

# INCLUSIVE EDUCATION IN THE NEEDS OF PEOPLE WITH DISABILITIES

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## Abstract

In this article, the history of the development of education for children with disabilities, its importance, the role of inclusion in preparing children with disabilities for social life, and the analysis of the results of a small research study conducted among students of a higher educational institution are highlighted.

**Keywords:** Children with disabilities, segregation, integration, inclusion, socialization, optimism, pessimism.

## Introduction

The issue of equal rights in the education of children with disabilities remains one of the urgent problems even today. For various reasons, many children with disabilities are excluded from the educational process or receive special education at home.

Here, let's look at the historical aspect of the development of education for children with disabilities:

1. Segregation (Lat. Segregacio - to separate) - segregating a race or ethnic group to a demarcated area by force or by voluntary means, or by setting up separate schools, means of transport, service enterprises or, if not, by other discriminatory measures).

The other one can be called 'Medical model'. The early to mid-1960s contributed to the isolation of people with disabilities. Providing education in specialized special schools and boarding schools for children with disabilities. The principle of this 'Medical Model' was caring. Special material and technical equipment, availability of special teachers, special educational programs based on children's capabilities and a system of medical assistance.

## MATERIALS AND METHODS

But lack of readiness for a full life, slowness of socialization showed the shortcomings of this system. Isolation from family and peers led to low social adaptation.

2. Integration (lat. Integratio — restoration, filling) 'Normalization model'. It developed from the mid-60s to the mid-80s of the last century. The principle of this model is the integration of disabled people into the life of society, a special class of general education schools for children with disabilities.

The idea of raising a disabled child in the spirit of cultural norms accepted in the society in which he lives. The principle of this approach is that a child with special needs is a developing person with the ability to master various types of activities, society should provide the child



with living conditions as close as possible to normal conditions. As a result of this, by signing international concepts, a change in the state policy towards disabled people, a change in the position of disabled people in terms of responsibility and the right to independent life in the legal framework. One of the disadvantages of integration is that it does not take into account the wide range of individual differences that exist in society.

3. Inclusion (derived from the French word 'inclusif', which translates as 'includes') from the mid-80s to the present. Organizing children with disabilities to study together with other children in general education schools.

## RESULTS AND DISCUSSION

In accordance with the "Salamanca Declaration", the culture of inclusive education is considered as a reform that supports and approves the differences and characteristics of each student. Its purpose is to prevent social segregation caused by differences in gender, race, culture, social nationality, religion, individual opportunities and abilities [3]

We can see the need for inclusive education as it has a number of benefits for society and children with disabilities:

- Inclusive education allows children with disabilities to always be near their families and loved ones;
- As a result of inclusive education, it is possible to improve the quality of education. As a result of the education of children with special needs in general education schools, new methods of teaching begin to be introduced;
- Inclusive education helps prevent discrimination. Mutual adaptation occurs as a result of studying together in general education schools of disabled and healthy children;
- Inclusive education will change the stereotypes of people with disabilities in society. Relations of mutual respect and equality are formed.

At the same time, inclusion of people with disabilities in sports, work, profession, and higher education helps to ensure their confidence in the future and mental integrity. For this, it is necessary to adapt them to this process, guide them, and form positive motivation. For example, among female students studying in higher education these days, in a narrow circle,

We can present the results of the psychological methodology conducted to determine 'Optimism'.

Accordingly, the level of optimism among female students with disabilities is 67.5%. However, in healthy female students, this indicator shows 63.15%. That is, girls with physical disabilities, who are covered by higher education and have a goal in life, have a higher level of optimism than healthy girls. (Here is a painful issue: female students have a low level of 'Full Optimism' when the overall average results are analyzed).

## CONCLUSION

In conclusion, as a continuation of the above-mentioned points, it can be said that today people with limited opportunities for socialization and orientation to society are the reason for the optimization of their lifestyle.



It is too early to draw conclusions from the results of the study conducted in a narrow frame, but the analysis of these results shows that the level of active life increases in people with disabilities who are socialized.

The research should be conducted on a large scale and the conclusions drawn from the results should be applied to life. At the same time, the suitable profession for people with disabilities should be adapted based on their physical condition and determined through social questionnaires.

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