

**EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY
RESEARCH AND MANAGEMENT STUDIES**

VOLUME04 ISSUE03

DOI: <https://doi.org/10.55640/eijmrms-04-03-03>

Pages: 19-22



INTRODUCTION OF INCLUSIVE EDUCATION AS A DEMAND OF THE TIMES

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ABOUT ARTICLE

Key words: Inclusive education, social integration, convention, disabled children. **Abstract:** This article describes the ways, methods and organizational forms of organizing differential and integrated, inclusive education for preschool children with developmental disabilities.

Received: 29.02.2024

Accepted: 05.03.2024

Published: 10.03.2024

INTRODUCTION

Inclusive education is English inclusive inclusion; gives the meaning of harmonizing and covering. Inclusive education is the process of teaching children with disabilities and healthy children together. Inclusive education is based on the ideology that excludes any cases against children with disabilities, ensures equal treatment for all, but creates necessary conditions for children with special educational needs. Inclusive education is the provision of equal rights to education in educational institutions, taking into account the differences in special educational needs and individual capabilities for all students.

Children with special needs have the right to education in the general education system, along with their healthy peers. There are not enough special schools in every region for children with special needs. This takes a lot of money out of the attendance budget.

Isolation of children with special needs under the label of disabled from the social environment, isolation from the social environment, limits their adaptation to social life and the use of opportunities:

in many places, children with special needs do not have complete education. are excluded from the system.

Education and upbringing of children with special needs, such as helping to adapt the problems of teaching them to read and write to social life, effective implementation of these tasks, and practical assistance to special field workers and parents of children with disabilities. is included in responsible work.

The main problems of children with special needs cannot be solved by educating them away from their environment and family. Solving the problem of equal rights in the education of children with special needs is one of the urgent problems of today. But even today, many children are left out of education for various reasons. It is necessary to consider the organizational, scientific and methodical measures of involvement in inclusive education, that is, to develop activities related to the training of specialists and improvement of their qualifications. There are two main factors that attract children with special needs to general education institutions:

First, children with special needs can interact with healthy children. If inclusive education is organized appropriately, children with special needs will be protected from the social side, and healthy children will feel the greatness of social justice and recognition of equality to treat children with special needs more kindly and attentively.

Secondly, the fact that children with disabilities have the right to study and be educated side by side with their healthy peers.

The success of these efforts should be reflected in the laws of each country. Because the laws guarantee the implementation of providing them with the necessary material and spiritual resources. Parents, neighborhoods, pedagogues and specialists are required to work together in the education of children-students with disabilities and it is considered a mandatory condition.

Children with special needs can work together with their healthy peers, learn, learn and develop at the level of their abilities. If inclusive education is organized appropriately, children with special needs are protected from the social side, feel that they have equal rights in social life, and that they can learn together with their peers.

Although existing defects in children are corrected to a much higher level in segregated-special, closed institutions for children with special needs, but as a result of children falling into a narrow circle in the

school community, they face great difficulties in adapting to social society and functioning as children with normal development in the future. Special schools have great disadvantages in these aspects. In addition, it does not correspond to the point of view of democracy for children with special needs to live separately from the general public. Because children with special needs have all rights. Therefore, in 1990, a very important conference was held in Djonpieen (Thailand). This conference was aimed at formulating the goal of "Education for All" and was attended by representatives of 155 countries and more than 150 non-governmental organizations. Analysis shows that approximately 10-15% of children need special education.

The need for inclusive education arises from the following beneficial aspects for society and children with special needs:

Inclusive education allows children with special needs to always be in their family neighborhood and in the circle of relatives.

Placement of children in orphanages far from their family and home prevents their right to participate in the life of their home, family and community. A child who is far from his home, family, and parental love grows up to be a hard worker. Because the family is the main center of education.

Inclusive education improves the quality of education for all.

Inclusive education can serve as a catalyst for improving the quality of education. The inclusion of children with special needs in general education institutions encourages students to develop new teaching methods that are more child-centered and more inclusive. And the benefit of this affects every child.

Inclusive education helps prevent discrimination.

Misconceptions and attitudes towards children with disabilities are very high in society. The lack of information about them and their closed education in special institutions from a young age may be the reason for this. Losing or reducing such an attitude is a very difficult task. But it is known from experience that compared to adults, children understand differences and similarities faster. If children with special needs receive education together with children with normal development, it would ensure that all children with disabilities realize that they are children like themselves and do not belittle them.

The Convention on the Rights of the Child, adopted by the UN in 1989, protects and supports the rights of all children, including children with special needs. The rights of children with special needs are specified in articles 2, 23, 28, 29.

Article 2 of the Convention on the Rights of the Child is the main article for children in need of special assistance. It emphasizes that every article in this Convention applies to all children, regardless of race, religion, nationality, ethnic or social origin, and states, "All rights belong to every child. It is the duty of the participating states to take necessary measures to ensure the protection of the child from all forms of discrimination or punishment.

Even with any mental or physical disability, progress continues. In the inclusive education system, the cooperation of the school psychologist, pedagogue, educator and parents should be inextricably linked to the effectiveness of educational work and achieving good results. The methods and effective actions carried out in the inclusive education system show their results. It will be beneficial to the participants in every way.

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