

# Tulegenova D.E. the Place and Role of an Inclusive Education System in National Schools

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**Abstract:** This article reveals the need and importance of transferring all educational work to the path of pedagogical technologies, the need for a sharp departure from the voluntary construction and implementation of the pedagogical process in school practice, and the transition to inclusive education in local schools. Each part and stage of inclusive education is also consistently disclosed and the place of inclusive education is revealed by students.

**Keywords:** inclusive education, development, school, lecture, psychology, education, teacher.

**The relevance of the work.** Since the first years of independence, the Republic of Uzbekistan has paid special attention to improving the education sector.

During a historically short period of time, great work has been done in this field in our country, and it is still being continued today.

The introduction of inclusive education into teaching is one of the important factors in training personnel. Today, it is not enough for a teacher to have deep knowledge in his specialty and to impart a large amount of knowledge in classrooms full of eager schoolchildren. According to the results of numerous studies, a new approach to teaching, the use of inclusive education in teaching schoolchildren, is one of the most effective ways of providing education.

Simply put, students are more likely to perceive, understand, and remember the material they are learning when they are actively involved in the learning process. Accordingly, today's major methodological innovations require the use of interactive teaching methods. Since the emergence of mankind on Earth, it has been engaged in education and upbringing, striving for perfection. Adults try to instill in the younger generation their experience, human qualities, knowledge, skills and qualifications. These tasks were solved in different ways, and as a result, the initial doctrines of inclusive education were formed. Human thinking and knowledge are reflected in his social experiences.

Paleontologists claim that thousands of years ago, people created cultural heritage examples based on advanced consciousness. But the content and essence of the education given to them. how it was done has not come down to us perfectly. The fact that there is an excellent educational system, especially in the ancient eastern countries of China, India, Central Asia, Arabia, Iran, Turkey and other places, can be found in various art and engineering structures in the cultural-architectural monument.

## **Brief analysis of scientific sources on the topic.**

The inclusive approach to education, in particular, the theoretical aspects of the formation of inclusive education were analyzed in the works of N. Chomsky and became the basis for the development of research on inclusive competencies. In particular, G. Chitem and M. Daniels covered the empirical methodology of development of inclusive education, the methods of their evaluation, and the issues of creating an educational environment for their formation. J. Jarmul, O. Miropolska, Tay Lee Ming, S. Kh. Davud developed methods of direct inclusive education in schools.

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## Research results and main content.

The oldest pedagogical teachings that have survived to this day were practiced in the ancient Greek states of Sparta and Attica. The concept of pedagogy also began to be used in those times.

First, "pais ageines" means "to lead a child." This was the name given to people who guarded and protected the children of slaves. Later, as schools grew and education improved, people involved in education were called pedagogues.

Education based on communist ideology during the Soviet era was largely intended to bring up all peoples and nations in a single mold, conforming to the spirit of the "great brother." This flaw was abandoned and, first of all, special attention was paid to education in the national spirit.

Our nation has a rich tradition of national education, relying on it, it is possible to form a person who strives for perfection. But the science of pedagogy aims to enrich national education under the influence of rare examples of universal education. These grand goals, in turn, are aimed at solving problems that take into account the abilities, interests, and capabilities of young people, along with the use of advanced pedagogical technologies in the world, along with tried-and-tested forms of education and upbringing. The pedagogical technology movement, recognized by UNESCO, emerged in the United States in the 1930s and encompassed all advanced skills in the 1970s and 1980s.

In today's fast-paced world, the most effective way to increase the effectiveness of education is to introduce inclusive education in schools. So, what is inclusive education? What opportunities does it have? What effect does the appropriate and targeted use of inclusive education in the educational process guarantee? Below we will try to answer these questions.

Inclusive education is an educational process in which all children are included in the general education system. It is important to clearly emphasize here that "all children", that is, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics. This means that children have equal opportunities to receive education in their own communities. General education schools take into account special educational needs and provide students with the necessary special support. And finally, all children can learn, develop, socialize and be tolerant of each other on an equal basis with their peers.

In inclusive education, all children, including those with disabilities, study in the same classroom, rather than in a separate group.

As is known, the reasons for not being able to master subjects are diverse. Some children, despite having high intellectual abilities, study poorly due to laziness or other characteristics, while others cannot study in a regular school due to mental deficiency. But how to determine these reasons? Teachers' opinions about each student are always contradictory and subjective. Therefore, it became clear that there is a need for a method that objectively determines mental abilities. The emergence of Bine tests arose from this necessity.

In 1904, the Paris school board tasked him with developing methods to help distinguish mentally retarded children from healthy children. This was in connection with the decision to place mentally retarded children in special schools.

Thus, in 1905, Binet's famous tests appeared. The result of his research was the "decimal index of the development of mental abilities" (scale). It was published in 1911 and quickly spread not only in France, but also in other countries. Therefore, the use of tests of this type in the process of inclusive education in local schools is of great importance.

In traditional education, information is naturally the basis of conversation. But the main source of information transfer is the teacher's experience, in this process he takes the lead, dominates, that is, he tries to convey his knowledge orally to schoolchildren during the main lesson. The teacher is the only one who can show activity, and schoolchildren in this situation become passive learners. Their main task is to listen to the teacher, write down where necessary, answer questions when asked, and rarely speak.



The basis of teaching on inclusive education is extremely simple, simple and even "child's play" at first glance. However, this requires the teacher to have the following factors to a certain extent:

The quality of the educational process is ensured by factors such as educational standards, educational programs, the scientific potential of teachers involved in the educational process, the potential of learners, technical means of the educational process, educational technologies, and the quality of educational process management. World experience shows that the widespread introduction of inclusive education into the education sector is also opening a wide path for the globalization of educational services. Taking into account such positive developments in the education sector of developed countries, the widespread use of inclusive education in schools is becoming a necessity in order to improve the quality of education.

The changing social environment and rapid changes in the educational process have also affected the organizational form and model of education.

Due to the abundance of information in today's information space, it is inclusive education that can guide students in the right direction, helping them to obtain the necessary and necessary materials, otherwise they will get lost in such an information space among unnecessary information and waste a lot of time.

When presenting a topic, it is possible that not all school students will agree with the information presented in the text of the report, that is, they may not perceive the information presented correctly.

Also, the presentation material should be prepared in such a way that the school student can understand the essence of the topic without further explanation by the speaker<sup>2</sup>. The text of the lecture should be clear and easy to read. In some cases, even when the speaker leaves the classroom for a certain time, the content of the presentation materials should be clear, and all notes in the presentation materials should be freely readable from anywhere in the audience. If the notes in the presentation are in small fonts that are difficult to see or read for students sitting in the back row, the student's attention is divided and the effectiveness of the presentation is reduced.

## Conclusions.

Based on the above results, the following conclusions can be drawn:

1. The results of the experimental work carried out on the research showed that the indicators of the development of the knowledge acquired by the students of the experimental class during the lesson process have increased significantly.

The study showed that the implementation of an effective system of inclusive education in the proposed schools increased the personal and intellectual activity of schoolchildren, improved their knowledge of subjects, and developed their oral and written communication skills and abilities. This creates a foundation for students' future success.

2. Given the high importance of inclusive education in schools, it is necessary to organize the process of developing the skills of students in grades 1-7 in these areas on the basis of the principle of career orientation. The research developed a technology for developing monological and dialogical speech that is effective in developing students' learning skills. Audio and video technologies, active teaching methods, and teaching methods that teach students to demonstrate their skills in everyday professional communication were also introduced.

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