

INCLUSIVE EDUCATION: AS AN INTEGRAL PART OF THE MODERN EDUCATION SYSTEM

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Annotatsiya: In this article the essence of inclusive education, basic principles, advantages and referred the word about the complexity of their implementation in practice problems and their solutions.

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Today, more people are considering the needs of the individual organization of the education system. In particular, to create equal conditions for children with special needs, inclusive education and development approach that enable socialization their actual importance. The purpose of boosting inclusive education system — education of all children and to ensure equal opportunity for individual properties, opportunities, previous educational achievements, the language, the culture, the social and economic status of parents in education is to create the conditions necessary to achieve success in spite of. What is inclusive education? that is the right question. Inclusive education – all these children, in particular, physical, mental or social institutions for children with special needs in general education approach is aimed at creating the opportunity to get quality education. This approach children without a separate training and development is based on the principle of them together. The complexity of the principles of inclusive education:

- equal opportunities: ensuring every child's right to education;
- individual approach: each student and let him determine the needs of the technical application of suitable training methods;
- a personalized environment: physical and psychological facilities;
- social inclusion: full add all children to the society.

Regardless of the features or capabilities of the basic principles of inclusive education for all children, is to create the conditions for full socialization. Thus, to adapt the training program, specialist support is achieved through various measures and individual approach to each child containing.

Inclusive the theoretical and practical aspects of education have been widely studied in the scientific literature. In particular, the possibility of D. Akhmedov and H. Rasulov the process of integration into the education of children limited research issues illuminated. The main principles of education as inclusive respect human rights, and the fight against diskriminatsion shows the principle of equality in education. Inclusive education in uzbekistan is one of the important directions of state policy in improving the system, this area has a number of positive changes are being implemented. In particular, the president of the Republic of Uzbekistan “to give education to children who have special educational needs on measures for further improvement of the system” dated the legal basis for efforts to be done in this regard is intended.

With this decision, for the years 2020-2025 development of the concept of inclusive education in the public education system and its implementation in 2020-2021 year “road map”, as well as targeted education of children with special educational needs in 2025 from the years of development indicators (indicators) approved.

Notable, “Uzbekistan's development strategy for years 2022-2026 new” special needs at the person providing inclusive and active participation in social and economic life of society to be involved in the improvement of education and the employment system and provide quality education for young people open to all stages of education to ensure that they get the perfect education of youth in the regions as to create the conditions for the development of inclusive education fail to give priority to keep tasks. The individual approach and the use of special software inkluziv in the organization of education is important. At the same time the training of teachers and the use of modern educational technology, increases efficiency.

Inclusive education, as well as offers an individual approach to each child. Teachers should develop each child's needs and they analyze individual educational plans considering its features. Mastering this material will help you to create the optimal conditions for the child's development and successful. However, it is facing a number of challenges to the implementation of inclusive education. One of them the reach of qualified personnel. Inclusive education for the successful implementation of various ages and socio-economic status in children, as well as professionals working with children with special educational needs should be able to. However, teachers often have not enough knowledge and skills to work with such a diverse audience of children. Without paying enough attention to the educational needs of special children and they are inclusive approach to the traditional method is prepared

The lack of special equipment, personalized environment total lack of room or a set of such children can be to hinder the full integration of the educational process. As a result, if there are problems with the availability of quality education for all children, this is contrary to the basic principles of inclusive. The problem is this. I completely personalized for the special programs and materials the reach of child. In some schools, educational programs, there is not enough resources or knowledge to adapt to each child's needs. In addition, many people still prefer the traditional look with doubt and to the idea of inclusive education system. This is the introduction of inclusive education and obstacles in the way of resistance can lead to be produced by some participants of the educational process. In general, it is important that inclusive education requires serious consideration of the topic. It strives to create equal opportunities for all children to achieve their potential and to help. Despite the challenges, the introduction of inclusive education for exceptional children plus, the whole society can bring significant benefits for both. A number of obstacles and difficulties that face the implementation of inclusive education is complex and multifaceted process. Inclusive education is an integral part of every child's right to education, although it can hinder the implementation of various factors. One of the

main problems of the implementation of inclusive education teachers at a sufficient level of complexity of the composition is prepared. I have not enough knowledge and skills to work with a particular child, teachers are always completely. They in the educational process, adapted to the needs of a certain program children in the class and may encounter difficulties in creating a comfortable environment. Teachers on inclusive education issues on a regular basis, as well as the possibility of professional development should give them. Another problem-lack of sufficient funds for inclusive education. This special equipment for the successful implementation concept, teacher assistants and other support tools need additional resources such as educational materials. However, in most cases lack the funds to do this in school, this creates restrictions for the development of inclusive education. The problem of social adaptation of children in the class I completely inclusive in particular it should also be noted. They faced some difficulties in communicating with peers or children by the negative attitude of the audience may be the object. This insulator can lead to negative learning experiences and their institution.

The speed or specific learning different skills of traditional evaluation system that can be completely ineffective for children with special I can be. Instead, you should use more flexible methods of assessment which takes into account the individual characteristics of each child. And finally, one of the main problems of inclusive education to implement a part of this society a negative attitude to this concept. Some people, especially the children, I completely “healthy” children, but are better to study in specialized institutions. “My child's education to disabled children or with disabled children read my healthy does not also have a negative effect on the student's class like”. It should be noted that, in healthy children and children with disabilities on the basis of the relationship between the lens, the difficulties arise. In relationships of mutual emotional tension appear, the relations between the children gradually occurs. Cautious than to defects in the development of healthy children by parents and sometimes children who have mainly negative attitude are formed. In many cases the parents of healthy children, their children and

the process of inclusive education are not ready to have children they do not want allowed to read together with different functional properties. This look brings all the negative stereotypes and wrong and hinders the process to create a comfortable environment for children while inclusion inhibits this. Also, the number of students in the class many of the problems of children with special needs in school and in the community mass see, in many countries the regulatory documents that were not recorded in the state on the introduction of inclusive education, sexual discrepancies shrink depending on the possibility of the implementation of inclusive education as the problem of the dependence of others cheklanganlar complexity have looked as one of the actual problems.

In the context of inclusive education, children with special needs are educated together with their peers, which facilitates social integration for them. In general classes, special teaching methods or auxiliary technologies are provided for them. Another important aspect is the individual approach. In inclusive education, the needs of each student are taken into account. Curricular or classes for students with special needs are compiled on the basis of a personal approach. This requires the development of adapted education plans and a continuous assessment of their development. Inclusive education aims not only at academic development, but also at social integration. Students with special needs or special needs learn social skills by being with other students in the class. Thus, a social environment is formed based on mutual understanding and respect in the classroom. Inclusive education is developing around the world.

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