



## THE ROLE OF INCLUSIVE EDUCATION IN THE LIVES OF CHILDREN WITH DISABILITIES

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<b>Received:</b> 14 <sup>th</sup> May 2021 <b>Accepted:</b> 28 <sup>th</sup> May 2021 <b>Published:</b> 30 <sup>th</sup> June 2021	This article discusses the measures taken to promote inclusive education in preschool institutions, so that children with physical disabilities can receive education without any restrictions among their peers, and this education. The essence of the content of the activity, the purpose is explained.
<b>Keywords:</b> Inclusive education, basic movement system, social protection, individuality, intellectual thinking, level of opportunity.	

It is hoped that in any society, the younger generation will grow up to be a full-fledged, perfect person, to grow up as worthy citizens and contribute to the development and prosperity of the state. The Convention on the Rights of the Child, the Law of the Republic of Uzbekistan on Education, and several important regulatory documents, such as the National Program for Training Specialists, all children have the rights, including children with physical or mental disabilities, to study, to find their place in life.

The country creates favorable conditions for education and adaptation of children with disabilities. Their work is based on the "Universal Education Project for Children with Disabilities" to integrate them into society and, above all, to improve their health. This implies the use of inclusive education opportunities. As a result, the study of the pedagogical and psychological features of the organization of inclusive education, the identification of problems related to it, the substantiation of its effectiveness are becoming an actual scientific problem. Because inclusive education is a way to ensure that all children are fully involved in the learning process, regardless of their mental or physical condition.

In particular, it helps children with special needs to communicate with others, in growing up to meet the needs of the social environment, acquire the skills to meet their daily needs, adapt to life, study and interact with healthy peers in public schools and creates opportunities for timely learning, responsiveness to tasks. In this view, it is planned to substantiate the specifics of the effectiveness of this inclusive education and to identify the necessary pedagogical and psychological approaches to integrate it into the continuous learning process, from family, preschool to higher education. However, inclusive education can create opportunities for students of all levels of learning, not only for children with disabilities, but also for children living in a family based on a healthy lifestyle, in preschools, schools, academic lyceums and professional colleges. It helps to make students a positive influence on one another. However, there is sometimes a discrepancy between healthy children and children with disabilities, and the disability and embarrassment caused by the disability of children with disabilities, their dissatisfaction with their peers, and their excessive indulgence will have to make some changes in educational practice and educational services. All of these reveal that the inclusive education process has its complexities and imposes serious demands and responsibilities on teachers, class leaders, educators, and professional masters working in this field, and illustrates the versatility and complexity of the research topic.

Based on research, inclusive education technology can be characterized as follows: Inclusive Education Technology (ITT) is a systematic, individualized, tailored curriculum, materials that are systematically tailored for children and young people with special needs in continuing education. It is a process that combines modern pedagogical and psychological aspects of education with the use of tools and techniques. At the same time, the aforementioned ideas are a clear indication of our reasoning. For example, the English scientist Jock Locke compares the spirit of a newborn baby to a "clean board". In his mind: "The formation of these qualities depends on the experience gained by the child and the insights and visions that the child acquires in his interactions with others". According to American Psychologist J. Bruner, "The emphasis is on the relationship between personality and education, and that when a person strives for maturity increases the effectiveness of learning, the improvement of teaching accelerates his or her promotion". J. Bruner came up with a lot of evidence in his scientific views. He believes that "any science can be taught effectively to a child of any age. It only requires that at each age stage, the child needs to be able to see and uniquely explain the world, and to interpret what is taught in a child's way of thinking. Nowadays in our country, some kind of children who have a particular necessity are attracted widely. However, the

methods of educating and training haven't been based on pedagogical invalidity by this time. Consequently, the knowledge and experience that those type of children have learned, are not a satisfactory and can be the opposition to express their possibilities.

Inclusive education provides all of the children, especially, the children who have a particular necessity with education and helps them to learn equally with their peers. In terms of the trend of inclusive education, all of the children have a right of study, moreover, it has to support and make necessary facilities them in order to get important knowledge. In the field of education, the children who have invalidity must study at simple schools. Hence, it has to be made pedagogical methods and necessary facilities by government in order to create satisfactory education for children in simple schools.

In this case, considerable changes are being carried out in our country as the evidence of our idea, we can show following informations: "In Uzbekistan inclusive education for children who have particular necessity" has been carried out since 2014, in this way, more than 900 this kind of children in terms of the two gender have been attracted to general education in school and preschool education organizations. The members of medical, psychological and pedagogical commission have been given education and experience for inclusive education. In different areas of our country, five types of head recourse centres have been built and educational, legal advises have been represented for the kind of children their parents and experts. "The bases of inclusive education", "the children who have particular necessity in education," "to create inclusive school" created an opportunity to boost experiences of scientific workers. In the field of this method, published brochures, educational collections, hand books and exhibitions have given opportunities to deliver affordabilities of inclusive education for parents, their children and youngsters.. The Republic centre of sociological ministries of the Republic of Uzbekistan, Saving the health, Finance, higher and middle education, the educational centre of trade, and some kind of institutions of citizenship helped to children who have particular necessity in charge of some kind of organizations. Besides that, on 15<sup>th</sup> of April in 2019, the opening 369<sup>th</sup> Preschool Education Organization was held in the region of Yakkasaroy of Tashkent. This PEO is the first union which was built by charity. Interestingly, not only healthy children, also the children who have invalidity can take part in this kind of organization.

In conclusion, we can say that today in our country a lot of opportunities are being created for young people, who are contributing to the development of the country. Great opportunities are opening not only in education but also in other areas. At the heart of these reforms lies the idea of bringing up mature, harmoniously developed, independent people who are in line with the modern requirements of the world. At the heart of these reforms lies the idea of bringing up mature, harmoniously developed, independent people who are in line with the modern requirements of the world. Of course, all this is the result of fair policy pursued by the head of our state, Sh.M.Mirziyoev. In response, we are right to say that the energetic, intelligent, heartwarming young people of our Heavenly country are moving forward as worthy followers of our great forefathers.

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3. O`zbekiston Respublikasi Prezidenti SH.M. Mirziyoyevning "Alohida ta'lim ehtiyojlari bo'lgan bolalarga ta'lim tarbiya berish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi №4860 sonli qarori.

### INTERNET RESOURCES:

1. [www.ziyonet.uz](http://www.ziyonet.uz)
2. [www.pedagog.uz](http://www.pedagog.uz)