



IS THE USE OF INCLUSIVE EDUCATION IN THE UZBEK PRESCHOOL EDUCATION SYSTEM JUSTIFIED?

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Article history:		Abstract:
Received:	10 th November 2021	The article describes in detail the concept of inclusive education, its development and world experience. The advantages and disadvantages of inclusive education in Uzbekistan were highlighted. The impact of this education on child development has been extensively studied.
Accepted:	13 th December 2021	
Published:	30 ^h January 2022	
Keywords: Inclusion, education policy, special education institution, special needs, world experience, inclusive education in Uzbekistan, socio-economic problems, my concept, legal equality.		

PQ-4884 No. 06.11.2020 on the basis of targets (indicators) for the development of education of children with special educational needs until 2025.

Childhood is the most innocent, the most beautiful, the most wonderful, the most carefree. The laughter of the little ones, the joy in their eyes, seems to light up the world and bring joy to all of us. Such a wonderful childhood is, of course, spent in preschool. The foundation of a child's education and the next stage of his activity is laid from his earliest age. Therefore, every child has the right to a decent and proper education based on the principles of equality.

Today, the pre-school education system is undergoing targeted reforms. In particular, the introduction of inclusion was a step towards a new process in the system.

So what is inclusive education and how accurate is it for preschool education?

The concept of inclusion has been introduced into modern education policy based on the work of Madeleine Will in education policy. Inclusive education (inclusion, inclusion) means overcoming barriers (discrimination) between disabled and healthy children, children with special needs, (a system of education that represents the inclusion of adolescents with disabilities for some reason in the general education process aimed at adapting to social life, regardless of developmental disabilities or economic difficulties.

The process of inclusive education is one of the priorities of public policy and is a flexible and special care system for children with special needs due to disabilities or other reasons. This process involves treating all children equally. It is an education that helps all children to be treated equally and to appreciate and develop their potential, regardless of their ethnicity, race, social status, marital status, physical or mental disability.

Inclusive education in the world experience.

Italy was one of the first countries to adopt inclusive education.

In 1971, Italian Law No. 118 gave all children with disabilities the right to education in general classes (except in the most severe cases). By 1977, all private schools in Italy were closed. In the 1980s, inclusive education was introduced in preschool and secondary schools. In 1991, the Disability Commission began drafting the Law on Assistance, Social Welfare and Rights of Persons with Disabilities. In Italy, less than 1% of children in need receive special education.

In Germany: Inclusion is seen as both a challenge and an opportunity in terms of education policy. Its success depends on the responsible and collaborative action of politicians, families, kindergartens, schools, social services and communities.

The social basis of inclusive education in this country: inclusive schools can change attitudes towards diversity by educating all children together, and form the basis of a just and non-discriminatory society. The economic basis is considered to be the establishment and maintenance of schools where all children study together.

Speaking at the opening of one of the modern kindergartens in Tashkent, AV Shin was one of the strongest steps in this direction: "Inclusive education is needed by both healthy and disabled children. At a young age, a child's mood is open, flexible and ready to learn. Children who learn that there are people with different personalities and appearances will not oppress children who are different from them in the future. Participating in the MTT will enable foster children with a variety of physical disabilities to develop communication skills and facilitate their subsequent social adjustment. "

The main reasons for teaching inclusive education to children from kindergarten age are:

At the age of three, the concept of "I" develops;
the child absorbs most of the information he receives throughout his life by the age of five;
begins to understand the world;
by school age he develops skills;
develops a sense of respect for people with physical or mental disabilities;
the notion of healthy, unhealthy, rich and poor in the mind of the child is eliminated.

Children with physical or mental disabilities should not only be viewed as disabled, but should be treated in a positive way. For example, a deaf child may have a strong artistic ability. We need to identify the child's abilities and give him or her the right direction based on a comprehensive approach. Nick Vujicic, a world-famous speaker with no arms or legs, is proof of that. He says, "All good things in life begin with hope." It inspires hope in everyone.

Difficulties of inclusion:

Inclusion should be designed to take into account the general capabilities of both healthy and children with physical or mental disabilities when planning education;

inclusive education requires the simultaneous study of existing problems in children with disabilities, their correction and compensation, as well as the development of cognitive skills;

increase of potential specialists: (pedagogue, psychologist, speech therapist, deaf pedagogue, olegophrenic pedagogue, typhoid pedagogue);

bringing the inclusion of developed countries in line with values;

study of international legal normative documents on inclusive education and application of its advantages in our country;

lack of pedagogical manuals.

Successes of inclusion:

Ensuring equality in society;

Preventing discrimination against children with physical or mental disabilities;

inclusive education allows children with developmental disabilities to be surrounded by relatives and peers;

prevention of excessive costs for families of children with special needs: (limiting the need for families living in remote areas to take their children to urban boarding schools);

inclusive education ensures that the child grows up enjoying the love of loved ones.

The work carried out in Uzbekistan in this area is expanding year by year and is showing results.

In particular, on June 11, 2021, the JICA Office in Uzbekistan, the Ministry of Preschool Education and the Ministry of Public Education of Uzbekistan issued a decree "On strengthening the capacity of teachers to meet the needs of children with disabilities in preschool and primary education in Uzbekistan." A protocol of cooperation was signed on

Quality inclusive education helps young people acquire professional skills and determine their own destiny.

In conclusion, we can say that the number of pre-school educational institutions in our country is growing and improving. Also, in each group of public preschools, one to three children with physical or mental disabilities are educated, depending on the severity of their disabilities. This shows that the support for inclusive education and investment in this area will pay off over the years, and it is no exaggeration to say that it is another way to achieve positive results.

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