

PAPER

# INTEGRATION AND INCLUSIVE EDUCATION OF CHILDREN WITH DISABILITIES INTO THE GENERAL EDUCATION SYSTEM

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## Abstract

This article presents the idea of including children with disabilities in the general education system in Uzbekistan, implementing the issue of integrating and educating them in an integrated and inclusive way, integrating children who are not involved in the science of the integration and inclusive education strategy into general education institutions into a full-fledged special or inclusive education system, and including and educating children in educational institutions in the regions where they live due to the remoteness of the correctional educational institution from the place of residence.

**Key words:** Inclusive education, mental retardation, children with mental retardation, speech, vision and hearing impairments, speech therapist, autism, integration.

## INTRODUCTION

Currently, in our Republic, correctional education has been organized in 8 areas of special education (mentally retarded, mentally retarded, children with speech, vision and hearing impairments), taking into account the education of children and adolescents in need of special assistance, types of their disabilities and their degrees

A wide range of work is being carried out to improve the system and content of special education, develop its material and technical base, use new pedagogical technologies, information tools in the process of special education, create educational and methodological foundations, and provide programs and textbooks. The legislation establishes privileges for certain categories of children in entering secondary specialized, vocational and higher educational institutions.

Inclusive education is an education system that aims to educate all children, both with and without disabilities, together. In this system, children have the opportunity to learn, grow and develop together. The main idea in inclusive education is that not all children have the same abilities and their learning needs are different. Therefore, the education system must be adapted to

meet the needs of all children.

## LITERATURE ANALYSIS

The world's leading scientists conducted their research on the pedagogical foundations of improving the effectiveness of the formation of pedagogical responsibility in future speech and language teachers, involving children with disabilities in inclusive education. These researches are mainly aimed at studying the structure of the pedagogical responsibility of a defectologist, knowing the motivations for work, and psychologically rationally solving the problems of increasing the effectiveness of pedagogical responsibility for future defectologists. In the works of V.A. Yakunin and others, a large empirical material of observations is collected, the results of experiments and theoretical generalizations in this regard are given. Also, scientists S.L. Rubinstein, M. Argil, V.G. Aseev, L.I. Bozhovich, K. Levin, A.N. Leonyev, Z. Freud and others approached the complexity and multifaceted nature of the problem of pedagogical responsibility, its essence, nature, structure, as well as methods of studying it.

## RESEARCH METHODOLOGY

Each child with disabilities has unique characteristics. Their abilities, needs, and challenges may vary. Some children may need more support than others. However, all children with disabilities have unique abilities and are able to develop them. Their characteristics may depend on the following factors:

- Type of disability
- Level of disability
- Age
- Gender
- Culture
- Socio-economic conditions

Therefore, an individual approach is required for each child with disabilities. This allows us to identify their needs and provide them with appropriate education and upbringing.

## ANALYSIS AND RESULTS

The educational needs of children with disabilities are diverse and depend on their characteristics. To meet these needs, special approaches should be used in the education system.

Extensive work is being carried out to improve the system and content of special education, develop its material and technical base, use new pedagogical technologies and information tools in the special education process, create educational and methodological foundations, and provide programs and textbooks. The legislation establishes privileges for certain categories of children in entering secondary specialized, vocational and higher educational institutions.

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### Special educational programs

Special educational programs should be created to meet the educational needs of children with disabilities. These programs should be aimed at developing their abilities, taking into account the specific difficulties of children.

### Support services

Support services, such as teacher support, speech therapists, psychologists, therapists, etc., help children with disabilities successfully integrate into the educational process.

### Adapted learning environment

The learning environment should be adapted for children with disabilities. This includes the comfort of classrooms, the availability of learning materials, and the qualifications of teachers.

### Family and community support

Family and community support is essential for the learning process of children with disabilities. Parents and community members should support the learning process and help children feel confident.

Inclusive education has a number of benefits. These include:

- Expanding learning and growth opportunities for all children
- Increasing the self-confidence and social integration of children with disabilities
- Raising non-disabled children in a spirit of respect and understanding for children with disabilities
- Enriching the educational process and introducing new teaching methods
- Contributing to making society more inclusive and tolerant

An inclusive education system serves to strengthen equality and justice in society. Through this system, all children can develop their abilities and become active members of society.

### Basic principles for implementing inclusive education

A number of basic principles must be observed for the successful implementation of inclusive education. These principles include:

- Recognition of the equal rights of all children and creation of equal opportunities for them
- Identification of the individual needs of children and creation of adapted educational programs to meet them
- Training teachers in inclusive educational methods and technologies
- Involvement of the family and community in the inclusive educational process
- Creation of an environment that supports inclusive education

Adherence to these principles will allow for the effective implementation of inclusive education and increase the educational success of all children.

Training of educators to involve children with disabilities in inclusive education

The qualifications of educators are very important for the successful implementation of inclusive education. Educators should have in-depth knowledge and skills about the specific characteristics of children with disabilities, their educational needs and inclusive education methods. Educators should be trained in the following areas:

- Studying methods of teaching children with disabilities
- Using special educational materials and technologies
- Creating educational programs adapted to meet the individual needs of children
- Working with families and communities
- Forming a positive attitude towards inclusive education

The competence of teachers contributes to the successful implementation of inclusive education and to increasing the educational achievements of children with disabilities.

## CONCLUSION

Inclusive education is essential for creating equal opportunities for children with disabilities and ensuring their integration into society. As emphasized in this document, the implementation of inclusive education requires improving the competence of teachers, strengthening family and community partnerships, and meeting the individual needs of children. Therefore, the following suggestions can be made for the successful implementation of inclusive education:

- Organizing special trainings and seminars on inclusive education for teachers
- Providing educational materials and technologies necessary for teaching children with disabilities
- Sharing information on inclusive education with family and community members and involving them in the inclusive education process
- Continuously improving the inclusive education system and introducing new methods

By implementing these proposals, it is possible to increase the educational success of children with disabilities, ensure their integration into society, and contribute to making society inclusive.

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