

# Important Issues of Implementation and Development of Inclusive Education

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**Abstract:** In this article, the concept of inclusive education, its essence, issues of development of inclusive education, legal basis, problems of education of children with special needs, their solutions, available opportunities, views of our great thinkers on this matter, inclusive education issues such as the principles of development, the proper way to work with parents in educational institutions in the introduction of inclusive education are described.

**Key words:** Special pedagogy, education, inclusive education, child, special educational needs, mental activity, principle, parents.

Bugungi kunda zamonaviy ta'limning muhim masalalaridan biri – inklyuziv ta'limni rivojlantirish va bu sohadagi ilg'or tajribalarni ommalashtirishdir. Statistik ma'lumotlarga qaraganda, bugungi kunda jami aholining taxminan yetti-o'n foizigacha bo'lgan qismini tashkil etadigan alohida ta'lim ehtiyoji bor bolalarga tarbiya berish dolzarb masalalardan hisoblanadi. Kelajak avlod ta'lim-tarbiyasi uchun zarur shart-sharoitlarni yaratish hamda mavjud imkoniyatlarni takomillashtirishda alohida ta'lim ehtiyojlari mavjud bo'lgan bolalar muammolariga ham alohida e'tibor qaratish talab etiladi.

Today, one of the important issues of modern education is the development of inclusive education and popularization of best practices in this field. Judging by statistical data, education of children with special educational needs, who make up approximately seven to ten percent of the total population today, is one of the urgent issues. It is necessary to pay special attention to the problems of children with special educational needs when creating the necessary conditions for the education of the future generation and improving the existing opportunities.

Inclusive education is a term used to describe the process of teaching children with special needs in mainstream schools. Inclusive (French inclusive - including Latin include - I conclude, including) or inclusive education is a term used to describe the process of teaching children with special needs in general education (public) schools. Inclusive education is a type of education that excludes any discrimination against children, ensures equal treatment of all children, but requires special conditions for children with special educational needs. Inclusive education means that all children are educated in the same school and in the same classroom, under the same conditions, that is, children with disabilities should be able to study with the same attention as healthy children.

In his reports at the 46th session of the UN Human Rights Council, the President of Uzbekistan Shavkat Mirziyoyev paid special attention to strategic directions, including the ratification of the Convention on the Rights of Persons with Disabilities. Considering the existence of nearly one billion people with disabilities in the world, it is not difficult to understand how important the initiatives of our President are.

In Uzbekistan, measures aimed at wide introduction of the inclusive education system are being implemented, state and non-state cooperation projects are being implemented to study international and national work experiences. Inclusive education means that children with disabilities receive special education on the basis of special programs along with the main curriculum in the general education schools in the regions where they live, and participate equally with their peers in classroom activities. In order to facilitate the educational process, a system of defectological, mental and socio-pedagogical support for children will be introduced. The teacher-defectologist works as a leading specialist who conducts and coordinates educational work with the child.

In the Presidential Decree No. PQ-4860 “On measures to further improve the system of education for children with special educational needs” adopted on October 13, 2020, the main problems in this regard are listed, mentioned:

- in some educational institutions where children with special educational needs are taught, barrier-free environment and opportunities have not been created for them;
- educational institutions where children with special educational needs are taught are not fully provided with the necessary literature, methodical manuals, equipment and supplies for training in various professions;
- the right of children with special educational needs to receive education, as a result of the failure to carry out explanatory work among the public about the essence of the inclusive education system, parents have their children with special educational needs does not have enough information about the possibility of teaching in general education institutions;
- insufficient attention is paid by local executive authorities to solving problems related to involving children with special educational needs in inclusive education;
- subjects related to the methodology of inclusive education are not included in the educational programs of higher education institutions in the field of pedagogy;
- the fact that inclusive education programs are not included in the textbooks of pedagogy and methodology, as well as the fact that future pedagogues do not practice in educational institutions where children with special educational needs are involved, has a negative impact on the quality of their professional training.

When it comes to inclusive education, it is appropriate to listen to the opinions of our great thinkers in its development. Most of our great scholars in their works and views have shown that parents, teachers, and family have their place in the upbringing of a child and its development. Works written several centuries ago, valuable ideas contained in our rich historical heritage have not lost their importance even today. In this, the main qualities of education such as honesty, truthfulness, purity, humanity, patriotism, and kindness are manifested. The fact that a lot of scholars believe that it is necessary to educate children from a young age, to pay serious attention to their every behavior, defects and shortcomings, has a positive effect on the organization of inclusive education today.

Among our great thinkers, Abu Nasr Farabi's “The City of Virtuous People” and “On the Virtues of Science and Art”, Abu Ali Ibn Sina's “Tadbir ul-Manozil”, Abu Rayhan Beruni's “Kanuni Mas'udi”, Muhammad ibn Musa al-Khwarizmi's “Al-jabr wal muqobala”, Yusuf Khos Hajib's “Kutadgu Bilik”, Adib Ahmad Yugnaki's “Hibatul Haqayiq2, Alisher Navoi's “Majolisun Nafois”, Abdulla Awlani's “Turkish Gulistan Yakhud Ahlaq” etc. They paid special attention to issues such as non-abandonment, ensuring equal relations, each child's unique characteristics, opportunities, and the need to pay serious attention to it. Today, we need to know the essence of inclusive education in order to understand their views and apply them in our activities.

Abu Ali ibn Sina says: “After the child becomes strong and begins to understand spoken speech well, he will be able to learn literacy, and then it will be possible to teach literacy”. Abu Rayhan Beruni, with his wise words: “Every person has a talent for a job, every person has a passion for a craft”, reveals their invisible abilities in people and points to their mental abilities.

In his works, Abu Nasr Farabi expresses his views on the forms of knowledge, the mental state of a person, the relationship between the soul and the body, and logical thinking. He said that the brain controls a person's cognitive and mental abilities, and the heart acts as a center that supplies all organs with blood necessary for life. Farabi shows the infinity of knowledge of nature, knowledge goes from ignorance to knowledge, from knowledge of causation to knowledge of consequence. Farabi emphasizes that intelligence, on the one hand, is a spiritual power, that is, innate, and on the other hand, education is a product of upbringing. Farabi believes that it is necessary to act based on the judgment of reason in interpersonal relations, in observing the rules of ethics, in education.

Also, the opinions of some Western thinkers are valuable. In particular, the famous scientist Yu.Z.Gilbukh distinguishes the following pedagogical categories of difficulties in mastering:

- general lack of learning (in this case, the child does not have time to learn not only language, but also mathematics);
- special lack of learning (in this case, the child feels difficulty in learning some subject);
- being absent from educational activities at all (in this case, the child does not have enough opportunities).

The mental activity of deaf and hard-of-hearing children - the process of developing thinking ability is based on the principles of systematicity, coherence, and sequence. Especially this category of children, because they have not heard, acquire each new educational material through separate small actions. Otherwise, they will be a simple passive participant of the lesson.

At this point, it is worth mentioning the theory put forward by another scientist P.Ya. The task of teachers is not only to control these actions, but also to create conditions for them".

In the development of inclusive education, it is appropriate to take into account its specific principles. These are:

- the value of a person does not depend on his abilities and achievements;
- everyone has the right to feel, know and listen;
- all people need each other;
- real education can be carried out only in the conditions of real relationships;
- all people need the support and friendship of their peers;
- for all students, they are more likely to achieve what they can do than to fail.

Working with parents in the implementation of inclusive education and directly in educational institutions is of particular importance. In the recommendations of UNICEF on inclusive education: "The participation 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 an inclusive education both in the classroom and outside the classroom." that "it is important for the quality of education" and that "positive relations between parents and schools affect children's life position and educational achievements", "it is not only children with disabilities, but also parents, classmates, pedagogues and a number of factors such as the fact that it is also useful for the school" indicate the relevance of school and parent cooperation in the context of inclusive education.

From a scientific point of view, parents are considered as an active subject in the implementation and development of inclusive education. They determine the level of knowledge and ideas about inclusive education, conduct sociological, psychological and pedagogical questionnaires for the purpose of studying relationships, explain and promote the meaning, purpose and tasks of inclusive education in neighborhoods. participate in such processes as conducting, identifying children with disabilities, involving them in inclusive education, establishing the activities of the "Inclusive Education Consultancy".

In conclusion, it is worth noting the following:

- Inclusive education is a form of education that serves to fully realize the rights of children with disabilities in the field of education.

- The views of our great thinkers that it is necessary to seriously deal with children's education, to properly educate children from a young age, to pay attention to their every behavior, defects and shortcomings, are currently used in the organization of inclusive education. gives a positive effect.

- In the development of inclusive education, it is appropriate to take into account its specific principles.

- Systematic and effective introduction of inclusive education is inextricably linked with the forms, methods, scope and quality of work with parents.

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