

## The Role of Inclusive Education in the Further Improvement of the Education System for Children with Special Educational Needs

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### Abstract:

The article describes the role of inclusive education and the essence of inclusive education in the further improvement of the education system for children with special educational needs

**Keywords:** children with special educational needs, inclusive education, direction, education, upbringing.

The experience of developed countries has confirmed that inclusive education is a form of humane education that serves to fully realize the rights of children with disabilities in the field of education. In recent years, the work related to the introduction of inclusive education is gaining importance among the work carried out on the radical reform of all stages of the education system, the wide application of international experience and indicators.

The Law of the Republic of Uzbekistan "On Education" defined inclusive education as a separate form of education. It is "aimed at providing equal opportunities for learning in educational institutions for all learners, taking into account the diversity of individual educational needs and individual capabilities" and "physical, mental, sensory ) or in educational organizations for children (individuals) with mental disabilities" was legally strengthened.

In accordance with the Decree of the President of the Republic of Uzbekistan "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" No.5712 on April 29, 2019, there has been development of inclusive education in Uzbekistan, special to improve the system of education and upbringing of children with special educational needs and to improve the quality of educational services are provided to them and according to "Education of children with special educational needs" dated October 13, 2020 "On measures to further improve the education system" as an implementation of the decision No.4860, a way for educational institutions is to promote inclusive education among teaching staff, psychologists, scientists, students and the public was raised.

In particular, during 2020-2025, the implementations of the following issues regarding the introduction and development of inclusive education in the public education system have been implemented:

improvement of the normative legal base in the field of inclusive education system;

training, retraining and advanced training of qualified instructors for the inclusive education system;

strengthening the material and technical base of institutions where inclusive education is introduced, necessary literature, methodical manuals; providing equipment and supplies for training in various professions;

introduction of modern information and communication technologies and innovative projects in the field of inclusive education;

creating a positive social environment among the population by explaining the right of children with special educational needs to education, the essence of inclusive education;

implementation of measures aimed at preventing discrimination of children with special educational needs, negative treatment of them;

implementation of measures aimed at ensuring the right to inclusive education of every child with special educational needs;

improvement of teaching methods in inclusive education and gradual introduction of individualization principles into the educational process;

based on the physical and mental needs of students and the territorial location of educational institutions, it was focused on optimizing the number of specialized state educational institutions for children with special educational needs.

Inclusive education is the provision of quality education to all children, regardless of their abilities and status. At the same time, the principle of inclusiveness implies that children with limited opportunities should live in a family and study together with their peers in a normal school in order to have a positive social-spiritual development. The inclusive education system requires that a child in a wheelchair who does not attend school or children at risk of such an education can be educated in any nearby school, and if they have difficulty learning, they have special support for learning to read and write. and guarantees that a child who has stopped attending classes will be provided with appropriate support to return to school.

In general, inclusive education is a process of general education development, which provides access to education for children with special needs.

The term "inclusive education" is more modern and reflects a new view not only in the educational system, but also in the place of a person in society. Inclusion involves solving the problem of educating children with disabilities by adapting the educational space and school environment to the needs of each child.

Inclusive education and training is a long-term strategy, which is not considered as a local area of work, but as a systematic approach to organizing the activities of the general education system in all areas.

The inclusive form of education involves all subjects of the educational process, i.e. children with disabilities and their parents, typically developing students and their families, teachers and other specialists in the field of education, administration and staff applies to additional education structures. Therefore, the activities of the general secondary educational institution are not only aimed at creating special conditions for teaching and educating a disabled child, but also between teachers and disabled students and their healthy peers. should be aimed at ensuring understanding.

Inclusive educational environment is the adaptation of the educational space to the needs of each child, including the reform of the educational process, methodological flexibility and variability, a favorable psychological climate, which meets the needs of all children without exception. and include re-equipment of classrooms that ensure, as far as possible, the full participation of children in the educational process.

Also, the implementation of inclusive education and working with parents in public educational institutions in the direct education process is of crucial importance.

In the recommendations of UNICEF on inclusive education, "the involvement of the family in the education of children with disabilities throughout their lives, especially in the early stages of their development, plays an important role", "the involvement of parents and the neighborhood is the key to inclusive education both in the classroom and outside the classroom." that it is important for quality" and that "positive relations between parents and school affect children's life position and educational achievements", "this is not only for children with disabilities, but also for parents, classmates, pedagogues and the school. A number of factors such as "useful" indicate the relevance of school and parent cooperation in the context of inclusive education.

In conclusion, it should be said that the creation of a flexible and changing organizational-methodical system that meets the educational needs of children with different abilities is ensured by the continuity of preschool and school education systems. Also, A. Comenius in his work "The School of Mothers" substantiates the conclusion that a child can learn knowledge perfectly only if he relies on intuition and feeling to learn the world around him directly, and this will ensure that the children's educational needs are met. By satisfying the needs of children, it is possible to achieve their activeness in the educational process. Only then, like all children, these children will develop spiritual and moral qualities, as well as civil education and the culture of behavior in society.

## References

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