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## ISSUES AND DEVELOPMENT OF INCLUSIVE EDUCATION IN UZBEKISTAN

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**ABSTRACT:** Inclusive education involves the right to education for all students. The values associated with inclusion have links to interactionist ideology and revolve around fellowship, participation, democratization, benefit, equal access, quality, equity and justice. Inclusion involves fellowship and participation in school culture and curricula for all students (Booth 1996). Since the Salamanca Statement in 1994, most European countries have acknowledged that inclusive education is an important premise to secure equal educational rights for all persons with varied special educational needs. Co-education of children with different needs is a real way to instill tolerance in modern schoolchildren, to develop their moral values and knowledge about what feasible participation they can take in life and destiny those children who, due to their characteristics, have a more difficult life than others. This idea is wonderful, but admitting children with disabilities into “regular” classes developmental features “just like that”, unfortunately, without any additional effort, it does not work out. Many children demand a very special approach - accompanying their educational activities, as well as a specially created educational environment. Providing support required enormous efforts from specialists at all levels of the educational vertical. Despite this, today, inclusive education remains a very problematic area. Inclusion is determined by the need to solve problems such as: humanization of education in Uzbekistan, development of tolerance in society, realization of the right of children, adolescents and youth with special needs to education, increasing social activity and status of families with a child with special needs, introduction of modern educational practices.

**KEYWORDS:** Despite this, today, inclusive education remains a very problematic area, “just like that”, unfortunately, without any additional effort, it does not work out.

### INTRODUCTION

Why is the process of inclusion so difficult? Forming an idea about something new in people’s minds has its own characteristics. On the one hand, what we are used to changing in public consciousness is difficult. The main problem in this process is the unpreparedness of people, society (teachers, school administration, parents neurotypical children) to a value understanding of the essence of inclusion and integration. But, on the other hand, inclusion is a chance to cope with the problems that have accumulated in connection with outdated ideas and ways of organizing the education of the younger generation. The current situation in the educational space is beneficial for the formation of a new pedagogical position – tutor in an inclusive school. A tutor for a child with special needs (or the group in which such a child studies) is a resource, thanks to which a child with special needs has the opportunity to rise to a significantly higher

educational and social level than without it. A tutor is a specialist who helps make the educational process in an inclusive organization more effective. In essence, this is his mission. For modern education of Uzbekistan the position of a tutor in an educational organization implementing inclusive practices is still innovative. Obviously, what students with disabilities require to receive increased attention from adults. Still difficult find a specialist with tutoring competencies. Attentive attitude towards the Law on Education as a document allowing properly organizing inclusion will help relieve teachers' anxiety and teachers, associated with the fact that not all children attending an educational organization will be able to achieve the planned learning results. Reliance on the principles of tutoring support will allow the teacher to organize educational activities

#### **students with disabilities in a more effective manner.**

Inclusive correctional education and education of children in Uzbekistan creation of the main strongholds of the institutions of the Ministry of Public Education and this is the main UNESCO project. This is for the development of the program Inclusive in Fergana, Khorezm, Namangan, Surkhandarya, Andijan regions. An Educational Resource Center has been created. These centers need help is engaged in the training, development and rehabilitation of children and inclusive education with government organizations and the public develops through existing relationships. Apart from, In accordance with the decision of the President of the Republic of Uzbekistan dated October 13, 2020, the Concept "Development of inclusive education in the public education system" was developed for 2020-2025. The concept defines the tasks of improving the quality of educational services provided to children with special educational needs, and general education schools where children with special educational needs are educated are provided with the necessary literature, teaching aids, equipment and supplies for teaching. for various professions, it provides for measures aimed at ensuring the organization of an inclusive education system, providing general education institutions with special equipment, as well as relevant personnel (special teacher, specialists in psychological and pedagogical supervision of children). Education in the special education system of the Ministry of Public Education is inclusive and conducting on the basis of integrated education is the main thing in educational policy attention is given as one of the directions. For the proper organization and development of inclusive education in the conditions of Uzbekistan, it would be advisable to resolve the following issues:

#### **REFERENCES**

1. Towards a general education system for the development of inclusive education making structural changes;
2. The work of the institution's staff to implement inclusive education carry out reforms in their duties;
3. Creating correctional method and individual curriculum, programs, etc.
4. individually in accordance with the personal characteristics of the disabled child.
5. 4.Using factors in conjunction with the surrounding community for different types of teaching.
6. Creating conditions for children's learning and learning effectiveness increase;

7. Educational needs of children with disabilities develop policies appropriate for meetings;
8. Children live and work alongside children of all ages. They need to learn and grow up in the same conditions;
9. Solving the problem of the number of students in the class;
10. Education system for disabled children for parents, creation of inclusive textbooks on the education system;
11. Establishing a holistic connection between the school and the families of children with disabilities;
12. Supply transport issues for disabled children to school;
13. Give better implementation of diagnostics in remote villages;
14. Increasing the legal knowledge of parents of disabled children;