



APPLICATION OF SOCIAL AND INDIVIDUAL INTEGRATION PRINCIPLES IN THE EDUCATIONAL PROCESS

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Abstract

The article describes scientific views on the essence of the concept of inclusive education, numerous pressing problems in the field of inclusive education, social, legal and educational changes that occurred at different stages of the development of society, several principles of inclusive education and the creation of opportunities favorable to ensure full-fledged participation in the educational process, the Universal Declaration of human rights.

Keywords: Inclusive education, modernization of educational content, educational policy, inclusion, purpose of inclusive education, special educational needs, principles of inclusive education.

INTRODUCTION

In our country, children with disabilities are providing favorable conditions for education and their adaptation to social life. Their integration into society is primarily based on the “general education project for children with disabilities” in order to restore their health as much as possible.

The Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2021 No. 638 “on approval of regulatory legal documents on education of children with special educational needs” [1] resolution and other documents define the tasks of



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staffing, modernization of educational content, methodical and didactic maintenance of the process.

MATERIALS AND METHODS

The solution of these socio-pedagogical issues requires mutually beneficial cooperation of educational, health and neighborhood organizations in providing quality educational services to children with disabilities. This entails clarification of methodological skills, cluster approaches to the development of professional competence, organizational factors, pedagogical-psychological conditions, didactic requirements for the organization of classes in inclusive classes in primary school teachers. Inclusive education is an educational process that is organized taking into account the capabilities of students, individual-psychological, physical impairment and features of assimilation [2]. Many pressing problems in the field of modern education, including inclusive education, are directly related to social, legal and educational changes that have occurred at different stages of the development of society. An analysis of foreign and domestic sources in the research process showed that the emergence of the pedagogical phenomenon of "inclusive education" is primarily due to the change in the consciousness of society in relation to educational recipients with disabilities [3]. At the heart of all the reforms carried out in our country, above all, the solution of such pressing issues as the harmonious growth of the future generation, the development of children capable of conquering world arenas without less than anyone.

In particular, the social protection of children with developmental disabilities who are orphaned and left without parental care has always been considered a priority of the state and society. In the implementation of this task, work is being carried out to ensure the rights and freedoms, equal opportunities of people with developmental disabilities in the Republic of Uzbekistan, limit in living activities, eliminate borders, modern approach to the organization and management of education, improve its quality and efficiency, ensure continuity and continuity of education for different segments of the population in society. Analysis of foreign



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sources has shown that the main problem in the development of inclusive education is the issue of its full implementation in practice.

To date, inclusion has been extensively researched in the following areas: philosophy – argues that inclusive education is based on the principles of equality and legal justice. Because the method of inclusive education provides a convenient opportunity to ensure the full - fledged participation of all children in the educational process, regardless of their mental and physical condition. Education policy-inclusion is defined as one of the main areas of the global education system. Sociology and educational management – inclusion is considered one of the important factors in the development of society. Inclusive education means training students with limited physical and psychic capabilities in conjunction with healthy learners. Inclusive education is based on a number of important principles. Including,

- o The value of a person does not depend on his abilities and achievements;
 - o every person has the ability to feel and think;
 - o Everyone has the right to communicate and listen;
 - o the need of each person for each other;
 - o The implementation of a person-centered learning process based on clear cooperation;
 - o Each student needs the support and friendship of their peers;
 - o The need to ensure the development of all aspects of a student's life, such as the need to ensure the development of all aspects of a student's life, is necessary.
- At the same time, some pedagogical views have also emerged that advocate teaching students with disabilities alongside healthy students. Foreign researchers (M. Winzer, W. Stainback, S. Stainback, G. Bunch, M. Forest) This period is called the "progressive inclusion" or "first inclusive world (J. MacBeath, M. Galton) as they call it. This concept was aimed at ensuring the successful integration of inclusive education into society [4]. Through this concept, the social status of each member of society and their socio-cultural attitudes towards it are determined.



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Purpose of inclusive education - for students with special educational needs, the school consists in creating an unobstructed adapted educational environment with the involvement of special educators through the use of special tools and techniques, ensuring quality education that serves their effective adaptation to society and full-fledged harmonization [5]. Although there are some differences in the approaches of these two scientists, the main principle of their concept was the need to ensure the integration of inclusive education into society.

In an inclusive education setting, educators need to strengthen an individual approach; Pedagogical conditions for students with disabilities should be adapted not only within the school, but also within the framework of society; Development opportunities for disabled learners should be expanded by adapting environmental conditions. In the practice of world education, the need to create a flexible learning environment for the needs of learners, the use of variative training programs, increases day by day. United Nations Education one of the areas of policy in the field of ensuring the wide implementation of inclusive education ideas by the participating states, which implies education, taking into account the diversity of special educational needs of children.

MATERIALS AND METHODS

This concept has become one of the main topics in pedagogical research: Taking into account the individual characteristics of each student; Holistic understanding of his physical, mental and psychological development; Applying the principles of social and individual integration in the educational process. This approach became the basis for the development of various models for improving inclusive education and integration into general educational institutions.

In The United Kingdom " special education needs " the official adoption of the term has spurred the development of inclusive education. This decision has led to significant changes in the following areas. At the same time, a number of experimental studies were conducted to test the effectiveness of inclusive education. Research by American researchers shows that students with special education needs effectively develop skills to adapt and communicate with their



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society in a general education environment. They deepen the process of social self-awareness and form a sense of belonging to society through regular interaction with their peers.

The environment of inclusive education, on the other hand, supports the process of social adaptation and creates conditions for their personal development, full realization of their potential and full membership of society [6]. The results of a two-year study by Canadian scientists showed that, Learners integrated into general classes have made significant progress in social development. Their self-management skills have developed, their trust in others has increased, and their ability to accept community rules and ask for help has improved. These results confirm the importance of an inclusive education environment not only for academic but also for social and personal development. Children with disabilities who need help are equal members of our state. It is one of our main tasks to ensure that they are educated and trained by everyone in all institutions in the system of continuing education [7].

United Nations by Organization Adopted in 1948 In the Universal Declaration of Human Rights “Education is a fundamental and inalienable right of every person” it is especially noted that. “Universal Declaration of human rights” It was determined that all the provisions of this Declaration apply to persons with special needs, as it guarantees the rights and freedoms of all people.

In order to further strengthen and guarantee the rights of persons with disabilities United Nations by Organization In 1975 On the Rights of Persons with Disabilities Adopted the declaration. This Declaration states that:

The right to respect for the personality of persons with disabilities exists from the moment they are born. “Regardless of the origin, nature and degree of seriousness of disability, a citizen has the same rights as his peers of his age, at the same time they also have the right to live a good life as full as possible” (“Declaration on the Rights of Persons with Disabilities”, 3- substance)[8].

German scientist T. Hellbryugge specifically emphasizes the central role of the family in the involvement of those with limited access to inclusive education. In his opinion, the integration process should be carried out in the family



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environment closest to the learner, with the support of educators. The relationships between family members and their involvement in the pedagogical process are of great importance, as the learner spends most of his or her life with his or her family. Therefore, the inclusive education process must also adapt to the family environment.

T. Hellbryugge The parental advisory system developed by includes the following: taking into account the factors affecting the development of the educator, advising parents on a pedagogical approach, analyzing the socio-economic conditions of the family, regulating communication with people around the educator and taking into account medical and psychological factors. This system is aimed at stimulating the active participation of the family in the educational and development process of the educator.

The basic principles of this concept are that the integration process should be in harmony with the family environment, and parents should be full participants in the educational process[9]. One of the long-awaited innovations is that the concept of inclusive education, which serves to prevent any discrimination and discrimination, will also be brought into legal force, ensuring the equality of each child in education. These are currently seen at the level of unified –inclusive public policy, provided for.

RESULT AND DISCUSSION

The following are required for the transition to integrated education:

- λ Changing attitudes towards children with special educational needs;
- λ The family's readiness for this;
- λ the creation of conditions in special school education that ensure that children are rehabilitated at the initial stage, with reduced teaching time;
- λ the area of special school education should be provided with qualified specialists, providing the necessary facilities for the qualitative and rapid implementation of the correction and rehabilitation process;



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achieving Special School Education and family cooperation, ensuring that the family is active in the rehabilitation process (through additional home involvement, tutor, special psychologist advice).

Preparing general education schools for inclusive education:

λ Creation of a special infrastructure;

Providing specialized specialists;

Providing technical and educational devices suitable for needs (special lamps, hearing aids, Braille device kit, special partitions for strollers, etc.). In Uzbekistan, all children attend public schools, regardless of their family background. [10]. It is guaranteed by the state.

Studies show that the main factors hindering the full integration of disabled learners into the general education system are:

- o society's unpreparedness for Inclusive Education-a negative attitude towards the education of disabled learners in secondary schools, social stereotypes about their acceptance;

- o The new tasks and responsibilities for teachers in general education schools – teachers were not sufficiently prepared to work effectively in an inclusive education environment;

On the basis of international and national legal acts, measures have been implemented aimed at scientifically based, effective and systematic development of the inclusive education process[11].

The Salamanca Declaration of 1994 defined inclusive education as one of the innovative paradigms for reforming the world education system. This declaration not only drew the attention of the international pedagogical community to the issue of inclusion, but also “schools for all” in many countries of the world (“inclusive schools”) gave impetus to the rapid development of his model.

CONCLUSION

Scientific views on the essence of the concept of inclusive education vary, and there is no single approach to its content and definition. “Inclusive education is a multidimensional pedagogical phenomenon that recognizes the uniqueness,



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value, and diversity of each learner. Inclusive education excludes any discrimination and aims to create conditions for full participation and social adaptation in the general education system for all learners." . Therefore, inclusion is seen as the next step in integration and it ensures the openness of the educational process for all learners, excluding any differences [12]. The issue of phased introduction of inclusive general education by 2025 has also been raised. It sets out tasks such as creating an unobstructed environment for the arrival of children with disabilities in schools, building new schools with the same conditions, training pedagogical personnel, improving the educational base.

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