



SOCIAL SIGNIFICANCE OF INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES IN MODERN PEDAGOGY

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ABSTRACT

The article focuses on the social importance of inclusive education in educational institutions for children with limited opportunities, pedagogical-psychological approach, students with special educational needs, opportunities.

Key words

Inclusive education, social rehabilitation, social adaptation, pedagogical-psychological approach, a student with special educational needs, a child with disabilities.

АННОТАЦИЯ

В статье акцентируется внимание на социальной значимости инклюзивного образования в образовательных учреждениях для детей с ограниченными возможностями, педагогико-психологическом подходе, обучающихся с особыми образовательными потребностями, возможностях.

Ключевые слова

инклюзивное образование, социальная реабилитация, социальная адаптация, педагогико-психологический подход, обучающийся с особыми образовательными потребностями, ребенок с ограниченными возможностями здоровья.

INTRODUCTION

At the heart of all the reforms being carried out in our country, first of all, there is the solution of urgent issues such as the future generation growing up well, becoming children capable of conquering the world arenas no less than anyone else. In particular, social protection of orphans and children left without parental care, disabled and developmentally disabled children has always been considered a priority task of the state and society. In order to fulfill this task, it is necessary to ensure the rights and freedoms and equal opportunities of people with developmental disabilities in the Republic of Uzbekistan, to eliminate limitations and boundaries in life, to use a modern approach to the organization and



management of education, to increase its quality and efficiency, to ensure the integrity and continuity of education for different layers of the population in society. a lot of work is being done to ensure it. In childhood, a person is strongly influenced psychologically and pedagogically.

MAIN PART

Corrective-pedagogical, psychological and medical work, organized taking into account the limitless internal capabilities of the growing child's body and brain structure, helps to reduce the child's primary defect and prevent secondary defects. All these are factors for preparing a child with developmental disabilities to live independently and without dependence on anyone. Social rehabilitation (restoration) and social adaptation (adaptation) of children is hard work that requires not only the qualities of the heart, but also a professional approach in this delicate field, which is gradually developing with the emergence of new technologies and innovations. In order to improve this field, studies were conducted to study the state of social adaptation of children with disabilities. In our country, favorable conditions are being created for the education and upbringing of children with disabilities and their adaptation to social life. In order to integrate them into the society, first of all, in order to restore their health as much as possible, work is being carried out on the basis of the "General education project for children with disabilities". This mainly involves the use of inclusive education opportunities. As a result, it is becoming an urgent scientific problem to study the pedagogical-psychological features of the organization of inclusive education, its unique possibilities, to identify the problems related to it, and to justify aspects of its effectiveness.

Because the inclusive education method provides a convenient opportunity to ensure full participation of all children in the educational process, regardless of their mental and physical condition. In particular, it is necessary for children with special needs to communicate with others, to grow up to be able to meet the requirements of the social environment, to acquire the skills to meet their daily and household needs, to adapt to life, to be able to study in general education schools under equal conditions with their healthy peers, to start a friendly relationship with them. , makes it easier for him to learn lessons on time, to approach assignments responsibly. With this in mind, in this textbook, it is intended to establish the specific signs of effectiveness of inclusive education, to identify the necessary pedagogical-psychological approaches for its implementation in the continuous educational process from family, preschool educational institutions to higher education. There is a fact that inclusive education can create favorable opportunities not only among children with disabilities, but also among children raised in families based on a healthy lifestyle, in pre-school educational institutions,



schools, academic lyceums and vocational colleges for students with different levels of mastery of subjects. Achieving that students can positively influence each other through it will bring good results. However, sometimes the difference between healthy children and disabled children is noticeable, the disabled child does not join his peers, hesitates, is shy, humiliated because he cannot use his opportunities, and some of them are stubborn and whimsical due to the fact that they are raised too much in the family. It is necessary to make changes in the organization of services. All this makes it clear that the process of inclusive education has its own complexities and imposes serious requirements and responsibilities on teachers, class leaders, tutors, and masters of professional skills working in this field. As a result of the implementation of inclusive education in educational institutions from family to school, comprehensive schools, vocational colleges and higher educational institutions, it became known that the general attitude towards people with disabilities is changing. And this can serve as a factor for their success in life. Inclusive education allows children with disabilities to actively and regularly participate in all activities of the general education process. As a result, the formation of stereotypes is prevented, and the provided individual assistance does not exclude children with disabilities from society. They will be able to generalize the skills they have learned. The inclusive education strategy developed for people with disabilities and introduced to the society on the basis of a plan ensures continuity and continuity of education. Family - Kindergarten - School - Vocational College - Employment - this system will create a foundation for future parents to bring their children with disabilities to general education institutions and higher educational institutions easily and without risk. Inclusive education is an educational process organized taking into account students' capabilities, individual-psychological, physical disabilities and learning characteristics. In addition, inclusive education is a state policy, an education system that represents the elimination of barriers between disabled and healthy children, inclusion of children in need of inclusive education, regardless of their developmental disabilities or economic difficulties, into the general education process aimed at adapting to social life. Inclusive education means teaching students with physical and mental disabilities together with healthy students. Inclusive education is based on a number of important principles. Including

the principle that the value of a person does not depend on his abilities and achievements;

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

the principle that every person has the right to communicate and be heard;

the principle of need of each person for each other;



the principle of implementation of a person-oriented educational process on the basis of clear cooperation;

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

such as the principle that diversity should ensure the development of all aspects of a student's life. The purpose of inclusive education is to create a barrier-free, adapted educational environment for students with special educational needs by using special tools and methods in school, involving special pedagogues, and providing quality education that serves their effective adaptation and full integration into society. The tasks of inclusive education are as follows:

creating a single adapted social environment that excludes any discrimination and ensures equal treatment of all children for students with different development opportunities;

forming a tolerant attitude towards the problems of students with special educational needs in the public and all participants of the educational process;

development of mental and social potential of children with special educational needs along with healthy children in the educational process;

creating opportunities for all students to master pre-school, general secondary, vocational and higher education programs in accordance with state educational standards;

creation of conditions for all-round development of students, activation of emotional and volitional sphere, cognitive activity, formation of social skills and potential;

providing counseling support to families raising children with special educational needs and raising the level of awareness of parents in the field of educating their children, using pedagogical technologies, educational methods and tools, supporting them psychologically and pedagogically. In the process of inclusive education, students with special educational needs are taught in the same school and class together with healthy children.

Children with disabilities need special support from the day they enter school. Such support is necessary throughout their lives. That is why it is necessary to create favorable conditions for the social development of such students from the first stages of school education. The educational process organized with students with disabilities requires the identification of forms of inclusive education and its integration with the general educational process. Such integration should be tailored to their unique educational needs. The fact that students with disabilities continue to study in an educational institution and are only in the environment of people with disabilities like themselves can have a negative impact on their development and socialization.



The presence of students in the same group creates favorable conditions for them to adapt to the environment. Adapting teaching methods to such students based on their abilities, but combining them with students who have problems in the field of communication, does not create conditions for their social development. Children with disabilities should experience the same behaviors as other students. One of the promising forms of education for students with disabilities is to gradually integrate them into groups or classes in a consistent manner. It requires that students be able to communicate with their classmates or group members and take into account their learning abilities. The scope of development of students with disabilities is so great that it is impossible to organize a uniform educational process for them. In such conditions, many students are not included in the educational process. The diversity of students with disabilities shows that the process of teaching them should incorporate a number of situations. It is necessary to organize the general secondary education process, taking into account the wide range and diversity of the education of students with disabilities. It is desirable to form knowledge, skills, skills necessary for life in them in the process of general secondary education, comparing them with their peers who are developing normally. In the educational process, conditions are created for students with disabilities to acquire life skills together with their peers and relatives based on the provision of knowledge, taking into account the pedagogical and psychological characteristics. It is necessary to create favorable conditions for providing education to students with disabilities in various options. For example: Limited education is provided, taking into account the ability of the student to acquire knowledge. The content of such education should correspond to the content of general secondary education. In this, teaching is carried out among peers and with them for a certain period of time. In this process, systematic pedagogical and psychological support of students is required. In this direction, students will be among their peers, and a limited educational opportunity will be created for them. This means eliminating the problems that have arisen in connection with their development. The educational process and classroom conditions must be adapted to the needs of students with disabilities. In such conditions, the educational process is individualized, and its duration is extended. For example, the nine-year general secondary education process for blind students can last ten years. For example, mainstream secondary education programs or special programs for students with mental disabilities are acceptable primary education options for students with disabilities. This form of integration is effective and provides a comparative advantage in the education of children with disabilities. Students' speech, communication skills, behavioral problems are compared with those of their peers. The gradation between complex and simple situations in mentally retarded



students will look different than that of healthy classmates. That is why such students may fall behind or surpass their classmates in the educational process. This, in turn, requires making changes to educational programs, providing correctional assistance to students, increasing intellectual workloads, and going beyond the scope of the program without limiting their capabilities. Inclusive education for children with disabilities involves teaching students with developmental problems together with their peers, this direction allows for the opening of special classes for students who lag behind in physical and mental development in general secondary schools for most children. In order to provide such students with a successful education, skillfully organized special pedagogical and psychological support and a sharp reduction in the number of students in classes aimed at their integration are required. This option of inclusive education requires achieving individualized outcomes. Therefore, in order to determine the quality of inclusive education, it is necessary to determine certain parameters and indicators (indicators).

CONCLUSION

In the practice of global education, the need to create an educational environment flexible to the needs of learners, to use variable educational programs is increasing day by day. One of the directions of the policy of the United Nations in the field of education is to ensure the wide implementation of the ideas of inclusive education by the participating countries, which provides education taking into account the diversity of special educational needs of children. UNESCO's programs in the field of social sciences are directed to the development of knowledge, standards and intellectual cooperation aimed at ensuring human rights and freedoms. In implementing the provisions of the Universal Declaration of Human Rights, the implementation of mechanisms to strengthen the guarantees of gender equality and the right to education is of great importance. In the world, as the main and decisive stage of the personnel training system, a number of scientific researches are being carried out on the organization of primary education on the basis of innovative technologies, the improvement of the organizational and methodical components of the educational process, and the didactic system. In this regard, it is important to improve the effectiveness of inclusive education by clarifying the theoretical and pedagogical aspects of professional training of teachers to work with children with special educational needs.

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