

Principles of Inclusive Education

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Abstract. *This article discusses the theoretical aspects of the principles of inclusive education for children with special educational needs.*

Key words: *separate, inclusive, education, psychological-pedagogical, support, development, upbringing, socialization, tolerance, principles.*

The issues of ensuring human rights, creating a fair and equal educational environment are today one of the priorities of global education policy. From this perspective, the concept of inclusive education is considered not only an issue within the framework of social protection, but also an important component of the educational process. Inclusive education is aimed at creating equal educational opportunities for all students, regardless of their physical, mental, intellectual or social development.

A number of important regulatory and legal documents and resolutions have been adopted in the Republic of Uzbekistan to form the legal, social and pedagogical foundations of inclusive education. In particular:

The "Strategy of Actions on Five Priority Areas of Development of the Republic of Uzbekistan for 2017–2021", approved by the Resolution of the President of the Republic of Uzbekistan No. PQ–3451 dated December 29, 2017,¹ identifies ensuring quality education for children in need of social protection as a priority task .

UNESCO's Education for All program defines inclusive education as: "Inclusive education is an approach that finds ways to transform education systems to meet the needs of a wide range of children."

Inclusive education is a state policy aimed at eliminating barriers that separate children from each other, fully integrating them into the general education process, regardless of their age, gender, religious and social origin, developmental lag, and level of economic security. That is, children with developmental problems receive education together with all healthy children, while providing conditions for them to be armed with knowledge, skills, and competencies within their capabilities. The joint education of all children has twofold positive qualities. If, through this process, children who need special attention grow up in their own family and neighborhood, healthy children will see the potential of children with developmental problems and realize that they are also children with special development, not defective. That is why the idea of such education is based on the slogan "From inclusive schools to an inclusive society." Inclusive education is aimed at ensuring equal opportunities for all learners in educational institutions, taking into account the diversity of individual

¹ Decree of the President of the Republic of Uzbekistan No. PF–4947 dated February 7, 2017. "Strategy of Actions in Five Priority Areas of Development of the Republic of Uzbekistan in 2017–2021". // National Database of Legislative Information. lex.uz

Law of the Republic of Uzbekistan "On the Rights of Persons with Disabilities". Date of adoption: June 1, 2021. No. O'RQ–710. // lex.uz

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 168 dated April 13, 2022. "On the Concept for the Development of Inclusive Education for Children with Disabilities in 2022–2026." // lex.

educational needs and individual capabilities. Inclusive education is organized in educational institutions for children (individuals) with physical, mental, sensory or mental disabilities.

Within the framework of the inclusive education project in Uzbekistan, a National Concept of an inclusive education model has been developed. According to experts and specialists, this model is modern and necessary. This model has been recognized as successful and effective by the Ministry of Public Education of the Republic of Uzbekistan. This model, developed in collaboration with the Ministry of Public Education of the Republic of Uzbekistan, the "Law on Education", the Social Initiatives Support Fund, the Ministry of Public Education of the Republic of Uzbekistan, the Ministry of Higher and Secondary Specialized Education, has been included in the new edition of the project on the education of children with disabilities in the primary and secondary specialized education system, a separate article on "Inclusive education". In order to ensure continuity in education, as well as create the necessary conditions for improving the quality of inclusive education, work has been started on its gradual introduction in all regions of the Republic of Uzbekistan.

The principles of inclusive education set out the main directions for creating equal opportunities for all students, including those with special needs, to fully integrate into the education system and support their social and psychological development. These principles are the main principles of inclusive education, the implementation of which will serve to improve the quality of the education system.

Table 1. Table of basic principles of inclusive education

| No . | Principle name | Content | Purpose | Practical expression (in the educational process) |
|------|---|--|---|---|
| 1 | The right to education for all | Every person, regardless of their health or ability, has the right to education. | discrimination in education and create equal opportunities. | Offer adapted educational programs for students with disabilities. |
| 2 | Person-centered approach | Taking into account the individual characteristics, needs and abilities of the student. | Recognizing each student's unique learning style. | Individual learning plans, differentiated assignments. |
| 3 | Customized learning environment | Creating comfortable conditions for each student physically, socially and psychologically. | Creating an environment where students feel safe and valued. | Ramp, elevator, special seats, spiritual support services. |
| 4 | Collaboration and communication | Collaboration between teachers, parents, speech therapists, psychologists and other specialists. | Implementing a multidisciplinary approach for the benefit of the learner. | Conducting pedagogical consultations and team consultations with parents. |
| 5 | Respect for cultural and social diversity | Appreciating diverse cultures, languages, genders, health conditions, and needs. | To foster respect for human rights and tolerance. | Multicultural lessons, multicultural education projects. |
| 6 | Customized assessment | Assessing achievement and | Focusing on personal growth | Portfolios, formative |

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| | | process in accordance with the dynamics of student development. | rather than traditional tests. | assessment, oral reports. |
| 7 | Suitable communication tools | Use of communication tools that are convenient for each student. | Removing barriers to communication. | Addressing by name, gestures, Braille, audiovisual materials. |

Below is a detailed explanation of the basic principles of inclusive education:

1. Equality and Justice. One of the most important principles of inclusive education is equality and justice. Every student, including those with special needs, should have equal rights to education. This principle ensures that all students, regardless of their physical, mental or social differences, have full access to the education system. **Equity means providing education and support tailored to each student, taking into account their unique needs and capabilities.** Equity aims to ensure that students have equal access to opportunities and resources.

2. Adaptation and Differentiation. Each student is unique and special, so in inclusive education, the learning process should be adapted to support students in all aspects. This principle emphasizes that education should take into account the individual needs and learning styles of students. The teacher should adapt the teaching materials, methods and assessment systems, taking into account the strengths and weaknesses of each student. Students should be provided with a variety of teaching methods, materials and resources. Exercises and assessment methods should be tailored to the individual needs of each student.

3. The learner comes first. In inclusive education, learners should be at the center of the educational process. According to this principle, the education system is organized taking into account the interests, needs and capabilities of learners. The active participation of learners ensures the effectiveness of education. It is important to actively involve students in their own learning process and develop their self-management skills. Encouraging students to make choices, work in groups, and solve problems increases the quality of education.

4. Social inclusion. Inclusive education aims to ensure the integration of students not only academically, but also socially. The educational process should be organized on the basis of cooperation and mutual respect between all students. This principle encourages students to unite, regardless of their physical, cultural, religious and other differences. Social inclusion helps students develop mutual respect and cooperation. This principle helps to include students in the education system according to their specific abilities and needs.

5. The principle of a comprehensive and collaborative approach. In inclusive education, all students should work together in the teaching and learning process. It is important that teachers, parents, special education specialists and other educators work together in the learning process of students. This principle helps to develop education in a holistic way. All participants in the educational process (teachers, parents, psychologists, social workers, etc.) should cooperate to serve students. Each specialist should have a specific role, for example, psychologists should take into account the emotional needs of students, and teachers should optimize pedagogical approaches.

6. Social cooperation and mutual respect. In inclusive education, it is important to develop mutual respect and social cooperation among students. This principle emphasizes taking into account the belonging of students to different social groups. The cultural, religious and social differences of students are treated with respect, and proper management of these differences increases the effectiveness of education. Education focuses on developing relationships between students based on mutual respect and equality. Working in groups and providing mutual assistance strengthens students' cooperative skills.

7. Taking into account the individual needs of students.

Every student has unique needs and abilities, and inclusive education takes these needs into account. It is important to educate students based on their individual characteristics, knowledge and skills, rather than teaching them the same way. Additional resources and support should be provided for students with special needs. The teacher should choose methods and techniques that are appropriate for the specific needs of the students.

The principles of inclusive education aim to create equal opportunities for all students, to support their social and academic development, and to foster mutual respect and cooperation among them. By implementing these principles, the effectiveness and fairness of the education system will increase, and the opportunities of all students will expand.

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