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CHARACTERISTICS OF ORGANIZING INCLUSIVE EDUCATION IN PRIMARY EDUCATION

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ABSTRACT

In this article, children and adolescents in need of special support, who are a part of our society, are given social support, education, vocational training, and a place among healthy children. thoughts and opinions are presented on how to grow up as a person who can take advantage of his abilities and opportunities.

Key words: Education, children, disabled, special education, general education, inclusive education, social separation, school, disabled, holistic, gender, general educational institutions.

BOSHLANGICH TA'LIMDA INKLYUZIV TA'LIMNI TASHKIL ETISH XUSUSIYATLARI

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ANNOTATSIYA

Ushbu maqolada jamiyatimizning bir bo'lagi bo'lgan maxsus yordamga muhtoj bolalar va o'smirlarni ijtimoiy qo'llab - quvvatlash, ularga ta'lim- tarbiya berish, kasb – hunarga yo'llash, sog'lom bolalar qatoridan o'rin olib, o'z qobiliyati va imkoniyatlaridan foydalana oladigan inson qilib voyaga yetkazishga doir fikr va mulohazalar keltirilgan.

Kalit so'zlar: Ta'lim, bolalar, nogironlar, maxsus ta'lim, umumiy ta'lim, inklyuziv ta'lim, ijtimoiy ajratish, maktab, nogironlar, yaxlit, jins, umumiy ta'lim muassasalari.

Inclusive education was looked at from the legal point of view for the first time in 1994. The term "inclusive education" was officially defined for the first time in the

25th statement of the Salamanca Declaration on principles, policies and practical activities in the field of education of persons with special needs, held in Salamanca, Spain, on June 7-10, 1994. Inclusive education in Uzbekistan was first started in 2005-2006 within the framework of the "Friendly School" project financed by the International Organization of UNICEF.

All the leading defectologist scientists, specialists, psychoneurologists, pediatricians, ophthalmologists in our Republic participated in the implementation of the project, and 10 districts of 4 regions were studied. 741 children who are not involved in education and who are studying at home from 10 districts of the studied 4 regions were studied (diagnosed).

Based on the project's integration, starting from the 2005-2006 school year, inclusive education was started in 102 schools in Uzbekistan for the first time.

Today, as the national legal and normative basis of inclusive education: the Law of the Republic of Uzbekistan No. 637 of September 23, 2020 "On Education" is mainly based on the prevention of de-discrimination, equal rights in social life, participation without any restrictions, can be seen in the protection of the rights of persons with disabilities in all aspects and the socialization of persons with disabilities in general.

In turn, inclusive education is recognized by the world community as the most humane and effective education. In terms of equalizing the education system in our country with world standards

1. Law of the Republic of Uzbekistan dated October 15, 2020 No. 641 "On the Rights of Persons with Disabilities";

2. Decision No. 638 of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2020 "On approval of normative legal documents on education of children with special educational needs", since significant work is being carried out indicates.

The advantage of inclusive education over special education

Inclusive education is the education of children with special developmental and educational needs in a general education school, not in a separate class, but in the same class as healthy peers.

- Cooperative (inclusive) education is recognized by the world community as the most humane and effective education. In our republic, inclusive education is the most important, modern politics, like world experience and politics.

- inclusive education is an educational process in which all children, regardless of their physical, mental, mental and other problems, are generally provided with all the conditions suitable for their needs in their home and territory, their education It means

that he will be educated with his tengurs in schools with special support, taking into account his needs.

Problems arising in the introduction of inclusive education

For many years, people with disabilities have faced many obstacles and problems due to social inequality. It is inclusive education that can guarantee them equality in social life.

First of all, we will list the problems in the transition to inclusive education. By looking at these processes, we can learn about the problems that may arise in the process of inclusive education. So, the problems in the transition to inclusive education are as follows:

- Financial; - that the change and financing of the whole system is one of the most basic and most difficult processes, in the school of inclusive education, it is necessary to have new goals with new views, that is, to have special educational needs. It is possible to improve the quality of education of children with special educational needs by providing conditions that meet the educational needs of children with special educational needs and by motivating teachers who teach them and making their profession attractive.

- Environment; - before entering inclusive education, we can usually see that the general education school does not meet the educational needs and requirements of children with special educational needs in terms of conditions. As a result of this, various obstacles and difficulties appear. In order to create an inclusive educational environment, creating an environment without barriers and suitable for the needs of children is one of the most important issues. The environment includes not only the conditions, but also the attitudes of the whole community towards children with special educational needs.

- Stereotypes; - Today, society's views and attitudes towards persons with disabilities in general cannot be considered positive.

Most members of the society oppose the education of healthy children and children with disabilities together. In order to promote inclusive education at an acceptable level, first of all, we need to change the stereotypes of the society, i.e., its views to a positive side. We can do this through various trainings and seminars on a public basis. Children with special educational needs will feel comfortable participating in inclusive education after we change the stereotypes of parents, educators and children.

- Sources; - the lack of resources and research works and information can also be a reasonable difficulty in the implementation of inclusive education. The head of the school promoting inclusive education is forced to change and analyze foreign experiences, because national resources are not enough. The biggest problem is not

that the leader does not know the language or does not understand the source, but that these sources do not correspond to our mentality or it needs to be adapted to our culture. In order to avoid the difficulties of such complex processes, it is necessary to strengthen the demand for the increase of national resources and research work in the field of implementation of inclusive education.

- Pedagogical preparation; - lack of knowledge about the level of training of pedagogues of general education schools and the characteristics of children with special educational needs is also a common problem. Because inclusive education for a general education school cannot quickly adapt to news and innovations. In order to overcome such difficulties, various courses have been organized and such problems can be eliminated by involving teachers in the courses.

- Parents; - healthy children's parents' poor social relations with children with special educational needs and their indifference to their social difficulties and disabilities is one of the most serious difficulties. Such difficulties arise due to the fact that children with disabilities do not feel the experiences of their parents. The biggest problem in the promotion of inclusive education is the resistance of parents of healthy children. In order to overcome such difficulties, it is necessary to hold meetings and meetings with parents of children of different categories. At such meetings and gatherings, parents of children with special educational needs talk about their experiences and the obstacles they may encounter in life and how they overcome them. This kind of work helps to gain great experiences among parents of different social classes.

Of course, all problems can be solved gradually over time and, of course, with increasing experience. Such problems are overcome in the process and just take time.

Problems arising in the class of inclusive education

Some problems may require work, not just time. We will discuss labor-intensive problems and their solutions with you.

Possible problems in inclusive education classes:

Problem 1. The teacher's efforts are not able to unite students and educational hours are ineffective;

Solution: The teacher of the inclusive education class should develop the golden rules of the class. The teacher should also explain how necessary it is to follow these rules.

Problem 2. Child standing in class and not wanting to listen to the lesson;

Solution: In most cases, children with special educational needs can cause various forms of inconvenience in the lesson if the lesson is not interesting or if the teacher cannot make them interested in the lesson. In order to avoid such situations, the teacher should increase visibility in classes and regularly conduct group work.

Problem 3. Not understanding the child's language (for example, sign language or the child's inability to speak);

Solution: With the help of an assistant pedagogue, it is possible to communicate by translating his speech or, in the absence of speech, by correspondence.

In addition, there are problems that need to be solved on an ongoing basis. This is the resistance of parents of healthy children. In order to overcome such resistance, the following should be done:

- At least every quarter, the head of the class organizes a group of volunteer parents to hold meetings about the psychological characteristics of parents of disabled children, to provide information about their difficulties;

- Telling the rest of the parent community about the difficulties and experiences that parents of children with disabilities have experienced and are forgiving. Explain that their main goal is to prepare their children for social life by joining healthy children.

In the process of inclusive education, the methods used in working with children with educational needs should be based on:

- visibility;
- to the student's practical activity;
- leading game activities;
- short and clear instructions;
- personal experiences of students;
- personal experiences of students.

Every pedagogue working in the process of inclusive education will be more effective if they conduct their lessons based on the methods given above, and they will be able to get results from children quickly.

Next, we will consider the process of working in a group based on the above.

Group work is also very important in the formation of correct relationships between children with disabilities and healthy children. For example, in the process of working in a group, children are united in a group and a type of activity is set up that allows them to develop their skills in solving a specific problem.

Group work helps children develop the following skills:

- Ideas merge and complement each other;
- Group work leads to success in most cases;
- They communicate in a group and exchange experiences and ideas;
- In the process of working in a group, the skills of cooperation are developed.

Group work - allows to quickly improve the interaction between children with special educational needs and healthy children and establish friendly relations. Therefore, it is recommended to conduct group work regularly.

In conclusion, it can be said that the problems faced by children with special educational needs in inclusive education cannot be overcome by the management or the parent team or the children's team divided into separate layers. Together we can overcome. Therefore, we must all work together for the socialization of children with special educational needs!

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Internet resources:

1. <https://inclusionbc.org/our-resources/what-is-inclusive-education/>
2. <https://resilienteducator.com/classroom-resources/inclusive-education>
[https://karnatakaeducation.org.in/KOER/en/index.php/Portal:Inclusive Education/Resources](https://karnatakaeducation.org.in/KOER/en/index.php/Portal:Inclusive_Education/Resources)