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MECHANISMS OF IMPROVING INCLUSIVE EDUCATION IN UZBEKISTAN

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The general aspects of the development of the educational system are characterized by processes related to the creation of equal conditions for students. In this regard, it is necessary to pay special attention not only to the student's material lifestyle, but also to his physical and mental capabilities. In particular, it is necessary to create appropriate conditions for persons with disabilities in the organization of the educational process.

Due to the fact that the development of this process is continuous - it includes stages related to preschool education, general education, secondary special education and higher education, it is necessary to create a systematic algorithm in inclusive education.

Education of children with disabilities in the special education system makes it difficult for them to adapt to society after finishing school. It also forces them to be away from their own family. Children of this category get used to being taken care of, and have difficulties in self-care. Therefore, now, inclusive education policy is being implemented to ensure that children with special needs receive education in a special or general education system according to their developmental level, opportunities, disability characteristics and abilities.

Inclusive education - develops the process of general education, introduces education suitable for all children. It creates favorable conditions for the education of children by organizing additional facilities for the education of children with disabilities.

Inclusive education can create favorable opportunities not only among children with disabilities, but also among children raised in families based on a healthy lifestyle, in pre-school educational institutions, schools, academic lyceums and vocational colleges for students with different levels of mastery of subjects. Through it, students can have a positive effect on each other. But sometimes, the difference between healthy children and disabled children is noticed, the disabled child does not join his peers, hesitates, is shy, humiliated because he cannot use his opportunities, and some of them are obstinate and capricious due to the fact that they are raised too much in the family. it is necessary to make changes in the organization of services. All this makes it clear that the process of inclusive education has its own complexities and imposes serious requirements and responsibilities on teachers, class leaders, educators, and masters of professional skills working in this field, and indicates the richness and complexity of the research topic.

As a result of the implementation of inclusive education in educational institutions from family to school, comprehensive schools, vocational colleges and higher educational institutions, it became known that the general attitude towards people with disabilities is changing. And this can serve as a factor for their success in life. Inclusive education allows children with disabilities to participate actively and regularly in all activities of the general education process. As a result, the formation of stereotypes is prevented, and the provided individual assistance does not exclude children with disabilities from society. They will have the opportunity to generalize the skills they have acquired. An inclusive education strategy developed for people with disabilities and introduced to society on a planned basis ensures continuous and continuous learning. Family - kindergarten - school - vocational

college - employment - this system will create a basis for future parents to bring their children with disabilities to general education institutions and higher educational institutions easily and without risk.

The process of improving inclusive education in Uzbekistan has a step-by-step system. In accordance with the President's decision "On measures to further improve the system of education for children with special educational needs", the concept of inclusive education development in the public education system in 2020-2025 is the main link of this stage.

There are two main factors for attracting children with special needs and disabilities to general education institutions:

- firstly, children with special needs can interact with healthy children. If inclusive education is organized appropriately, children with special needs will be protected from the social side, and healthy children will feel the greatness of recognition of social justice and equality, more kind and attentive treatment of disabled children;
- secondly, disabled children have the opportunity to study and be educated side by side with their healthy peers.

The need for inclusive education arises from the fact that it has the following beneficial aspects for society and for children with special needs:

- inclusive education - allows children with special needs to always be in the circle of their family, neighborhood and relatives;
- Inclusive education can be a catalyst for improving the quality of education for all.

The transition to inclusive education is carried out in several stages:

The first stage is adaptation of the school. That is, the school environment should be similar to the physical and mental condition of each child. For example, it is necessary to have comfortable exits and exits for children with impaired mobility, desks adapted to their condition. Classrooms, kitchens and other places should be made comfortable for children with special needs. Also, aids such as hearing aids for deaf students, magnifying glasses for blind children, and teaching aids are needed. In short, the school should be enriched so as to supply the various deficiencies of the children;

The second stage is teacher training. Individual teaching method is very important in inclusive education. That is, the teacher should know well the needs, abilities and shortcomings of each student. Accordingly, he works with each child individually during the lesson. He should be well versed in speech communication with hearing-impaired children and methods used in teaching blind children. In an individual approach, the teacher should deal more with children with disabilities and use auxiliary tools for them. This requires sending teachers to refresher courses;

The third stage - it is very important for students to have a friendly attitude towards children with disabilities who are newly joining the ranks, to extend a helping hand to them. There should be absolutely no situations such as humiliating and laughing at each other among them. In order for the students to help their friend who is deaf, blind or mentally weaker during the lesson, it is necessary to carry out explanatory work among them;

The fourth stage - after such preparations are made in the school, children from special boarding schools can be transferred to regular schools. If, indeed, children are sent to regular schools after such preparations and adaptations, no difficulties will occur to them.

It is our great achievement that this educational process, which has been launched all over the world, is developing in our country today. By creating many opportunities for all children studying in special

boarding schools, they can be brought to the individual level. Therefore, taking into account the emergence of some problems in the development of inclusive education for children with disabilities, it is appropriate to implement the following tasks:

- Increasing the legal and medical knowledge of families with disabilities regarding inclusive education;
- Establishing the cooperation of neighborhood activists, the public, educational institutions and medical workers in creating sufficient conditions for the development and rehabilitation of children with disabilities;
- To further improve the adaptation and improvement of educational, medical and cultural-educational institutions and services to ensure that children with disabilities have free opportunities;
- Improving optimal and comfortable conditions for the physical, intellectual and spiritual development of children with disabilities;
- Frequent open-door days, round-table discussions, and psychological trainings with the participation of parents, community activists, psychologists and other specialists to revitalize educational work in inclusive educational institutions.

A rational society does not give up anything, even a small factor, in the way of progress. On the contrary, it tries to use all factors wisely. As children with limited opportunities make up a certain part of our society, it is inevitable that their talent and potential will have a significant impact on the development of our country.

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