



PRACTICAL EXPERIENCES IN SUPPORTING INCLUSIVE EDUCATION

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Based on the trends in the development of inclusive education, which are currently studied in the current and historical aspect, there is a need to improve organizational and managerial technologies and mechanisms of inclusive education in the conditions of the New Uzbekistan, provide pedagogical conditions for inclusive education, develop criteria for modeling, assessment of organizational and managerial results.

On the Development Strategy of New Uzbekistan", Decrees, No. PQ-4860 dated October 13, 2020 "On Measures to Further Improve the System of Education and Training for Children with Special Educational Needs" the decision" on measures", the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 638 of October 12, 2021"on approval of normative legal documents on education for children with special educational needs " and the tasks of modernizing the content of Education, methodical and didactic provision of the process are outlined in the boshia documents. 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.

Inclusivity - is an English word that means inclusive - 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 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.

The priority policy of our state is to raise the younger generation as intellectually sharp, physically healthy, spiritually mature, and fully developed individuals. When we analyze the works of our great thinkers, we see that they



created rich methodological foundations for the content of education and upbringing of disabled children with their works. All of our great thinkers, such as Abu Nasr Farabi, Ibn Sina, and Alisher Navoi, viewed society as a whole and considered all people equal. Thus, the education of children with special needs as equal members of society, like today, was not ignored by the great Eastern thinkers even in the 11th and 12th centuries. In many countries, the provision of education in general education schools has been included in the state policy plan to develop compensatory opportunities and fully socialize children in need of special support..

This resulted in a universal conference in Thailand in 1990. At this conference, the Universal declaration "education for all" was adopted. Save the Children UK ("Save the children"-2002) The term "inclusive" is used in the same sense as "integrated" in the educational guide published by the Foundation. However, there is a difference between these concepts, which can be expressed as follows:

—integrated education: inclusion of children with special needs in general education schools;

inclusive education: providing quality education to children with special needs.

The distinction between these two concepts is more clearly stated and is as follows:

In integrated education, the child is seen as a problem. The disabled child must adapt to school or society in an individual or medical setting. For example, a child with hearing loss must learn to speak using a hearing aid in order to adapt to a general education environment. A healthy child, on the other hand, is not required to learn sign language and other forms of communication. In case of learning problems, the child must fulfill the standard requirements. Otherwise, additional classes must be held. Inclusive education requires changing the system, not the child.

The analysis of theoretical literature revealed that there is also a commonality between the concepts of integration and inclusion, which is based on the inclusion of children with special needs in the general education system. Mature apple in special pedagogical Sox L.R.Mo " minova developed the theoretical foundations of correctional and pedagogical work on the elimination of speech impairment of children with disabilities in preschool age, and also created and practically introduced a methodology for logopedic examination and training of children. One promising form of teaching 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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