

THE ESSENCE OF INCLUSIVE EDUCATION IN DEVELOPED COUNTRIES

Teshabaeva Feruza, Mahmudova Madina & Yuldasheva Dilbar
Lecturers of Kokand State Pedagogical Institute

ABSTRACT

Over the past two decades, considerable work has been done to educate children with special needs in the system of general education. However, the introduction of an inclusive education system is largely urban and rural areas are still missing out on special education, or rural parents are struggling to provide access to special education for children with disabilities. Therefore, inclusion of children with special needs should be ensured that all areas should be covered by special education.

Keywords: Inclusive classroom, pedagogical support, special educational needs, disability children, comprehensive approach.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The concept of 'inclusive education' (French. *inclusif*) is relatively new to our country (introduced in the late 1990s). The Federal Law of the Russian Federation No. 273-FZ of December 29, 2012 (Article 2) provides for equal access for all students, taking into account the diversity of special education needs and individual opportunities. The practice of inclusion became possible due to the spread of ideas and principles of normalization in society. The concept of normalization was formed in Europe in the 1960s, which, according to everyone, is valuable no matter what;

All people have the right to a decent human life;

Society should create such opportunities for all. Inclusive education is a tool for implementing the concept of normalization.

Inclusive ideas are in line with the goals of the national doctrine of education by 2025, which indicates the need for access to education for all categories of children and the provision of specialized correction and pedagogical support for children with special educational needs.

The education of children with special needs in general education is based on their specifics, type of disability, level and number of children in the classroom. First of all, it should be noted that the students are of the same age, but they are not alike. The characteristics of individual children, their perceptions, their intellect, and their perceptions are different for all children. Therefore, the issue of creating an educational process for inclusive classes with special needs children needs to be solved. An inclusive classroom teacher can build school and family partnerships with a child-centered ability to plan lessons accordingly, learn how child disability affects education, and use methodological approaches to address these challenges. Success in the learning process can only be achieved if the child has a disability and is confident about the future of a disabled child. Every child develops to the extent that it can. According to Vigotsky's scientific claim, "any mental or physical defect will continue to evolve."

In order to clarify everything, it is necessary to begin with a basic description of the terms. This does not mean that they represent a serious mental health disorder; therefore, experts can sometimes refer to them as a condition rather than a disease. This means that the severity of the problem varies from one person to another.

The symptoms of DEGS - Attention Deficit Hyperactivity Disorder - ADHD in children can be categorized as two types of behavioral problems: 1) concentration and restlessness, and 2) unintentional behavior (impulsiveness). DEGS is also known as Attention Deficit Disorder. The main symptoms of this are manifestations of easy distraction and shortening of attention span (attention span). He may make negligent mistakes, forget about things, lose them, heed them, and fail to follow the instructions. Children face difficulties with weightiness. Hyperactivity and impulsiveness are manifested in the inability to sit quietly, to speak too much, to wait in line, to act rashly, to get involved and to have no fear.

Autism - This is manifested when a child is called by name, avoids answering, refuses to look at the eye and does not respond to the smiling face. Children do repetitive actions; it can be frustrating when you hear a sound, smell, or taste. They may not speak as much as other children, or they may repeat the same things over and over. Adult autism does not allow us to understand what others think or feel. Difficult to express what she is feeling. These guys love the agenda and never want it to change. Sometimes he works hard to make friends. Often things are understood literally, such as "break a leg" in English, or "levantarse con las gallinas" ("get up with the chickens") in Spanish. stand"). In the Uzbek language, for example, phrases such as "melon", "my heart went out".

In general, Europe has never gone before in the US in the diagnosis and treatment of DEGS. Until recently, DEGS has been neglected as an American fantasy. Over the course of time, attention has begun to spread across Europe. In 2007, the European Parliament adopted a statement urging European institutions and politicians to pay greater attention and resources. Today, authorities in the UK and Germany are providing parents with special training for them.

Autism diagnosis excludes submitting laboratory tests. The doctors conclude by observing the behavior of young children and listening to their parents' concerns. There are many symptoms of autism spectrum status (ASD). Some people on the spectrum are suffering from severe mental illness. Others are very intelligent and can live independently. In the United States and in the UK, physicians, such as therapists, consider the following: a) baby laugh at 6 months of age; b) imitating voice and facial expressions at the age of 9 months; c) something he wants to talk about at the age of 12; If this is not the case then the evaluation will be initiated. Does the child understand the actions of others? Is it sensitive to light, noise and temperature? Have trouble sleeping and digestion? Does he hate the changes in his daily life? Special websites have stated that in order for a child to fall into the autism spectrum, he or she should have two types of problems: 1) communication and social problems, and 2) limited and repeated patterns of behavior.

Intensive individual interventions, including behavioral, educational and psychological components, are the most effective ways to approach autism. Starting the approach from an early age increases the chances of a good outcome. Regular checkups of infants and toddlers are important for identifying signs and symptoms of autism.

The approach includes behavioral, communicative therapy, and medication for certain symptoms. Applied Behavior Analysis (ABA) is often used in schools and hospitals to help the

child learn positive behaviors and reduce negative behavior [3]. This approach can be used to develop a wide range of skills, and there are different types for different situations. The so-called Floortime approach involves parents sitting on the floor to play with the child and doing whatever they like. It is designed to support emotional and mental development to help them acquire communication and emotional skills. Another approach is to use visual gestures such as picture cards to help the child acquire daily skills such as dressing. The information is broken down into smaller stages so that it can be thoroughly studied.

As for the diagnosis of dyslexia, it is important to note that during the medical examination, the child's ability to read and write, his speech and vocabulary, logical thinking, speed of visual and audio information processing, organizational skills and learning approaches are examined. Several educational interventions and programs are used. They range from regular training in small groups with teacher-assisted instruction and child support to student learning, from individual teacher to individual tutoring. In the UK, the school receives additional funding for this work. A computer can help children learn better than a notebook. This applies to older children.

Most of them are not disabilities

It is - and thus should be recognized. Unless diagnosed with DEGS and treated properly, this can cause problems at school and at work, in relationships, and can lead to unhealthy attempts to "treat" themselves with alcohol, smoking, and drug abuse.

Autism also causes problems in social relationships and in making friends. People may be upset by noise or other distractions. Dyslexia also causes problems. Children with this condition are likely to be sluggish, weak, and more likely to have similar charges.

In developed countries, all three cases are considered as disability, and depending on the severity of the cases, those with disabilities have the right to social assistance. In the UK, it is attached to the list to cover special educational needs to help children study. Some children with disabilities may attend or attend schools, and some attend specialized schools.

5. People with DEGS, autism and dyslexia but have been successful

In some cases, the diagnosis is positive. For example, children with DEGS are curious, and when they like something they can concentrate and be creative. Actors like Will Smith, Michelle Rodriguez and Jim Carrey, singers such as Justin Timberlake and Solange Knowles are among those who have been diagnosed with DEGS. The mother of Olympic champion Michael Phelps was able to direct her relentless nature to becoming a famous swimmer.

Positive aspects of autism mean that children have a strong interest in certain disciplines and outweigh their peers with that particular interest. Actor Anthony Hopkins and founder of Pokémon game Satoshi Tajiri have been diagnosed with Asperger syndrome. Composer and pianist Matt Savage began to play music when he was six years old. Singer Susan Boyle is also a woman with autism. Actors like Orlando Blum and Tom Cruise and Steve Jobs are most likely to have dyslexia. Such ones may view things differently from others, in other words, in greater picture.

However, not all persons diagnosed with DEGS, autism, or dyslexia do not have high working ability, some of them need livelihood and daily support. Some circumstances make it difficult to succeed.

The principle of a comprehensive approach to inclusive education.

Children with disabilities should be treated not only with a disability but also with a comprehensive approach. This requires the development of special education for children with special needs, with a view to its potential need for life. In addition, inclusive education requires the acquisition of skills in parallel with the elimination, correction, and compensation of a child

with a disability, along with vocational training. The essence of this principle is the early approach to special needs children at an early age. The education of children with special needs should not end with the receipt of primary and secondary education. Vocational education and higher education for children with disabilities are also required. This is because one of the objectives of the inclusive education system is the comprehensive development of children with special needs and ensuring their rights.

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