
SCIENTIFIC AND THEORETICAL BASIS OF INCLUSIVE EDUCATION OF STUDENTS WITH DISABILITIES

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ANNOTATION

This article discusses the scientific and theoretical foundations of inclusive education for students with disabilities, highlighting the essence of inclusive learning, its main principles, as well as pedagogical, psychological, and social aspects. The role of the teacher in the inclusive education process, the legal framework, and the factors that contribute to improving the quality of education are also analyzed. The article provides a scientific and theoretical justification of the importance of inclusion in the modern education system and the mechanisms for supporting students with disabilities.

ANNOTATSIYA

Ushbu maqolada imkoni cheklangan o'quvchilarni umumiy ta'lim jarayoniga qo'shishning ilmiy-nazariy asoslari, inklyuziv ta'limning mazmuni, asosiy tamoyillari, pedagogik, psixologik va ijtimoiy jihatlari yoritilgan. Shuningdek, inklyuziv ta'lim jarayonida pedagogning o'rni, huquqiy asoslar va ta'lim sifatini oshirishga xizmat qiluvchi omillar tahlil etiladi. Maqolada zamonaviy ta'lim tizimida inklyuzivlikning ahamiyati va imkoniyati cheklangan o'quvchilarni qo'llab-quvvatlash mexanizmlari ilmiy-nazariy nuqtai nazardan asoslab berilgan.

АННОТАЦИЯ

В данной статье раскрываются научно-теоретические основы инклюзивного образования учащихся с ограниченными возможностями, освещаются сущность инклюзивного обучения, его основные принципы, педагогические, психологические и социальные аспекты. Кроме того, анализируется роль педагога в процессе инклюзивного обучения, правовые основы и факторы, способствующие повышению качества образования. В статье с научно-теоретической точки зрения обоснована актуальность инклюзии в современной системе образования и механизмы поддержки учащихся с ограниченными возможностями.

Introduction

Inclusive education is a widespread approach worldwide and is being implemented in many countries. Its main goal is to create equal opportunities for all students, including those with disabilities or special needs, in receiving education. Global experience shows that various approaches and methods are used in implementing inclusive education. When analyzing foreign experiences in inclusive education, for example, in the Russian Federation, the main areas of teacher training for the education of children with disabilities are reflected in the "Comprehensive Program for Improving the Professional

Level of Pedagogical Staff of General Education Organizations” (2014), and to this day this professional standard is used as the basis for developing qualification requirements for the system of personnel training in the field of pedagogical education. In European and North American countries, much attention is paid to inclusive education. For example, the Finnish education system has advanced experience in expanding the inclusive approach. Here, an individual approach is used to each student and pedagogical assistance is provided in solving problems. In Canada, special attention is also paid to inclusive education. The education system in this country provides special resources and teachers for students with disabilities, and there is also a practice of developing individualized education plans based on the different needs of students.¹ The United States and Europe have developed several development directions throughout their history of educational policy:

- school desegregation;
- expanding access to education;
- mainstreaming;
- integration;1044
- inclusion.

Asian countries such as Japan and South Korea are also making strides in successfully implementing inclusive education. In these countries, teachers use special approaches to integrate students with disabilities or special needs and ensure their social and academic success. In South Africa, attention to inclusive education has increased since the 1990s, and laws and policies have been introduced to ensure equal rights for all students in the education system. Approach to inclusive education in Uzbekistan The main goal of inclusive education in Uzbekistan is to attract students with disabilities to general education schools and ensure their equal opportunities in education. In a number of educational institutions in the republic, individual approaches are used for children with special needs, and specific educational programs are being developed for them. Also, work is underway to create the necessary infrastructure for the implementation of inclusive education at all levels of the education system. Organizational and regulatory framework A number of regulatory legal acts and programs have been developed in Uzbekistan for the development of inclusive education. Documents such as the Law "On Education" and the "National Strategy for Education of Persons with Disabilities" set the goal of developing inclusive education. Uzbekistan also implements various projects to support students with special needs in collaboration with international organizations and donors. Special education programs and resources Educational programs and resources for students with disabilities are being expanded in Uzbekistan. In the early grades, teachers are trying to create and implement learning programs that meet the needs of each child, based on individual

¹ Mustafayeva, S. (2019). "Inkluziv ta'lim: O'zbekiston tajribasi va rivojlanish istiqbollari.

"Ta'lim va jamiyat jurnali, 12(2), 34-40.

education plans. This process is aimed, first of all, at developing the child's abilities, and there are a number of advantages of inclusive education, some of which are: Equality of students: Inclusive education provides equal opportunities for all students, helping them to fully integrate into society. Social stability: The full participation of persons with disabilities in society helps to ensure social stability. Personal development: Inclusive education supports the individual development of each student and increases their self-confidence. Broad-based social skills: Students learn to help each other, understand different cultures, needs, and develop social skills. Inclusive education is an important approach to ensuring equal rights for all students in society. Global experience shows positive results and unique approaches in implementing inclusive education. Systematic work is also being carried out in Uzbekistan to develop this approach. The successful implementation of inclusive education serves to ensure equality, justice and stability in society. Joint efforts of the state and society are necessary for the further development of inclusive education in Uzbekistan. Inclusive education is an approach aimed at integrating individuals with special needs into the general education system, which not only ensures academic success, but also contributes to the full integration of these students into society. The development of inclusive education around the world is adapted to the social and cultural characteristics of each country. The success of the implementation of inclusive education depends on interstate cooperation, teacher training and the provision of special resources. In Uzbekistan, the 2010 Law "On Education" establishes principles and standards for the development of inclusive education. Through this, the main goal is to provide social assistance to persons with disabilities and their families, ensuring equal opportunities in education. Positive changes and developments are being implemented in the field of inclusive education in Uzbekistan. A number of positive initiatives and practical work are being carried out to provide education for students with special needs on the basis of equal opportunities, create appropriate infrastructure for them, train teachers, and involve the public in inclusive education.

1. Creation of Regulatory and Legal Framework A number of regulatory and legal documents have been developed in Uzbekistan to develop inclusive education. The "Law on Education" adopted in 2010 establishes principles for ensuring equal rights in education for persons with disabilities. Also, in 2013, steps were taken to expand the use of inclusive education and create the necessary infrastructure in this regard, based on the resolution of the Cabinet of Ministers of the Republic of Uzbekistan.
2. Special Education Programs and Resources Special education programs are being developed in Uzbekistan to educate students with disabilities. These programs are tailored to the individual needs and capabilities of each student, and are also aimed at ensuring the integration of students into the general education system. Special resources are being developed in schools and educational institutions, including methodological manuals and materials for teachers.
3. Teacher training and advanced training In Uzbekistan, special attention is paid to the training and advanced training of teachers to implement inclusive education. Educators and education specialists are being trained to work with students with special needs. The Ministry of Education of the

Republic of Uzbekistan is organizing advanced training courses, seminars and trainings on inclusive education. 4. Infrastructure-Creating Projects in Educational Institutions Infrastructure is being created in schools and other educational institutions to create comfortable conditions for students with special needs. Elevators, classrooms adapted for people with disabilities, educational materials and technologies are being developed in schools. These conditions make education more comfortable for children with disabilities and ensure their integration into society. 5. Understanding and Acceptance of Inclusive Education in Society Various promotional activities are being carried out in Uzbekistan to increase social acceptance of inclusive education and raise awareness in this area. Promotional campaigns and seminars are being organized to involve teachers, parents and the public in inclusive education and to form a social culture for children with disabilities. 6. International Cooperation and Donor Assistance Uzbekistan has established cooperation with international organizations in the field of inclusive education, including UNESCO, the United Nations (UN) and other donor organizations. Within the framework of this cooperation, various projects and programs are being implemented, which are aimed at improving education for students with disabilities, training teachers and increasing the inclusiveness of the education system. The state is providing a number of practical assistance in the development of inclusive education in Uzbekistan. This assistance is aimed at creating equal opportunities for students with disabilities and special needs, facilitating the educational process and providing support for their integration into society.

CONCLUSION

Analysis of world experience shows that inclusive education is one of the most important pedagogical approaches in today's societies where globalization and democratic principles prevail. The examples of Russia, the USA, Canada, Finland, Japan, South Korea and other developed countries show that inclusive education serves not only to include students with special needs in the general education process, but also to form a high-quality, equal opportunity and humane education model for all students. The advanced experience of these countries has proven that methodological approaches, teacher training, special education programs, modern infrastructure and a strong legal framework are of decisive importance in implementing inclusion.

In Europe and North America, the political, pedagogical and social foundations of inclusive education have been clearly defined. Stages such as school desegregation, expanding access to education, mainstreaming, integration and full inclusion indicate the consistent development of this process. In the Finnish model, an individual approach to children, additional pedagogical support, a system of early intervention and high qualifications of teachers are considered to be the success factors of inclusive education. The Canadian education system, on the other hand, shows effective results, relying on individualized curricula, special resources, a differentiated approach and family-school cooperation.

Asian countries - in particular, Japan and South Korea - have gradually developed inclusive education and managed to form special models aimed at the academic and social integration of students. In South Africa, inclusion has been widely implemented as part of a policy of social equality and reducing discrimination.

Uzbekistan has seen significant progress in the field of inclusive education over the past decade. The Law "On Education", the Law "On the Rights of Persons with Disabilities", national strategies, government decisions, cooperation programs with international organizations and donor activities have formed a solid regulatory and legal basis for inclusive education in Uzbekistan. The development of individual education plans for students with special needs, the creation of methodological manuals, the provision of modern technologies and compensatory means increase the effectiveness of the educational process. In conclusion, inclusive education is a relevant and strategic development direction for Uzbekistan, and its consistent implementation will strengthen equality, justice, stability and social cohesion in society. An inclusive approach serves as an important factor in the full development of the individual, social activity and finding his place in society in today's globalization environment. Uzbekistan is among the countries pursuing a stable and consistent policy in this regard, and there are broad opportunities for further improvement of inclusive education in the future.

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