



PROMOTING “EDUCATION FOR ALL” IN INCLUSIVE EDUCATION TO PRIMARY EDUCATION STUDENTS

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Abstract: The article focuses on the issues of education of children with disabilities in the general education system. Promotion of “Education for All” to primary school students. Classification of the principles of goals and objectives of inclusive education and the basics 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 is focused on. What is "Inclusive Education" itself? "Inclusive education" is (taken from the English language, inclusive, inclusion-to adapt, to harmonize, to include, to cover). Elimination of barriers (discrimination) between disabled and healthy children, children with special education needs (disabled for some reasons) and adolescents, regardless of developmental defects or economic difficulties, to adapt to social life. is an educational system that represents inclusion in the general education process.

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

Placing a child with disabilities in normal conditions is the first step towards integration. Depending on the composition of the general education institutions, the reception of children with disabilities is called "inclusive" or "integrative" education terms on a global scale. Integrated education is the process of attending school for a child with special needs, whose focus is on the problem of the child coming to school.



The goals and tasks of inclusive education: In the inclusive education system, it is necessary to solve the following goals and tasks: - to create the necessary psychological-pedagogical, 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 potential; - guaranteeing students' right 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;

- to form a friendly and loving attitude towards children and teenagers with limited opportunities in the society.

Basic principles of inclusion in inclusive education.

- The introduction of the educational system of inclusive education always requires a certain law to be based on rules and principles. The implementation of the inclusive education system is based on the following principles:

- The principle of inclusive education being open to all.

- The principle of existence of connection.

- The principle of being decentralized.

- The principle of comprehensive approach in inclusive education.

- Principle of flexibility in inclusive education.

- Principle of qualification.

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 passing laws. Fighting discrimination and social prejudice is the most important thing. In other words, the first thing to do is to carry out propaganda activities among the population, recognizing inclusive education.

The principle of inclusive education being open to all.



Over the past thirty-two years, significant work has been done on the education of children with special needs in the system of general education institutions. However, the implementation 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 the inclusion of children with special needs in inclusive education covers all children with special needs in all regions.

The principle of existence of connection.

At the heart of the word "accessibility" is the quality of public buildings, especially the accessibility of schools for children with disabilities. Creating physical connections serves to solve the main problem of inclusive education.

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 manner to impose responsibility and management on local educational authorities, and opportunities should be adapted to local conditions.

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

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 life. In addition, inclusive education requires the elimination, correction, and compensation of the existing defects of a disabled child, as well as the acquisition of knowledge and skills, and the parallel conduct of vocational training. 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.

The principle of flexibility in inclusive education.



The content of this principle is that the curriculum, program and textbooks should be flexible to the capabilities of children with special needs. The child's needs for special education should form the basis of any integration activity. Due to the different levels and types of individual needs, such activities need to be flexible.

Qualification principle.

Highly qualified teachers are required to teach in classes where children with special needs are taught inclusively. In addition, the teacher of the inclusive class must have advanced qualifications in the field of defectology. Principles of organizing the educational process in schools (institutions) where inclusive education has been 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 governments and more than 150 non-governmental organizations. The Universal Declaration "Education for All" guarantees that every child receives a complete and excellent education. The motto "Education for all" means that children with disabilities or from marginalized groups in the society also receive education on the basis of equal rights.

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

- the right of every child to education in a public school;
- requires education;
- 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 "education system" should be like this: "The task of raising a defective child is to compensate for the defects in the child and ensure his integration, and for this, it is necessary to create such an educational system that a child with special needs does not let it develop in every way during the winter." 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, with the advice and financial support of UNESCO, is in line with the Dakar Agreements of 2000. Politicians, education system, heads of ministries and departments, pedagogues, public figures, the Republic of Uzbekistan intended for all persons interested in the problems of development of the educational system. This plan analyzes the problems and prospects of reforming the continuing education system in the Republic of Uzbekistan based on the conceptual core of the "National Program of Personnel Training" - "Education for All" National Plan.

Until now, the inclusive classes established by our republic in regional schools are conducting their work as an experiment and trial. In order to introduce the idea of inclusive education in Uzbekistan and to solve its problems, organizing various measures and propaganda through the media became somewhat more active.

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