



## Inclusive education - problems and solutions

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### ABSTRACT

The modern education system fully accepts only those who respond to certain requirements, children with standard capabilities, able to study in a common program for all and show academic results that are normal for all. As a result, it often turns out that children with special educational needs drop out of the general educational process, since the pedagogical staff of general educational institutions does not have the necessary knowledge in the field of correctional and special pedagogy to work with them. In this article will be discussed problems associated with teaching children with special educational needs in the modern school and it's solutions that can be reached by using inclusive education.

### Keywords:

Inclusive education, disability, child, discrimination, special education, stigma, social acceptance.

The world is riddled with behavioral barriers in the form of negative social norms, myths, beliefs, stigma and bias based on fear and misinformation about people with disabilities. The attitude towards children with disabilities, as well as the lack of resources to accommodate them, constitute the problems they face in accessing education. Inclusive education (the French version of "inclusif" - includes; from the Latin word "include" - I conclude, I include) - the process of development of general education, which implies the availability of education for everyone, including children with special needs. Inclusive education is based on an ideology that excludes any discrimination against children and ensures that all people are treated as equal, but at the same time creates the necessary conditions for children who have special educational needs. In our time, inclusive education, becoming a reality, is steadily "embracing" and "pulling in" all countries of the world. Nevertheless, at the same time, intensively entering into practice, inclusive education poses a large number of complex questions and new tasks for the educational

system. Unlike the foreign education system, in which inclusion has rich experience and legislative consolidation, our domestic inclusion is just beginning to take shape and develop. Currently, 4.5% of children living in Uzbekistan are classified as persons with disabilities and need special (correctional) education that meets their special educational needs. But, unfortunately, at present in our country the market of educational services for children with disabilities is extremely narrow, in small towns and villages children with disabilities often remain outside the education system for purely economic reasons.

Special (correctional) educational institutions remain a traditional form of teaching children with disabilities. A significant part of the difficulties in teaching and upbringing of children with disabilities is associated with an acute shortage of qualified personnel: teachers-defectologists, psychologists, educators and social teachers, their insufficient level of training. After all, inclusion covers the deep social aspects of school life: a moral, material, pedagogical environment is created, adapted to

the educational needs of any child, which can only be provided with close cooperation with parents, in a close-knit team interaction of all participants in the educational process. People should work here, ready to change with the child and for the sake of the child, and not only "special", but also the most ordinary. For children with disabilities, the principle of inclusive education means that the diversity of the needs of students with disabilities must be matched by an educational environment that is least restrictive and most inclusive for them. The implementation of this principle means that:

1. All children should be included in the educational and social life of the school in their place of residence;
2. The task of an inclusive school is to build a system that meets the needs of everyone;
3. In inclusive schools, all children, not just children with disabilities, must be provided with support that allows them to be successful, safe and appropriate.

Inclusive education in itself is impossible to organize, it is associated with changes at the value, moral level. The problems of its organization in a modern school are primarily related to the fact that the school as a social institution is focused on children who are able to move at the pace provided by the standard program, on those for whom typical methods of pedagogical work are sufficient. The primary and important stage in the preparation of the education system for the implementation of the process of inclusion is the stage of psychological and value changes in its specialists and the level of their professional competencies. Already at the first stages of the development of inclusive education, the problem of the unpreparedness of teachers of mass schools (professional, psychological and methodological) to work with children with special educational needs arises, a lack of professional competencies of teachers to work in an inclusive sphere, the presence of psychological barriers and professional stereotypes of teachers. The main psychological "barrier" is fear of the unknown, fear of harm to inclusion for the rest of the participants in the process, negative attitudes and prejudices, teacher's professional uncertainty,

unwillingness to change, psychological unwillingness to work with "special" children. This poses serious challenges not only to the psychological community of the education sector, but also to methodological services, and most importantly to the head of educational institutions that implement inclusive principles. General education teachers need specialized comprehensive assistance from specialists in the field of correctional pedagogy, special and educational psychology, which will provide an understanding and implementation of approaches to individualizing the teaching of children with special educational needs, first of all, it is to work with children with different learning opportunities and take this diversity into account in your pedagogical approach to everyone. Teachers who already have experience working with inclusive education principles have developed the following ways of inclusion:

1. Accept students with disabilities "like any other child in the class";
2. Include them in the same activities, although set different tasks;
3. Involve students in group forms of work and group problem solving;
4. Use active forms of learning - manipulations, games, projects, laboratories, field research.

An inclusive educational community is changing the role of the teacher in many ways. Teachers contribute to activating the potential of students by collaborating with other teachers in an interdisciplinary environment without artificial distinction between special and mainstream educators. They are involved in various types of communication with students, thanks to which they get to know each one individually. In addition, teachers engage in broad social contacts outside of school, including with social support resources and parents. Such a professional position of a teacher allows him to overcome his fears and anxieties, to reach a completely new level of professional skill, understanding his students and his vocation. In conclusion, it is necessary to highlight eight principles on which not only inclusive education is based, but education in general:

- The value of a person does not depend on his abilities and achievements;

- Everyone is able to feel and think;
- Everyone has the right to communicate and to be heard;
- Diversity enhances all aspects of human life;
- Genuine education can only take place in the context of real relationships;
- All people need the support and friendship of their peers;
- For all learners, progress is more likely to be in what they can do than in what they cannot do.
- All people need each other.

It is also necessary to say that all children, despite their physical, social, intellectual and other characteristics, must be included in the education system and be brought up with their peers. But as foreign experience shows, it will take a lot of time to achieve the goals set, and most importantly - the participation and interaction of all adult participants in the educational process, working with a child with special educational needs, because only under this condition is it possible to solve the problems of inclusive education.

Inclusive education is a progressive way of learning that has great prospects in modern society, and this gives hope that every child with disabilities will be able to realize the right to receive a quality education adapted to their abilities and needs, find their place in life and realize their chance and potential in life.

Careful planning and organization of inclusive education can enhance academic achievement, social and emotional development, self-esteem and peer acceptance. Through respect and acceptance of the individuality of each of them, the formation of a personality takes place, which has its own educational trajectory. At the same time, students at school are in a team, learn to interact with each other, build relationships, together with the teacher to creatively solve educational problems. It is safe to say that inclusive education will help prevent stigma and explain that all children can learn - just need to create the right conditions for their learning.

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