

## SPECIFIC FEATURES OF THE INTRODUCTION OF INCLUSIVE EDUCATION

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### Abstract

After the Republic of Uzbekistan gained independence, drastic changes took place in the process of economic, social, spiritual and educational development of our country. The priority policy of our state to democratize the education system and its content is to make the youth of the 21st century a well-rounded, well-educated, well-rounded person. The Law "On Education", "National Program of Personnel Training" managed to update the quality of education of the young generation from the lower level of education to the higher education system. 'lindi. CHunonchi. The future of our MotherlaInd directly depends on the education, potential, talent and independent thinking of today's young generation. That is why the task of educating knowledgeable, broad-minded people has been raised to the level of the priority task of our state policy.

### Introduction

Our state has clearly determined that it is the need of the hour to gradually implement a number of measures such as enriching the educational content with information about the national values and historical monuments of our people, introducing advanced pedagogical technology and information. In the past short period of time, educational reforms have been implemented consistently and quickly in all aspects of our country, and many positive results have been achieved. In this place, the state pays special attention to the creation of facilities for the education and upbringing of children with disabilities who are a part of our society and are in need of social protection.

According to Article 23 of the Law "On Education", special educational institutions in order to create favorable conditions for the education and health protection of children and adolescents with mental and physical problems Currently, in our Republic, the education of children and adolescents in need of special support, taking into account the types and degrees of their disabilities, 8 areas of special education (mentally impaired, retarded mental development, speech, vision and hearing children with disabilities) organized correctional education. Comprehensive work on improving the system and content of special education, developing the material and technical base, using new pedagogical technology and information media in the process of special education, creating educational and methodological bases, providing programs and textbooks is going

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### Material and Methods

According to the law, privileges are established for certain categories of children for admission to secondary special, vocational and higher educational institutions. Also, as a result of the democratization of education reform and the fight against discrimination at the international level, the outlook of the society has changed, and a new approach, mutual respect, and positive attitude have been formed among people of different categories. The policy of revising the development of the field of special education has begun to be implemented. Many countries have abandoned "Segregation" education and found it necessary to implement integrated education for children with disabilities. In our country, the main focus is on educating children with disabilities in differentiated special educational institutions, and this educational system is developed.

For the next 10-15 years, the integration and inclusion of children with disabilities into the general education system is being implemented. The strategy of integration and inclusive education includes the integration of children who are not involved in science into the full-fledged special or inclusive education system in general education institutions, including the correctional education institution in the educational institutions in the areas where they live due to the distance from the children's residence. It is worth noting that in the conditions of inclusive education, the child will be among healthy peers and will be able to receive education without being separated from his family. Currently, the inclusive education strategy, which is widely promoted worldwide, that is, the issue of teaching and educating children with developmental problems, is also one of the urgent problems in Uzbekistan.

### Results

Measures aimed at wide implementation of inclusive education policy in the republic, study of international and national work experiences, cooperation projects of state and non-state organizations, including: International UNESCO, UNICEF, Asian Development Bank, UNESCOHHHr Cultural Center (ACCU) located in Japan in the Asian region, US AID, "MERCY PROJEKT", "OPERATION "MERCY" non-governmental organizations, "Republican Children's Center for Social Adaptation" (RBIMM), "You are not Volgiz", "Social Initiatives Support Fund" (ITKKF), National and international seminars, conferences, forums on the basis of cooperation projects of the Ministry of Public Education, educational institutes of the Ministry of Higher and Secondary Special Education, professional development and retraining of public education workers, and national non-governmental community organizations. is being carried out on the basis of promotion and propaganda work. Experience has shown that the introduction of "Inclusive education" requires us to take into account the specific characteristics of the social, political, cultural development of our country, and our national values. There are still a number of problems in explaining to the public the goals and tasks of implementing inclusive education, and methods of organizing education. During the years 2006-2009, on the basis of the state grant of the Science and Technology Center of the Republic of Uzbekistan, by the specialists of the Special Education Department: on adaptation to the primary classes of schools for

blind children based on the standard requirements of general education and modernized programs Recommendations for 9 subjects and correctional state requirements for 5 subjects were created.

### **Discussion**

The educational process in schools for visually impaired children is carried out on the basis of general education standards; state educational requirements of 8 subjects, 4 correctional subjects and training programs were created. Hearing impaired children are taught from the 6th grade on the basis of general educational programs and State educational standards. Based on the adaptation of the modernized and improved DTS and programs of general education, taking into account the age and psycho-physical characteristics of students' hearing ability, correctional state educational requirements and programs were created in 14 subjects;

Taking into account the level of development and individual characteristics of auxiliary school students, correctional education is developed for them in a stratified manner (for those with light, medium, and severe levels). In 2004, drafts of state requirements and curricula for correctional education in 30 titles from 13 subjects were developed for mildly mentally retarded children; Curriculum for therapeutic gymnastics, rhythmic, speech therapy, social life orientation training aimed at correcting students' cognitive and physical activity deficiencies and behavior disorders; The main task of special education is to teach and educate children with disabilities in physical and mental development in a correctional way.

Our state allocates large amounts of funds to the strengthening of the material and technical base of special pre-school educational institutions, schools, and boarding schools, as well as to the correction of existing deficiencies of students with disabilities, their education, treatment, and career guidance. To improve the education of children and adolescents of this category, to introduce new innovative pedagogical and information technologies in the process of special education, to properly organize the education of children in need of social protection, to identify their defects from an early age and correction (removal), full adjustment to social society is an important and integral part of the educational system. Our state pays serious attention to the implementation of a humanistic approach to vocational training of children with disabilities, creating sufficient conditions for the development of their professional skills, adapting them to social life, finding their place and becoming a full-fledged member of society.

### **Conclusion**

The development of the continuous system of special education depends on the provision of specialist personnel. In this regard, our state is paying serious attention to the training of defectologist personnel. The positive aspects of special education are:

- comprehensive medical-pedagogical support is provided in educational institutions, they are fully supported by the state;

- defectologist pedagogues carry out corrective and developmental work in order to fully satisfy the special needs of children;
- students, trainees will have the opportunity to use a special curriculum, textbooks, teaching-methodical and technical tools;

the number of students in the classes does not exceed 12-16, and it is possible to fully implement the individual approach;

- favorable conditions are created for the formation of special skills, such as orientation before and after the lesson, formation of speech communication, self-service;

Although the quality of correctional-pedagogical work of special education and upbringing is at a high level, some problems arise in adapting to our social life because children with special needs do not receive education and upbringing in a healthy environment. Therefore, it is recognized by the world community that the education of children and adolescents with disabilities in the age-segregated education system causes many negative consequences, and the policy of inclusive education is supported.

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Special education has developed as an educational system for children with disabilities. It is built on the assumption that the needs of children with disabilities cannot be met in general education institutions. Special education operates all over the world in the form of schools or boarding schools, as well as small parts of general education schools. Education of children with special needs in the special education system makes it difficult for them to adapt to society after finishing school. It also forces them to stay away from their families. This category of children gets used to being taken care of, and they face difficulties in self-care. In addition, many children with special needs are excluded from education.

Currently, inclusive education policy is being implemented in our Republic in order to ensure that children with special needs receive education in the special or general education system according to their development level, characteristics of disabilities and abilities. However, knowledge and information about the content of inclusive education is not enough in the society. The terms "inclusive" and "integrated" are often used interchangeably. However, there is a big difference between these concepts in philosophy. Placing a disabled child in a normal environment is the first step towards integration. Integrated education focuses on the process of school attendance of a child with special needs, who has the problem of coming to school.