

Modern Trends in Inclusive Education

*Ergasheva Fayozza Bakhodirovna*¹

Abstract: This article provides information on modern trends in inclusive education. Theoretical and practical support for inclusive education policies worldwide and educational processes in Uzbekistan.

Keywords: inclusive, education, activity, disabled, speech, blind, deaf, preschool education.

Education should be directed towards the capabilities of students with visual impairments, hearing impairments, mild mental disabilities, and limited mobility. Inclusive education policies are viewed with great hope that children, who are the future heirs of any society, will grow up to be worthy citizens who feel responsible and make a significant contribution to the development and prosperity of the state. In Uzbekistan, which is increasingly known to the world for its development path called the “Uzbek model”, great attention is paid to protecting children's rights.

The fact that various special schools, boarding schools, and orphanages operate in our country along with educational institutions such as schools, lyceums, gymnasiums, and technical schools is also proof of our idea. As in many countries, there are schools specially created for children with disabilities in Uzbekistan. Their task is to prepare children for special educational institutions.

The introduction of inclusive education as a requirement of the times.

The education of children with special needs includes such responsible tasks as helping them adapt to social life, effectively implementing these tasks, and providing practical assistance to special education workers and parents of children with disabilities.

Issues of implementing an inclusive education system in the Republic of Uzbekistan.

Analysis and preliminary assessment work on children with disabilities in the Republic of Uzbekistan began in 1966.

Currently, about 250,000 children with various disabilities (up to 16 years old) in Uzbekistan need education. It is necessary to organize special services for children with disabilities along with education.

There are 86 special educational and mixed special institutions for the blind, deaf and hearing-impaired children, children with poliomyelitis, mentally retarded children, children with speech disorders and mute children, and 982 special kindergartens.

The Convention on the Rights of the Child, adopted by the UN in 1989, protects and promotes the rights of all children, including children with special needs. Articles 2, 23, 28, 29 specifically define the rights of children with special needs.

The implementation of an education system always requires a basis in certain laws, rules, and principles. The implementation of an inclusive education system is based on the following principles:

1. Recognition of inclusive education.
2. The principle of inclusive education being open to all.
3. The principle of connectivity.

¹ Student of the faculty of Defectology, University of Information Technology and Management



4. The principle of decentralization.
5. The principle of an integrated approach in inclusive education.
6. The principle of flexibility in inclusive education.
7. The principle of competence.

The essence of this principle is that curricula, programs and textbooks should be flexible to the capabilities of children with special needs. The child's special educational needs should form the basis of any integration activities. Since the levels and types of individual needs vary, such activities need to be flexible and variable.

When analyzing the scientific, theoretical and practical aspects of organizing inclusive preschool education today, the following main features can be highlighted: the legal, organizational and financial support of the state for the implementation of inclusive education, its transformation into a public movement, that is, the idea of "from inclusive education to inclusive society"; the active implementation of new interdisciplinary and interdisciplinary methods of early medical, pedagogical and psychological research of the child's development potential, along with methods of prevention, early detection and effective impact on disability;

the fact that educational and correctional programs, along with the comprehensive orientation of the child's individual development characteristics and existing capabilities, are also focused on further expanding and facilitating his opportunities for social adaptation and integration; The issue of educating children with disabilities in an inclusive educational environment in the field of special pedagogy is becoming increasingly relevant from a scientific, theoretical and practical perspective; the diversity and uniqueness of teaching models in an inclusive educational environment, the development of teaching methods, and at the same time the existence of problems related to the adequate implementation of organizational, pedagogical, personnel and methodological support. In Uzbekistan, inclusive education is also intended to become an integral part of preschool education, and in particular, the "Regulation on State and Non-State Preschool Educational Organizations of General Type", approved by Resolution No. 391 of the Cabinet of Ministers of May 13, 2019, defines "the use of individual educational programs for children, including children with special needs, as well as the creation of a favorable environment that allows them to receive timely inclusive preschool education and upbringing" as an important task of preschool educational organizations. In conclusion, inclusive preschool education is one of the new and at the same time promising areas of education in our country, and it is natural that in this process, the study of modern trends and features of inclusive education is also of great importance.

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