

PROSPECTS FOR THE DEVELOPMENT OF INCLUSIVE EDUCATION

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Abstract: *Inclusive education is an education system that provides equal access to quality education for all children, including children with disabilities and special needs. The article discusses the importance of inclusive education, methods of its implementation, positive experience in the world and Uzbekistan, problems in creating an inclusive environment and ways to overcome them. Practical proposals and recommendations for the development of inclusive education in our country have been developed.*

Keywords: *inclusive education, disability, quality of education, pedagogical technologies, social inclusion, cooperation, perspective.*

As is known, inclusive education is an education system in which all children, including children with disabilities, are involved in the educational process as equal participants. This concept envisages the creation of effective learning opportunities for all, based on the principles of inclusion and equality in society.

The main goal of inclusive education is to provide each child with access to quality education, taking into account their individual needs. This guarantees quality education not only for children with disabilities, but also for all applicants.

The main advantages of inclusive education are:

- strengthening social integration, i.e. increasing the active participation of children with disabilities in society;
- achieving psychological results, i.e. developing respect and cooperation between children;
- compliance with the principles of human rights and equality in legal terms.

When talking about inclusive education, it is advisable to pay attention to its basic concepts and principles. In particular, the following basic concepts are often found in inclusive education:

- equal opportunities - each child should receive an equal education according to their abilities and needs.
- respect for all, equality - all children have the same rights, regardless of their disability, nationality, language, gender and economic status.
- flexible learning environment - creating comfortable conditions for everyone with special adaptations (for example, ramps, language assistants, individual programs).
- social integration - developing equal relations of children with disabilities with others.
- cooperation - joint activities of parents, specialists in the field (speech therapist, psychologist, defectologist), teachers and other members of society.
- individual approach - a curriculum is developed that is adapted to each child, taking into account their specific needs and abilities.

- material and technical support - schools should be provided with the necessary infrastructure for inclusive education, special educational tools (Braille, audio instructions), etc.

In the 21st century, the importance of inclusive education is growing, as it provides better education and social relations for all students, not just those with disabilities.

Today, many countries in the world have extensive practical experience in implementing and developing inclusive education systems. In particular, countries such as Italy, Norway, and Sweden have fully integrated children with special needs into general education institutions and have achieved the closure of special correctional schools. However, countries that accept children with special needs into the general education system are not exempted from the responsibility to provide additional educational services aimed at correcting and compensating for deficiencies in their physical and mental development. Also, unique experiences in organizing and developing inclusive education have been formed in a number of countries, including the USA, Great Britain, China, India, Austria, Germany, Russia, Belarus, Lithuania, Latvia and Denmark.

Today, great attention is paid to the development of inclusive education in our country. A solid foundation has been created in this regard, and its regulatory and legal framework has been formed. However, some problems are also encountered in its implementation and development. The main problems in the development of inclusive education include the material and technical unpreparedness of schools, that is, the lack of special equipment, elevators, ramps for children with disabilities, the lack of qualified teachers with special training for inclusive education, and the lack of literature.

In the future, many scientists, graduate students, and young talents are actively conducting research in our republic on the development of inclusive education. Doctoral and master's theses are being defended. Coursework and graduation qualification work are being carried out. Textbooks, study guides, monographs, brochures, and methodological guides on special and inclusive education are being created and published.

Based on the results of scientific research, the following are proposed as the main directions for the development of inclusive education in our country in the future:

1. The most important issue is that educational institutions, namely schools, should be fully adapted to this process. Schools should be provided with ramps, elevators, audio and braille equipment, and their correct and convenient location.

2. It is necessary to train and retrain teachers in inclusive education, ensure their regular professional development, in other words, to specifically train teachers. Because the success of inclusive education depends on the professional competence of teachers. In this regard, it is necessary to: improve psychological and pedagogical skills, develop skills in conducting practical training on working with children with disabilities, and study and widely use international experience.

3. It is necessary to establish a system of effective work with parents, to correctly explain to them the essence and importance of inclusive education. Through them, it is necessary to achieve a change in attitudes in society in order for inclusive education to develop at a priority level. It is important to improve the attention of parents and society to inclusion, to demonstrate the social activity of people with disabilities in society.

4. It is necessary to effectively use digital educational technologies in the development of inclusive education. In this regard, it is necessary to effectively use online educational platforms, online lessons, various educational programs adapted for people with disabilities. The effective use of new technological innovations in inclusive education allows making inclusive education more accessible and effective. It is necessary to create educational materials adapted for children with disabilities through artificial intelligence and adaptive programs.

In conclusion, it is worth noting that inclusive education is an important part of the future quality education of society based on humanistic principles. Its development can be achieved through the introduction of technological innovations, the training of qualified specialists and changes in social consciousness. As a result of the widespread implementation of inclusive education, all children will have the opportunity to receive quality education on the basis of equal opportunities. For the further development of inclusive education in the future, cooperation between the state, society and international organizations is very important.

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