

Inclusive Education in Primary School Classes in the Context of General Education Schools

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Abstract: Currently, in many developed countries, including the Republic of Uzbekistan, great attention is being paid to the upbringing and development of children. Inclusive education in primary grades is a pressing issue. There is now increasing discussion and writing about the fact that such children have the right to a full childhood, to equal education in the general education system, and about integration and inclusion. The term "inclusive education" is increasingly heard from various people: educators, parents, lawmakers, public figures, scientists, and education leaders.

Keywords: education system, pedagogical community, primary grades, developed, individual characteristic, inclusive, confidence, lawmakers, people, future, independent life.

Introduction

In recent years, the education system has been undergoing reform, with a convergence of special and general education institutions, and a shift in society's attitude towards children with disabilities. As a result, questions regarding the conditions for organizing their education and upbringing for the future have naturally arisen. The focus of the pedagogical community has shifted to the issue of inclusive education, where typically developing children and children with disabilities learn together. The main goal of education is to help all students achieve a certain social status and establish their societal significance. The task of inclusive education, however, is to instill confidence in children with disabilities (both mental and physical), thereby motivating them to learn in school alongside their peers, possibly including their friends and neighbors. Inclusive education provides:

For children with disabilities – the freedom to develop their personality;

- For parents – the opportunity to use their parental potential in raising a child with developmental disorders;
- For schools – the opportunity to expand individual educational services to prepare graduates for independent life and to foster citizens who actively participate in the country's economic development;
- For society – the opportunity to improve social relations in the spirit of humanism and tolerance;

- For the state – the opportunity to implement constitutional guarantees and comply with international provisions.

The inclusion of every child with disabilities or special needs in the educational environment and flexibility in approaches to learning are the main goals of inclusive education. Equal access to various types of education and the creation of necessary conditions for achieving success in education for all children, without exception, regardless of their individual characteristics, previous academic achievements, culture, social and economic status of their parents, or mental and physical abilities, are key objectives.

Methodology

Educators working on the issues of inclusive education note that typically developing children usually help their peers with special needs become integral participants in the class's life, often without adult assistance. By helping their peers with disabilities actively engage in educational and social activities, typically developing children unknowingly gain important life lessons. This positive experience contributes to the growth of social awareness, the recognition of the absence of differences between people, the development of self-awareness and self-esteem, the formation of personal principles, and, last but not least, fosters genuine care and friendship.

Thus, it can be said that the modern general education program should include changes and conditions necessary for the successful implementation of inclusive education, namely, the acceptance of each student's individuality and the satisfaction of each child's special needs.

Educators, noting the frequent indifference to knowledge, lack of desire to learn, and low level of cognitive interest among students with disabilities, design effective forms, models, methods, and conditions for teaching. However, often the activation of learning is limited either to increasing control over students' work or to attempts to intensify the transmission and assimilation of information using teaching tools, computer technologies, and so on.

The issue of developing the learning activity of students with disabilities requires a fundamental reconsideration of the key elements of education (content, forms, methods) and emphasizes the idea that the strategic direction for activating cognitive activity in learners is not the strengthening and increase in the number of control measures, but the creation of didactic and socio-psychological conditions that ensure the meaningfulness of learning, involving the student at the level of not only intellectual, but also personal and social activity.

Theoretical analysis and pedagogical experience confirm that the most constructive solution is to create psycho-pedagogical conditions in the learning process, where students with disabilities can take an active personal stance and fully express themselves as subjects of educational activity, as individuals with their own unique identity.

For the implementation of this initiative, teachers were trained at the regional center for distance learning of children with disabilities, workstations for both students and teachers were equipped with the necessary tools, and internet access was provided to each workstation. A regulatory and legal framework was also established. The main result of this activity was the increased social role of the school, not only for the residents of our village but also for nearby villages. A distance learning classroom was opened and is now functioning, where children with disabilities receive education. In our work, we use a new pedagogical technology—inclusive education, which is based on the principle of recognizing the individual characteristics of students and the readiness to create the necessary conditions to meet the educational needs of all children without exception.

Inclusive education represents an alternative to the traditional classroom-based organization of the learning process. This technology uses a pedagogy of relationships (rather than demands), and a nature-conforming learning process (which differs from the standard lesson both in structure and in the placement of educational and developmental emphasis).

Inclusive education is based on the following priorities:

- Social adaptation of the child at each age stage;
- Nature-conforming educational tasks, methods, and techniques that align with the child's abilities and the general logic of development;
- Development of information and communication competencies, and the ability to interact with others;
- Creation of a barrier-free educational environment.

The school considers its main task to be the accessibility of education and the creation of necessary conditions for the success of all children, regardless of their individual characteristics, previous academic achievements, native language, culture, social and economic status of their parents, or mental and physical abilities. We see the primary goal of our work as creating the necessary conditions for adapting the educational space of the school for every participant in the educational process, and implementing the principles of accessibility, continuity, and variability of education from school to professional life.

As priorities, we highlight the following areas of the school's activity:

Creating the necessary conditions for the adaptation, socialization, education, upbringing, and development of the student's personality through the integration of general, special, and additional education;

- Involving children with special educational needs in social life, taking into account their age, individual characteristics, development level, and health condition;
- Creating a comfortable educational environment for children with different starting opportunities;
- Fostering a positive attitude towards learning as a factor of personal growth, overcoming negative traits in the emotional and personal sphere through success in various activities (academic, creative, project-research, communicative, labor, etc.);
- Maintaining and improving students' health;
- Influencing the change in public consciousness regarding people with special educational needs and developmental disabilities.

We ensure the participation of children with disabilities, along with other children, in educational, cultural, recreational, sports, and other leisure activities. Students participate in and win competitions organized by the center for distance learning for children with disabilities. For example, a child with a disability participated in the computer technology competition "The World Around Us" and was awarded a diploma. Our children are active participants in events such as exhibitions, festivals, and competitions of various levels. All children need the support and friendship of their peers. Life is equally beautiful for everyone living on Earth.

Results and discussion

In working with children and organizing their free time, we rely on cooperation with the family. For children and parents, the following activities are organized:

- Open house days;
- Parent club "Alphabet of Family Communication";
- Meetings with specialists in the "Why?" lounge;
- Parent participation in joint celebrations and entertainment with their children.

The goal of these activities is to create conditions for the development of tolerance through education with love and for the sake of love, kindness, and mercy, in the spirit of peace and respect for human rights, involving parents in the educational process.

We cultivate tolerance as a personal quality in children by creating conditions for the child's development. Through specially organized play activities, we foster openness and respect for others, teaching children to understand their peers while preserving their own individuality.

"As one door closes, another always opens," says the popular proverb. Perhaps this is why people with disabilities view the world through different eyes, managing to remain kind, joyful, and cheerful despite their pain, able to see the beauty in life and live it fully. Children with disabilities have access to all the joys that healthy children do: engaging in creativity and sports, creating artwork, and participating in games, celebrations, and events.

The experience of interaction between typically developing children and those with developmental delays helps foster humanity. Children become more tolerant of one another. "Normal" children learn to see "special" children as regular members of society. The inclusion of children with special needs in the environment of typically developing peers enhances their communication experience and develops skills in communication and interpersonal interaction in various roles and social positions, which overall increases the children's adaptability.

For a child to adapt to life and find their place in society, they need certain knowledge, skills, and abilities. The level of a person's aspirations in life, the degree of complexity of the life-defining goals and tasks they set for themselves, depends on the boundaries of their socio-psychological space. Within this space, a person can live their whole life without realizing that their potential is much broader than they think. Therefore, our task is to expand the boundaries of this space, show the child their possibilities, and help them achieve success in activities that interest them.

Look around you, perhaps these "special children" live next door, in the neighboring building, or in your yard. They want to feel just like everyone else, to be on par with "healthy" children. But how difficult it is to achieve this while being met with contemptuous looks from others.

Disability should not be a reason to ignore a "special child." Children with disabilities are much kinder and more sensitive than their healthy peers. As they come to terms with their situation, they do not view it as tragically, but every kind word, gesture, and look will be appreciated by them.

Conclusion

Accept these children, the "other" children, for who they are, give them your attention, and hide away your pity and contempt. After all, this will only make life easier and better for everyone. By melting the coldness in our hearts, we gain a good friend and companion.

"In a moment, a person with a disability can be separated from an ordinary person," said satirist Mikhail Zhvanetsky.

Every person deserves a happy, full life full of experiences.

"We have excluded this part of the population from society, and we need to bring them back, because they can teach us something," said the famous Canadian educator Jean Vanier.

In conclusion, it is important to note that the search for the most optimal ways, means, and methods for the successful adaptation and integration of children with disabilities into society is the task of all of us. After all, we can only help fill the black-and-white world of the "special child" with bright and colorful tones through joint efforts. This world was not created by us, but by starting with ourselves, we can change it for the better by doing good.

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