



IMPORTANT ASPECTS OF COLLABORATIVE ACTIVITIES IN THE PROCESS OF INCLUSIVE EDUCATION

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<p>Received: September 10th 2023 Accepted: October 10th 2023 Published: November 17th 2023</p>	<p>This article highlights the important aspects of collaborative activities in the inclusive education process and the experiences of the inclusive education program conducted in the educational institutions of our republic.</p>
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Humanitarian ideas such as the recognition of the uniqueness and values of each person's life, the child's rights to development, and guaranteeing the satisfaction of educational needs are expressed in a number of normative and legal documents adopted by the government of the Republic of Uzbekistan and at the international level. In particular, in our country, serious attention is being paid to the issues of children with developmental problems being brought up in the national spirit, mentally, morally, and physically matured, ready for social life at the level of independent mature citizens, along with their healthy peers. Therefore, in our country, in order to restore the health of children with developmental problems in one way or another, to improve their education, to consistently reform the social protection system, a number of measures aimed at solving these issues are planned and successfully implemented in the State programs adopted for each year.

A number of positive changes that have taken place in the field of education in recent years are closely related to the integration of the activities of representatives of different fields in new directions in solving the issues of the fate of children with developmental problems. Early diagnosis of deviations from the norm in the child's development, restoration of the consequences of the problem, providing pedagogical support to children of the first and early age with one or another problem in their development, developing models for their integration into general education institutions remain one of the urgent problems on the agenda.

To this day, the problem of effective implementation of inclusive education for special education system staff is the most thought-provoking issue on the agenda.

The scale of work in this direction is gradually increasing in Uzbekistan. Currently, in cooperation with the Ministry of Public Education and a number of international and non-governmental partner organizations, a number of projects have been implemented in various regions of our republic for several years.

The analysis of the research carried out within the framework of these projects, the experiences of the program on inclusive education in the educational institutions of our republic show the advantages of this method in ensuring the rights and freedoms of a person, in particular, a child:

- the development rights of children who need special attention in education were ensured in their family and neighborhood;
- participation of a child who needs special attention in education is ensured;
- a child with special educational needs has an increased interest in life through the right to be in a group of healthy peers;
- children who need special attention in education began to feel that they are like others.

The most remarkable aspect of the work carried out in this regard is that positive changes have taken place not only in the lives and minds of disabled children, but also in the minds of healthy children who receive education together with them. That is, healthy children began to treat children with disabilities not as they treat sick children, but as if they were friends who were going through a special development.

However, despite the positive results in inclusive educational institutions, a number of difficulties have started to be faced. It was possible to determine that these problems are related to a number of reasons. That is, in solving all the issues related to the involvement of children with special needs in the social life without isolating them behind the walls of special educational institutions, at first glance, we are faced with completely different issues that are not directly related to this main issue.

Most importantly, in order for children who need special attention in education to adapt to general education, it is necessary to provide these children with the necessary aids, to fundamentally change and equip special educational

institutions, in addition, to create special scientific and methodological literature for pedagogues, and to train specialists.

Another issue of social importance, which is important for the success of inclusive education - the issue of mentality - is also waiting for its solution.

For many years, the opinion prevails in the society that children with developmental problems should be educated in special institutions, and it is difficult to allow them to study together with normally developing children. In order to solve this problem, it will be necessary to work with patience for a long time in order to change the social opinion. After all, the idea that a child with developmental problems has the right to free education along with all children should be instilled not only in him, but also in those around him (peers, parents of normal children, and, first of all, the institution's team).

- Also, before introducing inclusive education, we believe that it is necessary to start working based on the idea that the family is the most effective place for the development of a child who needs special attention, and that it is one of the most basic rights of a child to be at home - in his family.
- We would like to point out that since an institution that includes children with disabilities is the main factor in solving problems, not the child's capabilities, but the quality of teaching and the availability of conditions in the school, it is appropriate for the employees of the inclusive institution to determine the following at the beginning of their activities:
 - every child has the right to education in a general education school;
 - the conditions for the child should be adjusted according to his capabilities, not based on his defects;
 - it is also necessary to provide correctional assistance for the child's full education;
 - in order for the child to successfully adapt to the process carried out in the institution, the cooperative influence of adults and peers surrounding him is necessary;
 - attention should be paid to both quantitative composition and qualitative composition of children in a class or group;
 - pedagogic staff of educational institutions should have comprehensive understanding of this direction;
 - it is necessary to focus on ensuring the participation of all children in the organization of the educational process;
 - it is important that the environment in the institution is adapted to the children's capabilities in all aspects.

Only when these aspects are considered as an important factor, the freedom to choose the type of education, the right to be in a family, to grow up in his own home and neighborhood, and to receive education equally in every education, the idea of "From inclusive schools to an inclusive society" can be ensured. We can achieve the actual implementation. For this, it is enough for us to carry out cooperative activities sufficiently.

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