

## Involve Children With Disabilities In Inclusive Education

Kayumova Dilsora Nuraliyevna

Associate professor of the department of

"Methodology of Preschool Education"

Tashkent State Pedagogical University named after Nizomi,

Faculty of Preschool Education

**Annotation:** This article examines the significance of inclusive education for children with disabilities and the role it plays in fostering their social adaptation, development, and integration into society. It discusses the theoretical and practical aspects of inclusive education, particularly in preschool settings, highlighting the benefits of early intervention and the importance of creating a supportive learning environment for children with special educational needs. The article also addresses the challenges and opportunities in implementing inclusive education systems, including the need for proper training of educators, the involvement of families, and the necessary adjustments in educational curricula. The goal of inclusive education is to ensure equal educational opportunities for all children, irrespective of their physical or mental challenges, fostering their holistic development and enhancing their social integration.

**Keywords:** Inclusive education, children with disabilities, preschool education, social adaptation, special educational needs, integration, early intervention, educational support, teachers' competencies, family involvement, social inclusion..

### INTRODUCTION.

The strength of any country is determined by the spiritual maturity and intellectual potential of its citizens. The spiritual maturity and intellectual potential of citizens is the content of the educational system, the existence of material and spiritual conditions that serve for the comprehensive formation of a person, the level of a healthy social environment in society, the content of social relations, as well as the ethno-psychological characteristics of the population. are formed on the basis of characteristics, moral views and life beliefs. The level of maturity of young people often depends on the personality of the teacher-coach. Every person has a certain level of intellectual competence. Currently, an integrated approach is implemented in kindergartens, where separate groups of compensatory types (for children with speech therapy, sensory, motor and intellectual

disabilities) work. This is called partial integration, children spend their free time, walks, vacations, etc. together. Today, preschool education organizations actively working in the inclusive paradigm include not only integrated groups, but also other innovative forms of work: lekothekas, counseling centers, early aid service, parents' clubs, etc. A special task of kindergarten staff is to establish real cooperation with the schools where their students go. At the end of the pre-school stage, the family faces the issue of choosing a school. This choice should be based on the interests of the child - where his educational needs are fully met.

Inclusive education is based on the ideology that excludes any discrimination against children, ensures equal treatment of all people, but creates special conditions for children in need of education. Inclusive education is the process of development of general education, which implies the availability of

education for all in terms of adapting to the different needs of all children, which provides access to education for children with special needs. Special education - pre-school, general and vocational education, for which special conditions have been created for persons with disabilities to receive health care and education;

Educational programs for persons with disabilities - persons with physical and (or) mental disabilities that hinder their development without creating special conditions for education; Disadvantage - physical or mental disability, confirmed by the psychological-medical-pedagogical commission for the child. Physical disability - a temporary or permanent deficiency in the development and (or) functioning of a human organ (organs), or chronic somatic or infectious diseases. as a result of brain damage, as well as weakening of mental development, including retardation of mental development, retardation of mental development, temporary or permanent deficiency that causes difficulties. in teaching;

Complex disability - a set of physical and (or) mental weaknesses confirmed in the prescribed manner;

Severely disadvantaged - a physical or mental disability confirmed in the prescribed manner, lack of access to education in accordance with state educational standards (including special) and learning opportunities to acquire basic knowledge about the surrounding world, self- is limited to the acquisition of self-service skills and mastery of basic work skills. Special conditions for education - educational (upbringing) conditions, including special educational programs and teaching methods, individual technical training manuals and living environment, as well as pedagogical, medical, social and other services , without them it is impossible (difficult) to master the programs of general education and professional education. disabled

people; Integrated education - joint education of disabled people and persons without such limitations by creating special conditions for learning by disabled people; general purpose educational organization - an educational organization created to prepare persons without limitations in health conditions for education;

Special educational organization - an educational organization created for training disabled people; special educational department - a structural unit of a general purpose educational organization created for training disabled people; an educational organization of integrated education - a general purpose educational organization that creates special conditions for disabled people to study together with people who do not have such limitations; home education - a person who temporarily or permanently does not study in an educational organization due to health reasons, conducted at home by pedagogical staff of relevant educational organizations, including general education using distance learning tools and mastering vocational training programs. Inclusive education is based on the human right to education as stated in the Universal Declaration of Human Rights. Education must face the difficult task of turning diversity into a constructive factor, developing mutual understanding between individuals and groups of individuals. Education policy must be able to cope with the problems arising from the diversity of the needs of the population and make it possible for everyone to find his place in the society to which he originally belongs. Inclusive education is an approach that allows us to find ways to change education systems to meet the needs of a wide range of children. Education for children with disabilities is one of the main and indispensable conditions for their successful socialization, which ensures their full participation in society. In this regard, ensuring the

realization of the right to education of disabled children is considered one of the most important tasks of state policy not only in the field of education, but also in the field of demographic and socio-economic development of the district and the city as a whole. The pre-school education system is the most suitable for the implementation of an inclusive approach, because: most kindergartens in the district have a well-prepared development environment; differences in the cognitive development of preschool children with normative and developmental abnormalities are not very significant;

game approaches in the process of education and upbringing contribute to the development of children with different primary abilities;

preschool children successfully copy the tolerant attitude of important adults (educators and parents) towards children with developmental disabilities;

A large number of free time activities allow you to learn how to interact with different children and their families in an emotionally positive environment. Today, there is an integrated method in kindergartens where compensatory-type isolated groups (for children with speech therapy, sensory, motor and intellectual disabilities) work. This is called partial integration, when children spend their free time, outings, vacations, etc. together. Today, preschool educational organizations actively working in the inclusive paradigm have in their arsenal not only integrated groups, but also other innovative forms of work: lekotex, counseling centers, early aid services, parent clubs, etc. A special task for kindergarten staff is to establish a real partnership with the schools where their children attend. At the end of preschool education, the family faces the issue of choosing a school. This choice should be based on the interests of the child - where his educational needs are fully met. "School level" is the most difficult stage of inclusive

education. When it comes to choosing a school, parents often focus only on educational goals, neglecting the issues of social adjustment and career guidance. System of psychological-pedagogical support for children with special educational needs in the school (if there are 1-3 disabled children in the school, with the increase in the number of children, the resources of the PPMS centers are used, a speech therapist, a defectologist and a special psychologist are added to the staff schedule positions are included).

The system of professional training of schoolchildren: a network of workshops, creative laboratories, additional educational associations. Mutual relations with partner organizations (resource centers, public organizations, parents' associations) are well established. The inclusive education system does not replace special education, but creates conditions for compliance with the Law on Education in terms of the right of parents to choose the educational organization and the child's educational program.

Inclusive education will not be effective without providing the educational organization with the appropriate material and technical base, including special equipment. Inclusive education will not be effective without the involvement of the necessary professionals. It is not possible to enroll a child in inclusive education without agreement with PMPK specialists; parents cannot always realistically assess the possibility of inclusive education. The need for individual educational programs for "included" children. The lack of a flexible system of assessment of achievements and the system of final certification of students by the United Nations is defined in the standards. Lack of work experience in the middle and high level inclusive areas of the school. With the system of vocational education weak links.

Inclusive education ensures equal rights to one or another type of education and regardless of their individual characteristics, previous educational achievements, mother tongue, culture, social and economic status of their parents, mental and physical condition. aims to create the necessary conditions for children to succeed in education without exception. opportunities. Inclusive (inclusive) education - differentiated education, creating conditions for the development of each child, in which children with special educational needs are included in the educational field.

Developing the potential of children with psychophysical development characteristics in joint activities with healthy peers;

Formation of life experience and development of knowledge, speech, motor, and social skills that allow children to reduce dependence on external help and increase social adaptation;

Covering deficiencies in preschool development;

Eliminating negative characteristics in the emotional and personal sphere by involving children in successful activities;

Constantly increasing the child's motivation through personal interest and a conscious attitude to positive activities;

Protection and strengthening of children's physical and mental health; Social and labor adaptation and inclusion in society of schoolchildren with special educational needs;

Advising families raising children with special educational needs, including their legal representatives in the process of teaching and raising a child, forming an appropriate attitude to their developmental characteristics, developing acceptable approaches to family education problems;

Increasing the role of the family in raising and developing their child;

Changing public attitudes towards children with special educational needs. Organization and activities of inclusive classes Inclusive classes implement the curriculum of primary general, basic general, secondary (full) education and create special conditions for the stay and study of children with special educational needs. can be organized in all types of educational organizations. At the same time, the principle of inclusion implies that children with limited opportunities should live in a family and study together with their peers in a regular school in order to have a positive mental and social development. The inclusive education system means that a child in a wheelchair can study in any nearby school, if heshe has learning difficulties, heshe has special help to learn to read and write, and a child who does not attend classes appropriate support for returning to school guarantees that it will be displayed. Regardless of children's abilities and circumstances, quality education should be provided to all of them. The task of inclusive education is to provide quality education to all children, regardless of their abilities and status. At the same time, the principle of inclusion implies that children with limited opportunities should live in a family and study together with their peers in a regular school in order to have a positive mental and social development. The inclusive education system is in any school where a child in a wheelchair is located nearby education, learning to read and write if they have difficulty mastering to have special support for a child who does not attend classes ensures appropriate support for returning to school. The implementation of the educational system is always based on certain laws, rules and principles requires justification. In the implementation of the inclusive education system, the following based on the principles:

- 1) Recognition of inclusive education.
- 2) The principle of inclusive education being open to all.
- 3) The principle of existence of connection.
- 4) The principle of decentralization.
- 5) The principle of a comprehensive approach to inclusive education.
- 6) The principle of flexibility in inclusive education.
- 7) Qualification principle.

Providing advice to families raising children with special needs, including their legal representatives in the education and upbringing of the child, forming an appropriate attitude to the specific characteristics of their development, developing acceptable approaches to family education problems; Increasing the role of the family in child education and development; Changing public awareness of children with special educational needs. Acknowledging inclusive education, the first priority is to carry out propaganda among the population. The importance of inclusive education in the pre-school education system is the development of mental and physical emotions and movements in the child, ensuring that children with disabilities receive quality education from an early age.

#### References:

1. Shomakhmudova R.Sh. "Special and Inclusive Education" methodological guide. Tashkent 2011.
2. Shomakhmudova R.SH., Berdiyeva A. Methods of teaching children with disabilities in inclusive education. Study guide Tashkent 2008.
3. Ayupova Yu. Correctional pedagogy. - T.: National Society of Philosophers of Uzbekistan, 2007.

4. Mominova L.R. Inclusive education. Program. T., 2014.

5. Kaharova D.S. "Technology of inclusive education" educational and methodical manual 2014.

6. Babayeva D.R., Khalilova D.F. Salimova D.F. "Social adaptation of children". -T.: "Knowledge and intelligence." 2023.

7. Babayeva D.R., Najmiddinova G.O. "School pedagogy". -T.: "Knowledge and intelligence." 2022.

8. Nuraliyevna, Q. D. (2021). Approaches to the development of inclusive competence in preparation of future teachers for professional activity. *Academicia: An International Multidisciplinary Research Journal*, 11(10), 2314-2320.