

SCIENTIFIC-THEORETICAL AND LEGAL FOUNDATIONS OF INCLUSIVE EDUCATION

Khujayarova Nafisa Sultanmurodovna

Teacher, Doctor of Philosophy in Pedagogical Sciences (PhD)

University of Information Technology and Management

Abstract

The article describes the scientific-theoretical and legal foundations of inclusive education, the education and education of children with disabilities and their adaptation to social life, the study of pedagogical-psychological characteristics in teaching them, the identification of problems, the justification of aspects of effectiveness.

Keywords: Inclusive education, pedagogical-psychological characteristics, scientific-theoretical foundations, purpose, objectives of inclusive education.

Introduction

In our country, favorable conditions are being created for the education and upbringing of children with disabilities and their adaptation to social life. In order to integrate them into society, and first of all, to restore their health as much as possible, work is being carried out on the basis of the “General Education Project for Children with Disabilities”. The Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2021 No. 638 “On approval of normative legal documents on the education of children with special educational needs” [1] and other documents set out the tasks of personnel issues, modernization of educational content, methodological and didactic support of the process. This mainly involves the use of inclusive education opportunities. As a result, a deeper study of the pedagogical and psychological characteristics of organizing inclusive education, its specific capabilities [2], identification of related problems, and substantiation of effectiveness aspects is becoming an urgent scientific problem.

Main Part

Inclusive education is an educational process organized taking into account the capabilities, individual psychological, physical disabilities and learning characteristics of students[3]. Article 20 of the Law “On Education” in the new edition adopted on September 23, 2020 is called “Inclusive Education”, and in this article, inclusive education is aimed at ensuring equal opportunities for all learners to receive education in educational organizations, taking into account the diversity of individual educational needs and individual capabilities. Because the inclusive education method creates a favorable opportunity to ensure the full participation of all children in the educational process, regardless of their mental and physical condition. In particular, it creates opportunities for children with special needs to communicate with others, grow up to be able to meet the requirements of the social environment, acquire skills to meet

their daily needs, adapt to life and study in general education schools on an equal basis with their healthy peers, establish friendly relations with them, master lessons on time, and approach tasks responsibly.

It is worth noting that inclusive education can create favorable opportunities not only among children with disabilities, but also among children raised in families based on a healthy lifestyle, in preschool educational institutions, schools, vocational education, and higher education for students with different levels of mastery of subjects[4]. Through it, achieving positive influence of students on each other will bring good results. The “Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030” was approved[5]. This Concept sets out the issues of involving students with disabilities in general secondary education institutions until 2030.

L.S. Vygotsky believes that the task of educating children with disabilities is to correct, eliminate and compensate for psycho-physiological deficiencies in the development of this child and ensure their integration into social life[6].

The goal of inclusive education is to create a barrier-free adapted educational environment for students with special educational needs at school, using special tools and methods, involving special educators, and to ensure high-quality and meaningful education that serves their effective adaptation to society and full integration.

The tasks of inclusive education are as follows:

π to create a single adapted social environment for students with different development opportunities, excluding any discrimination, ensuring equal treatment of all children;

π to form a tolerant attitude towards the problems of students with special educational needs in the community and all participants in the educational process;

π to develop the mental and social potential of children with special educational needs in the educational process, along with healthy children;

π create opportunities for all students to master preschool, general secondary, vocational and higher education programs in accordance with state educational standards;

π create conditions for the comprehensive development of students, activation of the emotional-volitional sphere, cognitive activity, and the formation of social skills and potential;

π provide advisory assistance to families raising children with special educational needs and raise awareness of parents in the field of education and upbringing of their children, the use of pedagogical technologies, educational methods and tools, and provide them with psychological and pedagogical support.

In conclusion, it should be noted that Inclusive education requires changing the content of education, not the child. In our country, legal norms have been developed for the organization of inclusive education based on the social needs and personal interests of learners, ensuring a strong integration of science, education and production. Inclusive education can be viewed as a product of the social manifestation of psycho-physiological deficiencies in development.

Today, conditions are being created for students with disabilities to acquire life skills together with their peers and loved ones, based on the provision of knowledge taking into account their pedagogical and psychological characteristics in the educational process. Specific scientific

research is being conducted on a large scale on the development of students with disabilities in inclusive education, which has entered the special pedagogy system as an innovative form.

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