

INVOLVEMENT OF CHILDREN WITH DISABILITIES INTO INCLUSIVE EDUCATION

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Abstract:

This article deals with the involvement of children with disabilities in inclusive education and its ways. The content, essence of inclusive education and the types of children with special educational needs who are involved in inclusive education are presented.

Keywords: inclusive education, Presidential Decree, children with special educational needs, their types, involvement in inclusive education.

IMKONIYATI CHEKLANGAN BOLALARNI INKLYUZIV TA'LIMGA JALB QILISH

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Annatotsiya:

Ushbu maqolada imkoniyati cheklangan bolalarni inklyuziv ta'limga jalb etish va uning yo'llari. Inklyuziv ta'limning mazmun, mohiyati hamda inklyuziv ta'limga jalb qilinadigan alohida ta'limga ehtiyoji bo'lgan bolalarning turlari keltirilgan.

Kalit so'zlar: inklyuziv ta'lim, Prezident qarori, alohida ta'limga ehtiyoji bo'lgan bolalar, ularning turlari, inklyuziv ta'limga jalb qilish.

Introduction

The Resolution of the President of the Republic of Uzbekistan No. PQ-4860 dated October 13, 2020 "On measures to further improve the system of education and upbringing of children with special educational needs" set "Creating alternative forms of education and upbringing for children with disabilities, implementing innovative and information and communication technologies for the comprehensive and comprehensive development of this category of children" as priority tasks. As a result, in our country, broad opportunities have been created to provide deaf and hard of hearing children, as well as children with mental disabilities, with comprehensive quality education, as well as to further improve the mechanisms. Today, a total of 21.2 thousand students receive education in 86 specialized schools and boarding schools for children with physical or mental disabilities in the republic, and 6.1 thousand students in 21 sanatorium-type boarding schools. Also, 13.3 thousand students who need long-term treatment are taught individually at home.

Currently, about 13 thousand students are enrolled in more than 3.2 thousand general secondary schools.



Inclusive education develops the general education process and introduces education that is suitable for all children. It creates favorable conditions for children to receive education by organizing additional educational facilities for children with disabilities.

The following categories of children with special educational needs are accepted into inclusive education classes and primary basic correctional classes:

- children with hearing impairments (children with hearing loss up to 60 dB and no additional developmental disorders);
- children with visual impairment (children with visual impairment up to 0.1 and no additional developmental disorders);
- somatic diseases (children whose psychophysical and speech development level does not correspond to their age);
- children with severe speech disorders (alalia, dyslalia, aphasia, rhinolalia, dysarthria, psychospeech development delay, stuttering);
- children with musculoskeletal disorders (children with cerebral palsy, scoliosis, poliomyelitis, myopathy, osteomyelitis, amputation, growth retardation - dwarfism);
- children with disorders of the musculoskeletal system with preserved mental development;
- children with preserved mental development or with a lag in mental development (children with cerebral palsy who can move independently or move with additional devices and a wheelchair);
- children with mental retardation with potentially intact intellectual development potential;
- children with autism spectrum disorders without gross behavioral and mental disorders;
- children with preserved intellectual development, who are in a state of seizures (if the child is taking anticonvulsant drugs, and the seizures do not occur more than once a month).

Inclusive education seeks to develop a methodology aimed at educating children with different needs. Inclusive education involves the development of a comprehensive type of teaching approach aimed at meeting different needs. Thus, for the effective involvement of a child with special needs in the general education sphere, the following is necessary:

- starting corrective measures from an early age that will allow achieving positive results in the child's development
- organizing medical-psychological-pedagogical monitoring, that is, constant support from specialists, for each child involved in general education;
- ensuring the selection of the necessary forms of upbringing and education of each child with disabilities, based on his or her mental and physical development and educational needs.

In conclusion, it can be said that it is gratifying that our state is paying great attention to the education of children with disabilities. At the same time, in order to ensure the implementation of the above decisions, it is advisable to train and educate qualified teaching staff with high pedagogical skills, modern competencies, and sufficient knowledge, skills, and qualifications, so that not only children with disabilities but also healthy children can receive quality education.

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