

# THE NECESSITY OF TEACHING THE INCLUSIVE EDUCATION SYSTEM

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**Abstract.** In this article, the education and upbringing of children in need of special assistance is about helping to adapt the problems of teaching them to read and write to social life, effective implementation of these tasks, practical assistance to special field workers and parents of disabled children. such responsible work is thought about.

**Key words:** Inclusive education, integration, social society, correction, compensation, special needs, rights and opportunities

## INTRODUCTION

The main problems of children in need of special assistance cannot be solved by educating them away from the environment in which they live, from their families. It is difficult to achieve social integration if the society does not take responsibility for its members, if the limited rights and opportunities are not returned.

Solving the problem of equal rights in the education of children with special needs is one of the urgent problems of today. But even today, many children are left out of education for various reasons. It is necessary to consider the organizational, scientific and methodical measures of involvement in inclusive education, that is, to develop activities related to the training of specialists and improvement of their qualifications. There are two main factors for attracting children with special needs to general education institutions:

First, children with special needs can interact with healthy children. If inclusive education is organized appropriately, children with special needs will be protected from the social side, and healthy children will feel the greatness of recognition of social justice and equality to treat children with disabilities more kindly and attentively.

Secondly, disabled children have the right to study and be educated alongside healthy peers.

The success of these works should be reflected in the laws of each country. Because the laws guarantee the implementation of providing them with the necessary material and spiritual resources. It



is required and mandatory for parents, neighborhoods, pedagogues, and specialists to work together in the education of children with disabilities.

Children with special needs can work together with their healthy peers, learn, learn and develop at the level of their ability. If inclusive education is organized appropriately, children with special needs are protected from the social side, feel that they have equal rights in social life, and that they can learn together with their peers.

In segregated-special, closed-type institutions for children with special needs, existing defects in children are corrected to a much higher level, but as a result of children falling into a narrow circle in the school community, they face great difficulties in adapting to social society and functioning as children with normal development in the future. Special schools have great disadvantages in these aspects.

In addition, it does not correspond to the point of view of democracy for children with special needs to live separately from the general public. Because children with special needs have all rights. That is why a very important conference was held in Thailand in 1990. This conference was aimed at formulating the goal of "Education for All" and was attended by representatives of 155 countries and more than 150 non-governmental organizations. The analysis shows that approximately 10-15% of children need special education.

On the basis of the conference held in Jomtien (Thailand) in order to support the slogan "Education for all" and to analyze its implementation in practice, in 1994 the Salamanca - Spain World Conference was held in cooperation with the UNESCO organization and the State of Spain. The goal and mission of the participants of this conference was to create facilities for the education of children with disabilities in general educational institutions around the world, to discuss the need for school reforms to fulfill the task of teaching at school.

The need to attract children with special needs to general education institutions is manifested in the fact that it is difficult to attract children with special needs who are completely excluded from the education system, to go to special institutions because the place of residence is too far away or financial means. Helping parents who are suffering due to the lack of or unwillingness of parents to send their children to a special institution, early and full adaptation of children with special needs to social society, solving the issue of equal rights, and preventing discrimination.

The issue of inclusive education remained in the center of attention in the 90s. Based on integrated education programs in South Africa and Southeast Asia, final working papers were studied. As a result, the Ministry of Education of all countries adopted inclusive working methods as an alternative to special departments under special schools.

The need for inclusive education arises from the presence of the following useful aspects for society and for children with special needs:

Inclusive education allows children with special needs to always be in their family neighborhood and in the circle of relatives.

Placement of children in boarding schools far away from their family and home prevents their right to participate in the life of their home, family and community. A child who is far from his home, family, and parental love grows up with a hard time. Because the family is the main center of education.

Inclusive education improves the quality of education for all.

Inclusive education can serve as a catalyst for improving the quality of education. Admission of children with special needs to general education institutions encourages students to develop new teaching methods that are more child-centered and more inclusive. And the benefit of this affects every child.

Inclusive education helps prevent discrimination.



Misconceptions and attitudes towards people with disabilities are very high in society. The reason for this may be the lack of information about them and their closed education in special institutions from a young age. Losing or reducing such an attitude is a very difficult task. But it is known from experience that compared to adults, children understand differences and similarities faster. If children with special needs were educated together with children with normal development, it would ensure that all children with disabilities realize that they are children like themselves and do not discriminate.

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