

PROMOTING THE UNIVERSAL ESSENCE OF «EDUCATION FOR ALL» IN INCLUSIVE EDUCATION

Mutalova Dilnoza Abdurashidovna¹
Nurmatova Surayyo²

Abstract: The article focuses on the issues of education of children with disabilities in the general education system. To promote the essence of the national program «Education for All». Classification of principles of goals and objectives of inclusive education and principles of inclusive education are described.

Key words: Integration, psycho-pedagogical, correctional work, social adjustment, principle of complex approach.

According to Article 9 of Chapter II of the Law on Education adopted by our state, children with physical, mental, sensorial (sensual) mental disabilities, as well as children who need long-term treatment in state specialized educational institutions, receives education in general secondary and special secondary educational organizations in an inclusive form or individually at home». When we talk about inclusive education, we talk about what it really focuses on. What is inclusive education? «Inclusive education» is (taken from the English language, inclusive, inclusion means to adapt, to harmonize, to cover, to encompass). Eliminating barriers (discrimination) between disabled and able-bodied children, children with special educational needs (disabled for some reasons), adolescents, regardless of developmental disabilities or economic difficulties

Is an educational system that represents inclusion in the general education process aimed at adapting to social life.

The views of the famous scholars of the East, Ibn Sina, Imam Bukhari, Abu Nasr Farabi, Alisher Nawai, Abdulla Abdullah Awlani, about the effects of education on the development of each child's personality, are the methodological basis of the development of inclusive education.

Placing a disabled child in a normal environment is the first step towards integration. Depending on the composition of the general education institutions, the admission of children with disabilities is globally «inclusive» or

¹ Chirchik State Pedagogical University, teacher, faculty of preschool education, doctor of philosophy (PHD)

² Chirchik State Pedagogical University, 2nd stage student of the Faculty of Preschool Education



It is called «integrated» education. Integrated education focuses on the process of school attendance of a child with special needs, who has a problem of getting to school.

Goals and objectives of inclusive education:

In the inclusive education system, it is necessary to solve the following goals and tasks:

- creation of necessary psycho-pedagogical and correctional conditions for the education of children and adolescents with disabilities in an educational institution, implementation of general education programs and correctional work aimed at their ability;
- to guarantee the right of students to equality in education;
- meeting the needs of disabled and healthy children with the active participation of society and family, early adaptation to social life;
- realizing the right to live without separating children and adolescents with disabilities from their families;
- forming a friendly and loving attitude towards children and teenagers with disabilities in the society.

Basic principles of inclusion in inclusive education.

1) The introduction of the educational system of inclusive education always requires that a certain law be based on rules and principles. The implementation of the inclusive education system is based on the following principles: 1) The principle of inclusive education being open to all.

2) The principle of availability of connection.

3) The principle of decentralization.

4) The principle of comprehensive approach in inclusive education.

5) The principle of flexibility in inclusive education.

6) Qualification principle.

1) The principle of recognition of inclusive education. The essence of this principle is that since 1990, several declarations and decisions have been made on the world level regarding the education of children with special needs in the system of general education institutions. They were recognized by many countries of the world. But to date, there are many problems with their implementation. In some countries, when laws or decisions on general education are adopted, the issue of education of disabled children is not included in it.

But the recognition of inclusive education will not depend only on legislation. Fighting discrimination (separation of people) and social prejudice is the most important thing. In other words, the first thing to do is to carry out propaganda work among the population, recognizing inclusive education.

2) The principle of inclusive education being open to all. Over the past thirty-one years, significant work has been done on the education of children with special needs in the system of general education institutions. However, the introduction of inclusive education in the system is mainly at the urban level, and in rural areas, children with special needs are still excluded from education, or parents in rural areas face difficulties to ensure that their children with disabilities attend special institutions in cities.



Therefore, it is necessary to ensure that children with special needs are included in inclusive education in all regions.

3) The principle of availability of connection. At the root of the word «connectivity» is the quality of public buildings, such as ease of access to schools, especially for children with disabilities. Creating physical connections serves to solve the main problem of inclusive education

4) The principle of decentralization. The essence of this principle is that it is expressed using the following two aspects:

A) Inclusive education services should be an integrated part of the general education system.

B) Tasks in the inclusive education system should be carried out in a decentralized way so that the local education authorities are responsible and managed, and the opportunities should be adapted to the local conditions.

Decentralization is important to achieve optimal integration. This is especially true in rural settings. The purpose of inclusive education is to allow children with disabilities to stay with their parents in schools close to them, just like their peers. Disrupting the normal development of a disabled child can lead to more serious conditions than disability.

5) The principle of comprehensive approach in inclusive education. It is necessary to treat disabled children not only from the point of view of disability, but to treat them in all aspects. This requires planning education for children with special needs, taking into account their possible needs throughout their lives. In addition, in inclusive education, along with eliminating, correcting, and compensating the existing defects of a disabled child, it is necessary to carry out the work of acquiring knowledge and skills, training in a profession in parallel. Vocational education and higher education of disabled children also needs to be implemented. Because one of the tasks of the inclusive education system is to comprehensively develop children with special needs and ensure all their rights.

6) The principle of flexibility in Inclusive Education. The essence of this principle is that the curriculum, program and textbooks should be flexible to the capabilities of children with special needs. The child's special education needs form the basis of any integration activity

Should do. Because the levels and types of individual needs vary, such activities need to be flexible.

7) Qualification principle. Highly qualified teachers are required to teach in classes where children with special needs are taught in an inclusive manner. In addition, the teacher of the inclusive class must have advanced qualifications in the field of defectology.

Principles of educational process organization in schools (institutions) where inclusive education is introduced.*Principles of special education

*Correction orientation

*Complex (clinical-genetic, neurophysiological, psycho-pedagogical) approach to identifying defects and teaching

*Providing general secondary education, career orientation and adaptation to preparation for social life



*Differential classification and special treatment

* Ensuring the quality of education

In 1990, a very important World Conference was held in Thailand. At this conference, the Universal Declaration «Education for All» was adopted by 155 state governments and more than 150 non-governmental organizations. The Universal Declaration «Education for All» guarantees that every child will receive a full and excellent education. The slogan «Education for all» means that children with disabilities or from marginalized groups in society receive education on the basis of equal rights.

The Universal Declaration «Education for All» has adopted the following statement: «Schools are characterized by the quality of work and the response to school education, not by children's capabilities. They are as follows:

- the right of every child to receive education in a public school

Reaches;

- teaching methods and methods are selected depending on the child's disability;

- organizes full correctional pedagogical support at school;

- the decision on children is processed in a complex way;

-every individual right of children is guaranteed;

- material supply of inclusive schools will improve;

- the principle of integration is considered as the basis of the curriculum at school;

In many countries, education in general schools has been included in the scientific and practical state policy plan in order to develop compensatory opportunities for high-achieving development of children with special needs and to fully establish social adaptation.

According to L.S. Vygotsky, the task of educating a disabled child is to compensate for the child's defects and ensure his integration, and for this, it is necessary to create such an educational system that a child in need of special support during his studies let it develop side by side. That is, L.S. Vygotsky recognized the establishment of an educational system that combines general and special education, teaching children with special needs in the general education system.

In 2003, the National Program «Education for All» was developed in our Republic. The National Plan of the «Education for All» program is in accordance with the 2000 Dakar Agreements with the advice and financial support of UNESCO, politicians, education system, heads of ministries and agencies, pedagogues, public figures, Uzbekistan It is intended for all persons interested in the problems of development of the continuous education system of the Republic. This plan analyzes the problems and prospects of reforming the continuous education system in the Republic of Uzbekistan based on the conceptual core of the National Program for Training of Personnel – Education for All. In 2001-2003, in cooperation with the UNESCO, the Educational Center of the Russian Federation held a seminar on the topic of «inclusive education», and based on its recommendations, the «Resource Center for Inclusive Education» was established.

Until now, the inclusive classes established by our republic in regional schools are conducting their work as an experiment and trial. Introduction of the idea of inclusive education in Uzbekistan and in it.



Organization of various measures to solve the problems, propaganda work through the media became somewhat more active.

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