

Problems of Education and Education of Children with Special Educational Needs in Inclusive Education

Toyirova Nazokat Moxirovna

Doctoral student of Bukhara

State University, 1st stage

E-mail: n.m.toyirova@buxdu.uz

Abstract. In this article, the goals and tasks of the inclusive education system and opinions on their solution, the problems of inclusive education and its principles, the implementation of the inclusive education system on a global scale, and many problems and Information about the existence of disabilities, guaranteeing the equal right of students in education, mental problems of children with special educational needs is covered.

Key words: children with special educational needs, special education, general education, inclusive education, mental problems, correction, education, principle, ability, integrated education, death educational activity, method.

Inclusive education is the process of teaching children with special educational needs together with healthy students in general education schools. Inclusive education is education that excludes any discrimination against children, ensures equal treatment of all, and creates special conditions for children with special educational needs.

1. The following goals and tasks are required to be solved in the inclusive education system:

2. to create the necessary psychological and pedagogical and correctional conditions for the education of children and adolescents with disabilities in an educational institution, to implement general education programs and correctional work aimed at their ability, to implement mental development and social adjustment;

3. guaranteeing students' right to equality in education;

4. meeting the needs of disabled and healthy children with the active participation of society and family, early adaptation to social life;

5. realizing the right to live without separating children and adolescents with disabilities from their families;

6. to form a friendly and loving attitude towards children and teenagers with limited opportunities in the society.

7. Problems of inclusive education. In many countries, the introduction of inclusive education is not recorded in the state normative documents;

8. Negative attitude towards disabled children;

9. The problem of invisibility of children with disabilities in society;
10. The problem of children with disabilities not appearing at school;
11. Financial problems;
12. Adaptation of educational institutions;
13. Large number of students in the class;
14. Poverty;
15. Discrimination based on gender differences;
16. Dependence of disabled children;
17. Personnel issues.

A legitimate question arises, why should children with disabilities be included in the inclusive education system? What is the need to solve the above arguments and move to an inclusive education system?

Indeed, it is not easy to solve the problems facing this educational system. But there are many advantages of this education system, including:

1. Inclusive education makes it possible to get rid of poverty;
2. Inclusive education improves the quality of education for all;
3. Prevents discrimination;
4. Inclusive education leads to more inclusiveness.

Principles of inclusive education:

- The dignity of a person does not depend on his abilities and achievements.
- Everyone has the ability to think and feel.
- Everyone has the ability to hear and communicate.
- Everyone needs each other.
- Full and real education of a person is realized only in real cooperation.
- All people need the support of their peers.
- What makes all learners successful is not that they can't do something, but that they can do something.
- Cooperation enhances one's life in every way.

The inclusive education system includes the following educational institutions; preschool education, general secondary education, secondary special vocational and higher education. The purpose of these educational institutions is to create an open educational environment by eliminating the barrier between children in their education and vocational training. There will be no opportunity to use separate programs and textbooks in comprehensive schools. The inclusive education system differs from the integrated education system by its content - essence, purpose, tasks and program of action.

A child's lagging behind in educational and educational activities is the result of not mastering mental functions. For example, a child's discontinuity in putting on clothes is not due to a weak memory, but because he has not acquired the necessary skills to carry out this process. Along with the methods of psychotherapy of such a mental problem, the child can be presented with pictures showing how to put on clothes in the correct order.

L.S. Vygotsky puts forward the idea that the health of the social environment is of primary importance for children with limited health opportunities. It also likens the development of children with disabilities to a plant with bad roots. "Its thin roots do not adapt to the layers and shape of the nutrient soil. They cannot reach the nutritious layers of the soil on their own, and enter

the dry and toxic layer. Such a plant could bloom under suitable conditions, but under normal conditions it did not reach the peak of development and withered.

There fore, it is appropriate to develop the educational system taking into account the specific aspects of each nation and people, national traditions, customs, goals and tasks of the state, and the mental and physical development of the students. In the case of children with disabilities, if adults help the child's wishes and aspirations as much as possible without opposing the child's will and independence, the difficulties in the process of forming his personality will disappear by themselves. The appearance of stubbornness, stubbornness, and disobedience in a child with disabilities is a result of excessive manipulation by adults.

Psychologist L.M. Krijanovskaya has extensively explained the ways of educating children with disabilities through psychological correction methods in the inclusive education system. In his opinion, the effectiveness of educational work in the inclusive education system, in order to achieve good results, the school psychologist, pedagogue, educator, and parents should be closely connected.

To date, there are many problems and obstacles in the implementation of the inclusive education system on a global scale. Negative attitude is probably the biggest obstacle for children with special needs to receive education in the system of general education institutions. The essence of the problem of negative attitude is that parents, community members, teachers, employees of general education institutions, management bodies, even children with special needs, are not interested in education in their own general education institutions.

Resistance and unwillingness to do so. This is due to people's misconceptions about disabled people, lack of information about them, the fact that disabled children grow up in a limited environment, etc. The essence of the problem of invisibility in the community is that many children with special needs are often locked up by their parents. They lock them up at home and do not show them to anyone, during the registration process they do not provide any information about their disabled child.

As a result, many children with disabilities are deprived of participation in society. The lack of any information about them leads to them not attending educational institutions. Experiences in the implementation of inclusive education have proven that if any disability of children with disabilities is detected and referred to specialists from an early age, and if preparatory work for school is carried out in a timely manner, it is most likely the goal can be achieved. That is, the effectiveness of inclusive education will be high.

REFERENCES

1. Yangi tahrirdagi O'zbekiston Respublikasi Konstitutsiyasi (Qonunchilik ma'lumotlari milliy bazasi, 01.05.2023-y., 03/23/837/0241-son)-T.: O'zbekiston, 2023 – 31 b.
2. O'zbekiston Respublikasi Prezidentining "O'zbekiston Respublikasi Xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida" 2019-yil 29-apreldagi PF-5712-son Farmoni.
3. O'zbekiston Respublikasi Prezidentining "Alovida ta'lim ehtiyojlari bo'lgan bolalarga ta'lim-tarbiya berish tizimini yanada takomillashtirish chora- tadbirlari to'g'risida" 2020-yil 13-oktabrdagi PQ-4860-son qarori.
4. "Inklyuziv ta'limning dolzarb masalalari: muammo va ularning echimlari" mavzusidagi xalqaro ilmiy-amaliy konferensiya materiallari to'plami. "Lesson- Press" nashriyoti, Toshkent-2021.
5. Dildora Kaxarova "Inklyuziv ta'limni takomillashtirish" o'quv qo'llanma. "Durdona" nashriyot, Buxoro-2021,

6. Hamroyev, A. R. (2021). Designing students' creative activity in primary school mother tongue education as a methodological problem. *Middle European Scientific Bulletin*, 11.
7. Yunus, Y., & Yarashov, M. (2023). Effectiveness of experimental work aimed at forming general labor skills in students based on gender equality and differences. In *E3S Web of Conferences* (Vol. 420, p. 06011). EDP Sciences.
8. Jobirovich, Y. M. (2022). BOSHLANG'ICH SINF MATEMATIKA DARSLARINI INTEGRATSIYALASHGAN HOLDA OLIB BORISHDA TA'LIM TEXNOLOGIYALARDAN FOYDALANISH. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 2(12), 19-23.
9. YARASHOV, M. (2023). The Place of Digital Technologies in the Education System. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz)*, 30(30).
10. Yarashov, M. (2023). BOSHLANG 'ICH TA'LIM FANLARINI RAQAMLI TEXNOLOGIYALAR ORQALI INTEGRATSIYALASH. *Прикладные науки в современном мире: проблемы и решения*, 2(8), 46-49.