



## CONTENT AND ESSENCE OF INCLUSIVE EDUCATION DREAM

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In the decision of the president of the Republic of Uzbekistan "on measures to introduce new principles of management into the public education system" dated September 5, 2018, PQ - 3931, special tasks were noted to further increase the effectiveness of measures providing social guarantees for children with special educational needs, to create an adaptation environment that will serve their education (including inclusive education).


Many of the current problems in the modern education system, including inclusive education, are directly related to the social, legal, and educational changes that have occurred at different stages of the development of society. The analysis of foreign and domestic sources in the course of the study showed that the emergence of the pedagogical phenomenon of "inclusive education" is primarily due to a change in the consciousness of society towards students with disabilities. It is well known that the level of development of any society is judged by how it treats its learners, the elderly, and people with disabilities. Historical analysis shows that early attempts to educate students with disabilities were primarily focused on working with deaf-mute, blind, and mentally disabled students. There is almost no research on teaching students with other types of disabilities, and this process is only selectively covered in pedagogical literature. S.V. Alexina believes that "inclusion is a social concept that implies the same understanding of the goals of humanizing social relations and recognizing the rights of people with disabilities to receive quality education together."

Inclusive education is defined in its most general sense as a new strategic direction with the greatest potential for education policy and practice, which is most closely related to the general principles of education.

Inclusive is an English word that means inclusif - to include, to unite. This term refers to the process of educating students with special needs in general education schools alongside healthy children.

Inclusive education is an educational process that takes into account the capabilities, individual psychological, physical disabilities, and learning characteristics of students.

Also, inclusive education is a public policy, an educational system that represents the elimination of barriers between disabled and healthy children, the inclusion of children in need of inclusive education in a universal educational process aimed at adapting them to social life, regardless of their defects or economic difficulties in their development. From this period, the concepts of "inclusion" and "inclusive education" actively entered the world pedagogical terminology. However, scientific and analytical studies have shown that there is no single definition of these concepts in modern scientific and pedagogical literature.



Scientific views on the essence of the concept of inclusive education vary, and there is no single approach to its content and definition. Researcher of the concept of inclusive education vary, and there is no single approach to its content and definition. Researchers have developed several main theoretical approaches to interpreting this concept.

1. Inclusive education – ensuring the full participation of students with disabilities in a general education environment.

2. Inclusive education is the process of creating special conditions for learning. Another group of researchers interpret the concept of inclusion as a process related to the system of special pedagogical services and assistance.

“Inclusion is the process of educating students with disabilities in general education schools located in their place of residence, providing them with special pedagogical support, taking into account their specific needs.”

3. Inclusion is a tool for the development of social and pedagogical communication. Some researchers point to the development of social interaction between healthy learners and educators as the most important aspect of inclusive education.

**Purpose of inclusive education** - for students with special educational needs, the school consists in creating an unobstructed adapted educational environment with the involvement of special educators through the use of special tools and techniques, ensuring quality education that serves their effective adaptation to society and full-fledged harmonization. The educational process, which is organized with students with disabilities, requires the identification of forms of inclusive education and its integration with the general educational process. Such integration should correspond to their specific educational needs. Continuing to study at a school for students with disabilities and being in an environment with only other students with disabilities can negatively affect their development and socialization. Having students in the same type of environment creates a conducive environment for them to adapt to their environment. Adapting teaching methods to the capabilities of such students, however, does not create conditions for their social development, as it does not allow students with communication problems to integrate with them.

**Conclusion.** Children with disabilities should have the opportunity to experience the same behaviors as other students. One promising form of education for students with disabilities is to gradually integrate them into groups or classes in a consistent manner. This requires students to be able to communicate with their classmates or group members and consider their learning abilities. While providing inclusive education for children without disabilities provides for the joint training of students with developmental problems with their peers, this direction allows for most children to open special classes for students who are lagging behind in physical and mental development in general secondary education schools.



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