

THE ROLE OF INCLUSIVE EDUCATION IN PRIMARY EDUCATION

Rajabova Noila

*Student at the University of Information
Technology and Management*

Annotation: *This article explores the significance of inclusive education within the context of primary education. It examines the benefits of inclusive practices for students with diverse needs, the challenges faced by educators, and the strategies to implement effective inclusive education. By highlighting the importance of fostering an inclusive environment, this paper aims to contribute to the ongoing discourse on educational equity and accessibility.*

Keywords: *Inclusive education, primary education, diversity, educational equity, teaching strategies, special needs.*

Introduction

Solving the problem of education and upbringing of children with special needs is one of the urgent problems of today. It's no secret to any of us that today we see many children being left out of education for various reasons. Taking this into account, it is necessary to consider the organizational, scientific and methodical measures of involvement in inclusive education, to prepare relevant specialists, and to develop measures to improve their qualifications. Inclusive education is an educational philosophy that advocates for the integration of all students, regardless of their physical, intellectual, social, or emotional challenges, into mainstream classrooms. The concept has gained traction globally as a means to promote equality and ensure that every child has access to quality education. In primary education, where foundational skills are developed, inclusive practices play a crucial role in shaping children's learning experiences and social interactions.

Main Part

Inclusive education is rooted in the belief that every child has the right to participate in all aspects of school life. It involves adapting teaching methods and curricula to meet the diverse needs of learners. This approach not only benefits students with disabilities but also enriches the learning environment for all students by promoting empathy, collaboration, and respect for diversity.

Inclusive education is the provision of equal rights to education in educational institutions, taking into account the differences in special educational needs and individual capabilities for all students. Quality education should be provided to all children regardless of their abilities and status.

In our republic, more than 22,000 students study in 86 specialized schools for children with disabilities, more than 6,000 students in sanatorium-type boarding schools, and more than 13,000 students in home conditions. Currently, more than 3,000 general

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

secondary schools in Uzbekistan include about 13,000 students with inclusive education. By 2025, 40% of children with disabilities are planned to be involved in inclusive education.

The legal and regulatory bases of inclusive education are of two types: foreign and national. Foreign foundations "Universal Declaration of Human Rights" (1948), "Convention on the Rights of the Child" (1989), "Declaration on the Rights of the Disabled" (1975), "Ta "why" relies on the Universal Declaration (1990), Salamanca Declaration (1994), Dakar Declaration (2000). The national foundations are the Constitution of the Republic of Uzbekistan (1992), the Law "On Social Protection of the Disabled" (1991), the Law "On Education" (1997). , "Law on guarantees of children's rights" 2008), "Measures to fundamentally improve the system of state support for persons with disabilities" Decree PF-5270 (2017), Decree PF-5712 (2019) "On the concept of development of the public education system until 2030" are established.

Children with special needs also have the right to receive education together with healthy children. Inclusive education in education should be organized appropriately. Because children with special needs are in need of social support in every way. We need to be more kind and considerate towards such disabled children. The reason is that the involvement of children in the educational process is organized taking into account their infantile characteristics.

The Law on Education states that such children have the right to study and be educated side by side with their healthy children. Because the laws provide them with the necessary material and moral resources and guarantee their implementation. It would be appropriate if parents, neighborhoods, pedagogues, and specialists work together to educate children with disabilities. The reason is that providing education and training to such children is the responsibility of all pedagogues. If these tasks are carried out in cooperation, education will give an effective result.

The following goals and tasks are required to be solved in the inclusive education system:

- creation of necessary psychological-pedagogical, correctional conditions for the education of children and adolescents with disabilities in the educational institution;
- implementation of directed general education programs and correctional work, taking into account their ability;
- implementation of social adaptation, taking into account the mental development of children in need of special assistance;
- guarantee the equal right of students in education;
- meeting the needs of disabled and healthy children with the active participation of society and family, active adaptation to social life;
- realizing the right of children and adolescents with disabilities to live without separation from their families;
- formation of a friendly and loving attitude in society towards children and teenagers with disabilities, etc.

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

The life path of a disabled child who is not involved in inclusive education: stays at home until the age of 7. For 10 or 12 years in a special educational institution (boarding school, school), when he studies with children like himself, communication with healthy people is somewhat limited. After graduating and living productively among healthy people, he or she will need someone else's help, at which point the child turns 19 and the parents are middle-aged or older, college or some other type of education. If he is not involved in it, this person remains in the care of his family.

There are a lot of benefits of Inclusive Education. Inclusive education fosters social skills and friendships among students with different abilities. It encourages empathy and understanding, helping to break down stereotypes and reduce bullying. Research indicates that students in inclusive settings often perform better academically. The presence of diverse learners can motivate teachers to employ varied instructional strategies that benefit all students. Inclusive education promotes the development of emotional and social competencies alongside academic skills. Students learn to navigate differences and appreciate diverse perspectives, preparing them for a multicultural society.

Despite its benefits, inclusive education faces several challenges. Many schools struggle with inadequate funding, insufficient training for teachers, and limited access to specialized support services. Educators may lack the necessary training to effectively teach in inclusive classrooms. Professional development is essential for equipping teachers with strategies to support diverse learners. Standardized curricula may not accommodate varying learning styles and needs. Flexibility in curriculum design is crucial for successful inclusion.

Inclusive education is based on the principles: the principle of an individual approach, which involves the choice of forms, methods and means of teaching, upbringing, development, taking into account the individual educational needs of each of the children of the group; the principle of supporting the independent activity of a child, in the process of which the task of forming an active personality, developing in socially significant activities, is solved; the principle of variability in the organization of learning and development processes, variability of the developing environment, developing didactic aids, teaching aids, barrier-free environment, various forms and methods of work; the principle of partnership with the family; ways to include parents can be individual consultations, seminars, joint classes with children and parents; the principle of dynamic development of the educational model of the primary school.

Strategies for Effective Implementation:

Professional development. Ongoing training programs for teachers can enhance their skills in differentiation and inclusive teaching practices.

Collaborative Teaching Models. Co-teaching arrangements between general and special education teachers can provide tailored support for students with varying needs.

Parental involvement. Engaging parents in the educational process fosters a supportive community that values inclusion and collaboration.

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

Several schools worldwide have successfully implemented inclusive education models. For instance, schools that adopt Universal Design for Learning (UDL) principles create flexible learning environments that cater to diverse learners. Additionally, programs that emphasize peer mentoring and buddy systems have shown positive outcomes in promoting social interactions among students.

Conclusion

In short, if attention is given to the development of such children earlier, the result will have an effective effect on the further development of the child. The image of adults is very important in the development of a child's self-confidence and self-esteem. Because it is necessary to explain to the parents of children with special needs the importance of educating their children. Inclusive education is vital in primary education as it promotes equity, diversity, and holistic development among young learners. While challenges exist in implementing inclusive practices, the benefits far outweigh the obstacles. By investing in teacher training, fostering collaboration among educators, and engaging families, schools can create inclusive environments that empower all students. As society continues to evolve, embracing inclusive education will be essential for preparing future generations to thrive in a diverse world.

REFERENCES:

1. Surdopedagogika. Podred. E.G.Rechitskoy. M.: Vldos, 2004
2. Abubakirova R., Zhacheva E. MODERN VIEW OF INCLUSIVE EDUCATION // Norwegian Journal of Development of the International Science. 2021. №60-3.
3. Zamira Shavkat Kizi Suyunova, Mavzuna Shavkatovna Otaqo'ziyeva THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF INCLUSIVE EDUCATION. FEATURES OF TEACHING YOUNG SCHOOLCHILDREN IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT. THEORETICAL FOUNDATIONS OF INCLUSIVE EDUCATION FOR DISABLED CHILDREN // CARJIS. 2022. №11.
4. Allaberganova Nargiza Polvonnazirovna Inclusive education in kindergartens // Academy. 2019. №7 (46).
5. Melieva Sh M. Inclusive education in Uzbekistan // Образование через всю жизнь: непрерывное образование в интересах устойчивого развития. 2013. №2
6. Tamara Kavilov, Glenat Jean-Marc RESEARCH OF FOREIGN EXPERIENCE IN INCLUSIVE EDUCATION // Academic research in educational sciences. 2023. №TMA Conference.
7. Akhmedova, M. T., Umarova, M. K., & Polatova, M. S. (2022). THE ROLE OF MODERN METHODS AND TECHNOLOGIES IN IMPROVING THE EFFICIENCY OF THE SOCIAL SERVICES SYSTEM IN THE COUNTRY. Web of Scientist: International Scientific Research Journal, 3(11), 784-787.