

ATTRACTING CHILDREN WITH SPECIAL NEEDS TO GENERAL EDUCATION INSTITUTIONS

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Abstract

In this article, it is difficult to solve the main problems of children with special needs and to achieve social integration if the society does not take responsibility for its members. Solving the problem of equal rights in the education of children with disabilities is one of the urgent problems of today, because many children are left out of education for various reasons. An opinion was expressed about the need to consider the organizational, scientific and methodical measures of involvement in inclusive education, that is, to develop activities related to the training and improvement of the qualifications of specialists.

Keywords: Inclusive education, integration, social justice, segregation, parents, neighborhoods, pedagogues, correction, compensation

Introduction

Every person has needs such as love, attention, protection, stimulation of personal activity. People with disabilities are no exception, but they also have special personal needs. Even if their disabilities are similar based on their behavior, interests, abilities and other aspects, they differ from each other. For example: two children with the same disability can live in a positive, encouraging environment, and the other in a negative, depressing environment. Therefore, even if both of them are disabled, it does not mean that they should be provided with the same support. Their needs must be met individually. The importance of this problem is recognized in practice.

Every child is perfect as an individual and every child needs help to adapt and develop. Some children need more help than others. Others need special support at some point in their lives or throughout their lives. For example, while studying at school. Such special additional support "goes back to special education" Until now, the representatives of the general education school system say, "These are not our children. We have heard a lot of people saying that they should be in special education. Today, such issues are the basis for changing the concept of children with special needs and classification based on disabled groups. If conditions are created in general education schools according to the type of disability, the needs of most children with special education needs can be realized in the regular school itself based on the use of special programs, textbooks and auxiliary technical tools.

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 recognition of social justice and equality, and more kind and attentive treatment of children with disabilities.

Secondly, it is proven in practice that disabled children have the right to study and be educated alongside their healthy peers.

The success of these works must be reflected in the laws of each country. Because the laws guarantee the implementation of providing them with the necessary material and moral resources. Cooperation of parents, community, pedagogues, and specialists is required and considered mandatory in the education of students with disabilities.

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

In segregated - special, closed type institutions for children with special needs, although existing defects in children are corrected to a much higher level, but as a result of children falling into a narrow circle limited only to the school community, they face great difficulties in adapting to social society and functioning as healthy children in the future. they come . 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.

The issue of inclusive education has been in the focus of all administrative attention since the 90s of the 20th century. Based on integrated education programs in South Africa and South-East Asia, the final working documents were studied. As a result, inclusive working methods were recommended as an alternative to separate departments under special schools in the Ministries of Education of all countries.

The need for inclusive education stems from the fact that it has the following benefits for society and for children with special needs:

inclusive education allows children with special needs to always be in the circle of their family, neighborhood and relatives;

inclusive education can serve as a catalyst for improving the quality of education for all;

- Placing children in boarding schools far from their places of residence prevents their right to participate in the life of their home, family, and society;

- a child who is far from his home, family, and parental love grows up hard, because the family is the main center of education.

- The admission of children with special needs to general education institutions encourages the development of new teaching methods that are more active and involve more students.

And the benefits of this affect all children.

There are wrong ideas and attitudes towards people with disabilities in society. The lack of information about them and closed education in special institutions from a young age may be the reason for this. Losing or reducing this attitude is a very difficult task. But it is known from experience that compared to adults, children quickly understand differences and similarities. 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 discriminate.

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 for attracting 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 recognition of social justice and equality to treat children with disabilities more kindly and attentively.

Secondly, disabled children have the right to study and be educated alongside healthy peers.

The success of these cases 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. It is required and mandatory for parents, neighborhoods to work in cooperation with pedagogues and specialists in the education of children-students with disabilities.

Children with special needs can work together with their healthy peers, learn, learn and develop at the level of their ability. 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.

In segregated-special, closed institutions for children with special needs, existing defects in children are corrected to a much higher level, 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 that children with special needs live separately from the general public. Because children with special needs have all rights. In 1990, a very important conference was held in Djonpi'een (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. The analysis shows that approximately 10-15% of children need special education.

On the basis of the conference held in Jomtien (Thailand) in order to support and analyze the implementation of the slogan "Education for all", in 1994 the Salamanca - Spain World Conference was held in cooperation with the UNESCO organization and the State of Spain. The goal and task of the participants of this conference was to create facilities for the education of children with disabilities in general educational institutions around the world, to discuss the need for school reforms to fulfill the task of teaching at school.

The need to attract children with special needs to general education institutions is manifested in the fact that it is difficult to attract children with special needs who are completely excluded from the education system, because the place of residence is too far away to go to special institutions, or financial resources are not available. Helping parents who are struggling due to the lack of education or because parents don't want their children to go to a special institution, early and complete adaptation of children with special needs to social society, solving the issue of equal rights, and preventing discrimination.

The issue of inclusive education became the center of attention in the 90s. Based on integrated education programs in South Africa and Southeast Asia, final working papers

were studied. As a result, inclusive working methods were adopted as an alternative to special departments under special schools in the Ministries of Education of all countries.

The need for inclusive education arises from the fact that it has the following beneficial aspects for society and for 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 boarding schools far away 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 with a hard time. 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. Admission of children with special needs to 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.

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