

PROBLEMS IN IMPLEMENTING INCLUSIVE EDUCATION AND WAYS TO OVERCOME THEM

Dildora Suyunkizi Abdiyeva

Students of CSPU

e-mail: abdiyevadildora026@gmail.com

Scientific advisor: Aminova Sohila Abduhalimovna

email: aminovasohila@gmail.com

ABSTRACT: *The issue of educating children with disabilities has become one of the most pressing topics today. Currently, an inclusive education system is being implemented in our Republic to provide education in special or general education systems based on the developmental levels, capabilities, and characteristics of children in need of special support. This article discusses the problems of inclusive education in Uzbekistan, its solutions, and its development.*

KEYWORDS: *Inclusive education, special educational, provision indicates, primary support correction class, the same diagnosis, physical education classes, healthy students*

INTRODUCTION:

In our country, issues related to the education of children with disabilities have been increasingly regarded as a critical problem in recent years. Numerous reforms and related initiatives are being implemented to support children and students with disabilities. Significant efforts are being made to establish inclusive education and initial support correction classes in schools for children with special educational needs.

The issue of inclusive education is recognized worldwide and is considered one of the fundamental directions of educational policy that should be carried out with goodwill. As stated in Article 50 of our new constitution: "Inclusive education and upbringing will be provided for children with special

educational needs in educational institutions." This provision indicates that inclusive education for children with special needs is very convenient and legal in the country, and there is also evidence that relevant laws have been approved.

According to the decision on the approval of normative-legal documents regarding the education of children with special educational needs, the procedure, criteria, and boundaries for implementing inclusive education in our country's educational institutions have been established. According to this decision, inclusive and primary support correction classes will be organized in schools where special conditions are created for students with disabilities to move freely and receive education within the building. In this decision, the terms "inclusive education class" and "primary support correction class" are defined as follows:

An inclusive education class is a class organized in a school where children with special educational needs learn together with other healthy children on an equal basis.

A primary support correction class is a separate primary class organized for children with special educational needs in a school.

Students are admitted to these classes based on the conclusion of the Psychological-Medical-Pedagogical Commission established under the regional department of public education, with the consent of parents or their representatives, the children's guardians. Only students with the same diagnosis are admitted to inclusive and primary support correction classes. There are many advantages to implementing inclusive education in the education system. For example, students involved in inclusive education and those who need special assistance:

- their physical and psychological needs are met;
- they develop social behavior and self-service skills;
- they assimilate educational materials tailored to their abilities;
- they participate in various games and activities with their peers, promoting their development;

-in physical education classes, they can serve as timekeepers or goalkeepers in chess, checkers, and various sports competitions;

- they make friends in a friendly environment;

-they step out of their shells and meet new acquaintances;

-they participate in various recreational celebrations and programs

When inclusive education is implemented, other healthy students:

-create a friendly environment;

-provide care, assistance, and engage children with special needs in various interesting games;

-participate in class events;

-ensure cleanliness and freedom;

-develop a sense of responsibility in front of the group;

-participate together in preparing didactic game materials.

However, there are many problems that need to be addressed in the process of implementing inclusive education in the education system:

-educators lack complete information about the individual characteristics of children with psychological and physical disabilities;

-issues related to properly organizing educational plans and the teaching-learning process;

-the adaptation of children with limited abilities to a new environment and their interactions within the group;

-parents' attitudes towards inclusive education;

-the absence of educational manuals and concepts about teaching children with disabilities and the inclusive education system for parents;

-in some places, the system for providing specialists for home education of children with special needs is not well established;

-the connection between schools and families of children with disabilities is not well developed;

-in remote villages, proper diagnosis is not well established;

-there is a lack of wheelchairs, crutches, canes, hearing aids, glasses, and orthopedic footwear;

-issues related to vocational guidance and employment for individuals with disabilities have not been fully resolved.

-the low pensions for parents of children with disabilities and the negative attitude of the surrounding environment towards disabled children;

-there is a lack of proper pathways for working with disabled children in local communities, and the activities of non-governmental organizations are insufficient.

Solutions to some problems in inclusive education may include:

-implementing facilities such as specially equipped classrooms, lifts, and ramps;

-organizing special courses and training on inclusive education;

-conducting seminars, awareness campaigns, and informational work for parents, communities, and the general public through media outlets;

-attracting investments for inclusive education projects through collaboration between the public and private sectors.

CONCLUSION

In summary, the adoption of inclusive education encounters several major obstacles, such as inadequate teacher training, lack of resources, negative perceptions of disabilities, and insufficient collaboration among involved parties. These challenges can impede the successful inclusion of students with varying needs in regular classrooms.

REFERENCES

TITLE: Inclusive Education

AUTHOR: Suzanne R. Kirschner

IN: W. George Scarlett (Ed.) Sage Encyclopedia of Classroom Management (Sage, 2015).

TITLE: Inclusive Education

AUTHOR: Suzanne R. Kirschner

IN: W. George Scarlett (Ed.) Sage Encyclopedia of Classroom Management (Sage, 2015).

TITLE: Inclusive Education

AUTHOR: Suzanne R. Kirschner

IN: W. George Scarlett (Ed.) Sage Encyclopedia of Classroom Management (Sage, 2015). W. George Scarlett (Ed.) Sage Encyclopedia of Classroom Management (Sage, 2015) W. George Scarlett (Ed.) Sage Encyclopedia of Classroom Management (Sage, 2015)

Further Readings

Florian, L. (2008). Special or inclusive education: Future trends. British Journal of Special Education, 35, 202-208

Further Readings

Florian, L. (2008). Special or inclusive education: Future trends. British Journal of Special Education, 35, 202-208

1. Florian, L. Special or inclusive education: Future trends. British journal of Special Education, 35, 202-208.

2. Enslin, N. Inclusive and diversity. (2010).

3. Koegel, R.L., Oliver, K. (2019). Inclusive education. (2nd ed, pp. 123-146).