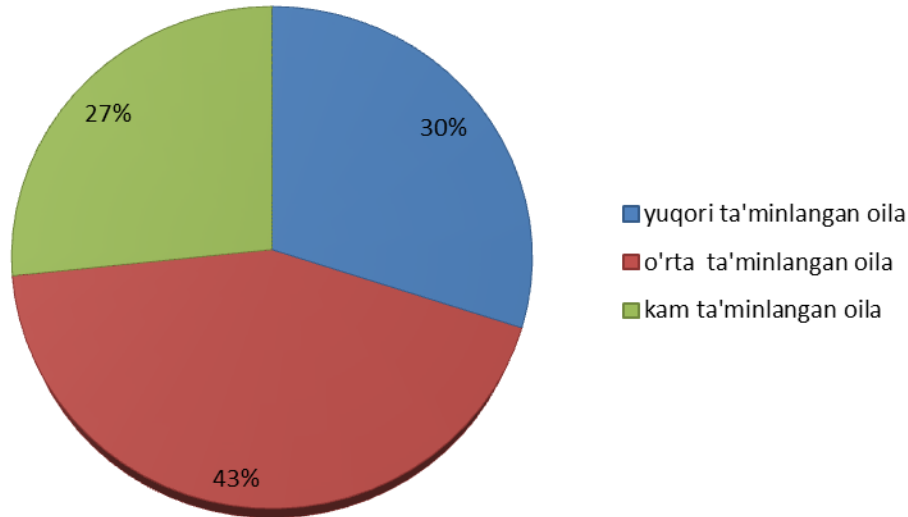


According to the following figure 3, children belonging to families of intellectual level constituted 23.30%, children belonging to families of working class made up 46.60%, children belonging to families of craftsman level made 13.30%, children belonging to families of entrepreneur level made 16.60%. From the results, we can see that the number of children with special needs among the children of intellectual families is low, and the increase in the intellectual potential of a person affects the mental and spiritual development of children. We have also seen that the children of entrepreneurs and craftspeople have fewer developmental disabilities. Basically, it is possible to observe the high level of children with special needs among children of working families. The reason may be that such parents cannot devote the necessary time to their children, it is difficult to meet their needs, they often change their source of income, and they themselves have not increased their mental potential.

In our study, we also studied the family status of children receiving inclusive education.

Figure 4

### inklyuziv ta'lim olayotgan bolalarni oilaviy ahvolini tahlili



According to Figure 4 below, analytical information about the family situation of children receiving inclusive education is given. That is, 30% of high-income families, 43% of middle-income families, and 27% of low-income families. According to the results, high and low income levels of the financial situation of the family gave almost the same result. This shows that parents can have children with disabilities even when they have a large income or a low income, that is, the birth of such children has a genetic aspect and the family does not depend on the source of income. But in middle-income families, this indicator was high, which means that there are more inclusive children with such special needs. Therefore, inclusive children as a genetic and social factor, as a result of parents' relentless mental and physical work to avoid poverty and strive for well-being. Another indicator of our research is the results of medical-pedagogical-psychological diagnosis of children receiving inclusive education.

Table 5

#### THE DIFFERENCE

		n	arithmetic mean value	dispersion	t
The "select display" method	Students receiving inclusive education	15	6.93	12.21	1.12
	Special education students	15	4.67	5.67	
"Fmethod of	Students receiving	15	7.13	5.55	2.3*

determining spawning activity	inclusive education				
	Special education students	15	4.00	8.14	
"Logical thinkingdetection" method	Students receiving inclusive education	15	8,13	8.55	3.7**
	Special education students	15	3.53	9.98	
"Mathematical and demonstrative thinkingdetection" method	Students receiving inclusive education	15	7.80	9.31	2.7*
	Special education students	15	3.80	16.03	
The method of "Completing a sequence of numbers".	Students receiving inclusive education	15	4.87	12.41	2.4*
	Special education students	15	2.27	7.78	
"Mathematical thinkingdetermination" method	Students receiving inclusive education	15	5.87	12.27	3.2**
	Special education students	15	1.73	8.78	
"Locual-logical thinkingdetection" method	Students receiving inclusive education	15	4.93	9.64	3.5**
	Special education students	15	1.47	5.55	
"Choose the desired letter" method	Students receiving inclusive education	15	6.33	10,10	1.6
	Special education students	5	4.27	12.50	

**$P < 0.05^*$ ;  $p < 0.01^{**}$ ;  $p < 0.001^{***}$**

According to Table 7, when we statistically analyzed the results obtained from students receiving inclusive education and students receiving special education according to the "Selection" method, no statistically significant difference was found between them ( $p > 0.05$ ;  $t = 1.12$ ).

**"Fdetermining spawning activity"** When we statistically analyze the results obtained from the students receiving inclusive education and special education according to the method, there is a difference between them a statistically significant difference was found ( $p < 0.01$ ;  $t = 2.3$ ).

**"Logical thinking determination"** When we statistically analyzed the results obtained from students receiving inclusive education and students receiving special education through the methodology, a statistically very high difference was found between them ( $p < 0.001$   $t = 3.7$ ).





**"Mathematical and demonstrative thinking determination"** method When we mathematically and statistically analyzed the results obtained from students receiving inclusive education and students receiving special education, a statistically significant difference was found between them ( $p < 0.01$ ;  $t = 2.7$ ).

**"Completing a sequence of numbers"** methodology When we statistically analyze the results obtained from students receiving inclusive education and students receiving special education, there is a difference between them a statistically significant difference was found ( $p < 0.01$ ;  $t = 2.4$ ).

**"Mathematical thinking determination "** method When we mathematically and statistically analyzed the results obtained from students receiving inclusive education and students receiving special education, a statistically significant difference was found between them ( $p < 0.001$ ;  $t = 3.2$ ).

**"Locual-logical thinking determination"** according to the methodology iWhen we mathematically and statistically analyzed the results obtained from students receiving inclusive education and students receiving special education, a statistically very high difference was found between them ( $p < 0.001$ ;  $t = 3.5$ ).

**"Choose the desired letter"** according to the methodology I When we statistically analyzed the results obtained from students receiving inclusive education and students receiving special education, no statistically significant difference was found between them ( $p > 0.05$ ;  $t = 1.6$ ).

**CONCLUSION.** In our research work, we conducted the study of the thinking domain of children receiving inclusive education. Our scientific work is currently very important in the world and in Uzbekistan. Because this inclusive education system is a new education system that began to appear in the 50s of the 20th century.

Inclusive education is a system of education in which people have equal rights, are fair and do not allow any discrimination. The introduction of this education system in our country is currently being widely paid attention to. That is, in Article 51 of the new version of the Constitution of the Republic of Uzbekistan, in the Law "On Education", the Decree of the President of the Republic of Uzbekistan dated October 13, 2020 "Education for children with special educational needs" "On measures to further improve the education system" No. PQ-4860 decision and a number of legal documents provide a legal basis for the development of inclusive education.

We have theoretically studied the psychological characteristics of children receiving inclusive education. That is, what is the thinking process of speech-impaired students receiving inclusive education, the connection between thinking and speech, and what is the direction of thinking in speech-impaired students. It



was mentioned about the function of thinking operations of mentally retarded children, the opinions and scientific research of scientists in this regard, psychological, pedagogical, medical differences with such students and methods of working with them. In addition, it is possible to observe the development characteristics of children with defects in the locomotor apparatus, the fact that the field of thinking is in an active process compared to other diseases, and the strength of voluntary actions in the formation of thinking.

In the conclusion of the practical part of our scientific work, we studied the thinking process of students in the primary class receiving inclusive education based on an individual-psychological approach, and our mathematical-statistical methods gave results that depended on each other's correlation.

The effectiveness of these methods of research work, used in practice, has been proven in the analysis of the results of experimental tests.

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