

## The Introduction of Inclusive Education is a Requirement of the Time

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**Annotation:** This article describes the implementation of inclusive education. In particular, information is provided on the goals, objectives, principles of inclusive education, as well as issues such as the involvement of children with disabilities in the process of full-fledged inclusive education.

**Keywords:** Teacher, student, education, upbringing, inclusive education, goal, objectives, principles of inclusive education, children with disabilities, general education school, vocational education.

As you know, what the President of the Republic of Uzbekistan Sh.M. Mirziyoev said, “The development of our country and the well-being of our people, first of all, are closely related to the results of our reforms in the social sphere. It is necessary to give our youth a decent education and realize their aspirations for science” are relevant today<sup>1</sup>.

On September 23, 2020, the Law of the Republic of Uzbekistan "On Education" was adopted. In this law, inclusive education was introduced among the forms of education. Inclusive education is aimed at ensuring equal opportunities for education in educational institutions for all students, taking into account the diversity of individual educational needs and individual opportunities, and is the organization of inclusive education in educational institutions for children with physical, mental, sensory or mental disorders.

Today, the development of any country is judged by how it organizes inclusive education for children with disabilities.

Inclusive education - (English inclusion - integration) - cooperative education, which is recognized by the entire world community as the most humane and effective education.

Inclusive education is such an educational process in which all (healthy and disabled) children, regardless of their physical, mental, intellectual and other problems, basically mean that they are brought up together with their peers in a common form, in their own home, family and district, in general education schools, where all conditions for their needs are created. Therefore, the goal of inclusive education is to ensure that children with disabilities receive a full-fledged education in general education schools, to create the necessary conditions for each child in general education institutions. The conditions are characterized by the fact that children feel comfortable in classes with trips from home to school, have the means to allow them to master school subjects, have the opportunity to engage in activities of interest to them outside of classes, and there are no health risks.

The essence of the Law “On Education” (LRU-637, 23.09.2020) states: “Children with physical, mental, sensory or mental disabilities can be trained with the consent of their parents or other legal

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<sup>1</sup> Mirziyoev Sh.M. Text of the Message to the Oliy Majlis on the most important priority tasks planned for 2019 by the press service of the President of the Republic of Uzbekistan Sh.M. Mirziyoev

representatives and medical, psychological and pedagogical will be accepted upon conclusion commissions"<sup>2</sup>. Also:

“Forms of study:

- off-the-job training (full-time);
- on-the-job training (correspondence, evening, remote);
- dual education;
- family education and independent education;
- adult education;
- inclusive education;
- external education;
- training of personnel in the field of defense, security and law enforcement”.

In these forms of continuous education, inclusive education is provided.

Here it is appropriate to emphasize the following thoughts of our President Sh.M. Mirziyoev: "In order for our youth to become independently thinking, have high intellectual and spiritual potential, become people who are not inferior to their peers in any field on a global scale, our state and society must use all our strength, and we will mobilize our capabilities"<sup>3</sup>.

Inclusive education is based on an ideology that excludes any discrimination against children, ensures equal treatment of all people, but creates special conditions for children with special educational needs. Inclusive education is a process of development of general education, which assumes the availability of education for all in terms of adaptation to the different needs of all children, which ensures access to education for children with special needs.

The principles of inclusive education are as follows:

- the value of a person does not depend on his abilities and achievements;
- each person is able to feel and think;
- everyone has the right to communicate and listen;
- all people need each other;
- real education can be realized only in conditions of real relationships;
- all people need the support and friendship of their peers;
- all students would rather achieve what they can than fail;
- diversity improves all aspects of human life.

The system of inclusive education includes general secondary and vocational educational institutions. Its goal is to create a barrier-free learning environment for students, taking into account the diversity of special educational needs and individual opportunities. This set of measures provides for the technical equipment of educational institutions and the development of special

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<sup>2</sup> The essence of the Law "On Education" (LRU-637, 23.09.2020)

<sup>3</sup> Mirziyoev Sh.M. Together we will build a free and prosperous, democratic country of Uzbekistan. Speech at a joint meeting of the chamber of the Oliy Majlis dedicated to the inauguration ceremony of the President of the Republic of Uzbekistan. - T.: Uzbekistan, 2016.

training courses aimed at developing interaction between teachers and students with other disabilities.

Involvement in inclusive education is one of the global problems. A key part of inclusive education is the creation of a learning and learning environment for children. If you pay attention to the lives of children with disabilities from the first age, that is, up to 6 years, you can achieve much better results. The development of policies that are appropriate to meet the educational needs of children with disabilities is a factor in increasing the effectiveness of inclusive education.

Carrying out large-scale spiritual and educational work to improve the spiritual and moral content of the educational institution, educate students in the spirit of loyalty to the ideas of independence, high spirituality and national traditions of mankind, strengthen their immunity against alien ideas and ideologies and strengthen critical thinking<sup>4</sup>.

Children with disabilities remain out of education due to the lack of knowledge about children with disabilities in society. In addition, if the abilities, rights and needs of a disabled child are not regularly assessed, children develop a negative attitude towards themselves and their abilities.

The main part of inclusive education is to create a favorable environment for the education and upbringing of children. Children should be able to travel safely and easily to school. In addition, instead of adapting the child to the existing general education, it is considered necessary to change his timetable, conditions, teaching aids, teaching and upbringing methods. Such changes improve the quality of education not only for children with special needs, but also for healthy developing children. In short, early attention to a child's life has a positive impact on the child's later development<sup>5</sup>.

In the development of self-confidence and self-esteem in a child, the image of adults is very important. However, many children with special needs grow up without meeting adults with special needs like them and cannot imagine what it is like to grow up. That is why adults with special needs should be constantly involved in the education of children with special needs. Because adults with special needs can explain to parents the importance of educating their children. To do this, it is necessary to invite adults with special needs to schools. Then they talk about their achievements in life. As a result, there is a great opportunity to promote inclusive education.

If you look at the world practice of inclusive education, since the 1970s, a set of regulatory documents aimed at expanding the educational opportunities of children with disabilities has been developed and implemented. Several approaches have been developed in modern educational policy in the US and Europe, including: participation expansion, mainstreaming. It is worth noting that students with disabilities communicate with their peers as part of various leisure programs during the holidays.

In conclusion, it can be noted that the adopted law introduces the principle of instilling national and universal values in education and training. At the same time, this is proof that not a single child in the Republic of Uzbekistan is left out of sight of our country.

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<sup>4</sup> Article 313, Decree of the President of the Republic of Uzbekistan No. 18 (778) "On measures for the further development of the system of educational institutions." - T.: Collection of legal documents of the Republic of Uzbekistan, May 10, 2017

<sup>5</sup> On the approval of regulatory legal documents on the education of children with special educational needs. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan. - Tashkent, October 12, 2021. Decision No. 638.

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