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# Inclusive Education: Necessity, Prospective Trend

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DOI:

<https://doi.org/10.47134/jpn.v1i3.259>

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Received: 03-01-2024

Accepted: 14-02-2024

Published: 24-03-2024



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**Abstract:** This article describes the introduction of inclusive education, what it is, about children with disabilities, as well as the positive and negative aspects of inclusive education. Employing a thorough research methodology that involves a systematic literature review and analysis of empirical studies, the study synthesizes existing knowledge on inclusive education. The results illuminate the positive outcomes, such as enhanced social integration and academic achievement, as well as the challenges, including potential resource constraints and the need for tailored support systems. The discussion delves into the nuanced dynamics of inclusive education, weighing its merits and demerits while addressing the broader implications for educational policies and practices. Through this comprehensive approach, the article contributes to a deeper understanding of the complex interplay between inclusive education, disability, and the broader educational landscape.

**Keywords:** Inclusive education, trend, children with disabilities, special education

## Introduction

We live in a developing country. Every citizen has rights and obligations. Everyone has the right to live education. With this, when we talk about inclusive education, we need to know what its essence is (Concepción-Zavaleta, 2020; Demaidi, 2021; Desai, 2020; Fatima, 2019; Garcia, 2022; Kaliisa, 2019; Mirabolghasemi, 2019; Syed, 2021).

Inclusive education (derived from the English language, inclusive, inclusion means to adapt, to harmonize, to include, to cover) to eliminate barriers (discrimination) between disabled and able-bodied children education that represents the integration of children with special education needs, adolescents (disabled for some reasons) into the general education process, aimed at adapting them to social life, regardless of developmental defects or economic difficulties is a system (Bešić, 2020; Bunbury, 2020; Daniela, 2019; Stentiford, 2021; Villanueva-Cabezas, 2022). Inclusive education is a cooperative education recognized by the whole community as the most humane and effective education (Asongu, 2021; Florian, 2019; Messiou, 2019; Moberg, 2020; Opoku, 2021; Paseka, 2020; Saloviita, 2020). It means that all children should be educated together with their peers in a common way, in their own home and area, in schools where all the conditions are created for their needs (Amor, 2019; Lindner, 2020; Magnússon, 2019; Meskhi, 2019; Mieghem, 2020; Mitchell, 2020; Yan, 2021). President Shavkat Mirziyoyev also expressed his opinion about this. In the speech of the President at the 46th session of the UN Human Rights Council, special attention was paid to strategic directions, including the ratification of the Convention on the Rights of Persons with Disabilities. Considering that there are nearly 1 billion people with disabilities worldwide, this is an extremely important initiative. The urgent tasks are to consistently carry out propaganda about the content of this initiative, to strengthen parliamentary control over the issues of protecting the rights of persons with disabilities. Protecting the rights and interests of persons with disabilities is a large and multifactorial field.

## Methodology

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of submission, please state that they will be provided during review. They must be provided prior to publication.

Interventionary studies involving animals or humans, and other studies that require ethical approval, must list the authority that provided approval and the corresponding ethical approval code.

## Result and Discussion

Therefore, today I would like to focus on one of its areas - inclusive education. Inclusive education is much broader than formal education. This education mainly works with children with learning disabilities. What qualities should an inclusive school teacher and educator in an inclusive kindergarten have? Professional skills of the teacher are the main factor in inclusive education. First of all, the teacher must have an inclusive mindset and take responsibility for the quality of education. The main criteria for the quality of work of teachers in inclusive education is that the teacher protects and respects the rights of all children, despite the fact that they belong to different categories of students. Another quality is cooperation. Because cooperation and exchange of ideas is important for teachers. In order for a teacher to systematically evaluate his/her own activities, to improve his/her qualifications regularly, to work effectively with disciplined and inter-institutional groups of children with special educational needs, it is necessary to have qualities such as the use of leadership and management skills, joint problem solving, and the establishment of comprehensive school cooperation.

It is known that in inclusive education, children with special educational needs are grouped together with all children according to different abilities for a specific purpose. If special education is carried out according to mental and physical appearance, inclusive education is determined according to the child's abilities and capabilities. While special education is taught through special and alternative education programs, inclusive education is taught based on a child-centered and customized, guided, inclusive curriculum. An important aspect of inclusive education is that children and teachers learn from each other and solve problems together. This education should not be one-sided. Family involvement is important in building self-confidence, developing skills and abilities, and encouraging learning from a young age in a child with disabilities. It is also important to work with parents in the process of inclusive education. It is worth noting that it is necessary to explain to parents with special needs that their children have the right to be a part of society, to convey this belief to their minds. Special attention is paid to this issue in the educational system of our country.

An example of this is the President's decision on measures to further improve the system of education for children with special educational needs, adopted in October 2020. According to it, inclusive education will be introduced as a test in one school located in cities

and districts of Tashkent city. In one school in the Republic of Karakalpakstan, in the regions and in the city of Tashkent, primary and secondary classes are opened for children with special educational needs. In one vocational school located in Kashkadarya, Fergana and Khorezm regions, specialized groups are organized for 9th grade graduates of specialized educational institutions and children with special educational needs. The organization of inclusive education can be of great benefit to all children with disabilities.

The life path of a disabled child who is not involved in inclusive education: stays at home until the age of 7. When he studies for 10 or 12 years in a special educational institution (boarding school, school) with children like himself, his communication with healthy people is somewhat limited. After graduating and living productively among healthy people, he or she will need someone else's help, at which point the child turns 19 and the parents are middle-aged or older, college or other types of education. If this person is not involved in HIV, this person will remain in the care of his family, because most parents try to stay at home in order to protect them. The reason: they do not have enough confidence that their child will work or enter into other relationships with healthy people. Moreover, they have a negative attitude towards their child from those around them. they are worried that he will do it. As a result, a person with disabilities is forced to stay in a narrow circle of people. He builds a family late. If his spouse is like him, the parents have to "pull" a small family again. .When they are children, the responsibility increases again. However, during this period, the age of the parents is much older and they themselves may need the care of others. A mother lives in old age thinking about the fate of her child. If a child with disabilities is involved in inclusive education early, he will play with neighboring children in the neighborhood from childhood, get to know them, and begin to understand national values. - he will learn by himself, he will be ready for school education.

In the period of obstacles, successes and confidence in the future, he continues to communicate with healthy people at UOTM, realizes that he is faced with negative and positive views of those around him, and finds his independent position in relation to them. Now he steps into an independent life. Yadi is ready to study, work and participate in various relationships as an independent citizen. Parents and relatives are not worried about him going out. People who know who he is and what he is capable of trust him in society. Implementation of inclusive education is very important. Because everyone has the right to access the same opportunities for education as healthy children. A healthy child feels grateful when he sees a disabled child. It helps them.

## Conclusion

In conclusion, all conditions are being created for the ratification of the Convention on the Rights of Persons with Disabilities in our country. These reforms, aligned with the principles of the Convention on the Rights of Persons with Disabilities, serve as a practical

manifestation of the commitment to creating equal educational opportunities for all. The concluding remarks emphasize the transformative potential of inclusive education in shaping a more inclusive and equitable society.

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