

THE IMPORTANCE OF AN INCLUSIVE SOCIETY

Chorieva Madina Alievna
BSMI Department of Social Sciences

Abstract

In this article, the author outlined why it is important to include people with disabilities in the life of society. There are tens of millions of people living in the world with various characteristics of physical and mental development. Like everyone else, they should be able to fully participate in society. Let's understand what inclusivity is and how it can change the entire society for the better.

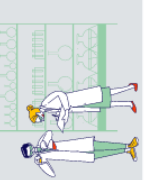
Keywords: inclusive, inclusive society, limitations, peculiarity, opportunity, mental and physical development.

Introduction

The word “inclusion” - inclusion - comes from the verb “include” (French origin) and means “to contain, include, embrace, have in its composition.” In our days, this word becomes a term that increasingly reflects a new view not only on education, but also on a person's place in society. Inclusion is the central idea of the development of modern education, affecting deep social and value changes in our society. Inclusion is based on the idea inclusive society. It means that any person (of another race, religion, culture, person with disabilities) can be included in social relations. It is important that this inclusion promoted the interests of all members of society, the growth of their ability to live independently, and ensure equality their rights in all types of activities. Our society consists of different people. Not everyone is different can be equally accepted by society and even owe it be accepted. Openness to others has limits, one of them which is the preservation of one’s own identity.

In the absence of this possibility, the intrusion of the other will be perceived as hostile, as destructive, and it will be resisted. But society itself and its social institutions (education, culture, labor market, etc.) develop norms that regulate social interaction. One of these norms, or social stereotypes, was the rejection of people with disabilities and their social isolation. When experts from abroad come to us, they always express surprise: “What kind of inclusion are you talking about, we haven’t seen a single disabled person on the streets of the city. Where do you hide them? Today, disability receives a new interpretation and is considered not as a feature of a person, but as “barriers” of society itself. The idea of inclusion arose within the framework of large-scale changes in the understanding of human rights, dignity, and identity. Changes in attitudes towards people with disabilities were just one manifestation of these changes.

The ideology of inclusion (an inclusive society) was formed as a result of awareness of the value of human diversity and differences between people. The introduction of inclusion is



possible only on the basis of the principles of democratization and in the absence of discrimination on any basis. Manchester University Professor Peter Mittler gave the following definition: "Inclusive education is a step on the way to achieving the ultimate goal - creating an inclusive a society that will allow all children and adults, regardless by gender, age, ethnicity, ability, the presence or absence of developmental disorders and HIV infection, participate in and contribute to society. In such a society, differences are respected and valued." There are tens of millions of people living on the planet with various characteristics of physical and mental development. Like any other person, they should be able to enjoy everything that the world has to offer today. We are trying to figure out what a truly inclusive society should be like, and what is preventing us from creating it today.

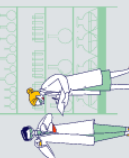
In a narrow sense, inclusion usually refers to protecting the rights of people with special health needs, who are too often left behind. But broadly speaking, an inclusive society is one where everyone feels like a full member, regardless of gender, age, ethnicity or other characteristics. Why is it important to strive to build such a society? The inclusiveness of the society in which a person lives is an important social determinant of health, as defined by the World Health Organization, that is, a non-medical factor that affects the length and quality of life of that person: healthy societies literally make us healthier.

In addition, an inclusive approach brings many benefits to society, supported by socio-economic and political research - from economic growth and poverty eradication to peaceful existence without conflict.

Thus, inclusion is a dynamically developing process that has a positive impact on the system of social relations. Developing ideas of inclusion strengthens moral public health. Inclusive education is the result of the development of humanist ideas based on the exceptional value of the human person, its uniqueness, the right to a decent life, whatever her physical condition.

Inclusive education includes a number of important values:

- recognition of the equal value of all students to society and teachers;
- increasing the level of participation of all students in the school in all aspects of school life and a simultaneous decline in the level isolation of some groups of students;
- changing the pedagogical methods of school work in such a way in such a way that the school can fully meet the diverse needs of all pupils living near the school;
- analysis, study and overcoming barriers to acquiring knowledge and full participation in school life for all students in the school, not just those with disabilities or special educational needs;
- carrying out reforms and changes aimed at the benefit of all students in the school as a whole, and not just one groups;
- differences between students are resources that contribute to the pedagogical process, and not obstacles that must be overcome;
- recognition of the role of schools not only in improving the academic performance of students, but also in the development of social values of local communities;



• recognition that inclusion in education is one from aspects of inclusion in society. Modern researchers note that among countries. The countries with the most advanced legislation in the field of inclusive education are Canada, Cyprus, Denmark, Belgium, South Africa, Spain, Sweden, the USA and the UK. In these and many other countries, inclusive education has existed for 30–40 years. The formation of inclusive education is a strategic direction of the United Nations Children's Fund (UNICEF).

References

1. Ахметова Д. З. Инклюзивное образование-путь к инклюзивному обществу //Педагогическое образование и наука. – 2014. – №. 1. – С. 65-70.
2. Бухтиярова И. Н. Информационные технологии как фактор развития современного инклюзивного общества //Гуманитарные, социально-экономические и общественные науки. – 2015. – №. 6-1. – С. 122-125.
3. Антилогова Л. Н., Пустовалова Н. И., Лазаренко Д. В. Проблемы и перспективы создания инклюзивного общества //Профессиональное образование в современном мире. – 2020. – Т. 10. – №. 3. – С. 3948-3958.
4. Хусейнова А. А. Аёлларнинг жамият ижтимоий-сиёсий ҳаётидаги ўрни //ЎТМИШГА НАЗАР. – 2021. – С. 5.
5. Бубеева Б. Н. Проблема инклюзивного образования детей с ограниченными возможностями здоровья //Вестник Бурятского государственного университета. Философия. – 2010. – №. 1. – С. 221-225.
6. Ишмеева А. С., Герасимова Д. И., Сафина Е. А. Инклюзивное образование как перспектива социального развития общества //Вестник УГНТУ. Наука, образование, экономика. Серия: Экономика. – 2015. – №. 3 (13). – С. 13-18.
7. Abira Khuseynova, . (2021). New Uzbekistan - A New Model Of Foreign Policy. The American Journal of Social Science and Education Innovations, 3(07), 35–39. Retrieved from <https://inlibrary.uz/index.php/tajssei/article/view/10545>
8. Aliyevna C. M. EXISTENTIALISM AND ITS FUNCTION //Journal of Social Sciences and Humanities Research Fundamentals. – 2023. – Т. 3. – №. 12. – С. 09-11.