

**MODERN REQUIREMENTS OF EDUCATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS, CREATION OF EDUCATIONAL CONDITIONS AND INVOLVEMENT IN INCLUSIVE EDUCATION**

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**Abstract:** This article discusses the content of the inclusive education policy for children with special educational needs in the Republic of Uzbekistan, its main goals and objectives, as well as pedagogical and psychological approaches to organizing the educational process..

**Key words:** Inclusive education, Mainstreaming, Integration, Inclusivity.

**Annotatsiya:** Mazkur maqolada O‘zbekiston Respublikasida alohida ta’lim ehtiyoji bo‘lgan bolalar uchun inklyuziv ta’lim siyosatining mazmuni, uning asosiy maqsad va vazifalari, shuningdek, ta’lim jarayonini tashkil etishda pedagogik-psixologik yondashuvlar yoritilgan.

**Kalit so‘zlar:** Inklyuziv ta’lim, Meynstriling, Integratsiya, Inklyuzivlik.

**Аннотация:** В данной статье рассматривается содержание политики инклюзивного образования детей с особыми образовательными потребностями в Республике Узбекистан, ее основные цели и задачи, а также педагогические и психологические подходы к организации образовательного процесса.

**Ключевые слова:** инклюзивное образование, мейнстриминг, интеграция, инклюзивность.

Inclusive education is the provision of equal opportunities for all students in educational institutions, taking into account their special educational needs and individual differences. As a result of the introduction of inclusive education from the family to preschool educational institutions, general schools, vocational colleges and higher educational institutions, it has become clear that the general attitude towards people with disabilities is changing. This can serve as a factor in their success in life. Inclusive education allows children with disabilities to actively and regularly participate in all activities in the general education process. As a result, the formation of stereotypes is prevented, and the individual assistance provided does not isolate children with disabilities from society. They have the opportunity to generalize the skills they have acquired. The inclusive education strategy developed for people with disabilities and implemented in society on a planned basis ensures the continuity and continuity of education. Family - kindergarten - school - vocational college - employment - this system will create a basis for parents in the future to bring their children with disabilities to general education institutions and higher education institutions without any worries. Inclusion is an English word that means inclusion, integration. This term describes the process of educating students with special needs together with healthy children in general education schools.

It is very important and relevant that the reforms being implemented in our country focus on human interests, especially the education of the future generation - youth and their worthy place in society. The attention paid by our state to children with disabilities, that is, children with developmental disabilities or in need of social protection, is especially commendable.

Through an inclusive education system, raising, educating and adapting such children to social life in the same space as healthy peers has a positive impact not only on their personal development, but also on the level of culture and humanity of the entire society. In my opinion, work in this area is very relevant today, and through them the foundation is being created for many families to find their place in society and for their children to live a happy life. The goals and objectives of inclusive education - at the heart of all the reforms being implemented in our country, first of all, are to solve such pressing issues as the harmonious growth of the future generation, the formation of children capable of conquering the world arenas no less than anyone else. In particular, the social protection of orphans and children left without parental care, disabled, and children with developmental disabilities has always been a priority task of the state and society. To achieve this goal, a lot of work is being done in the Republic of Uzbekistan to ensure the rights and freedoms of people with developmental disabilities, equal opportunities, eliminate restrictions and boundaries in life activities, develop a modern approach to the organization and management of education, improve its quality and efficiency, and ensure the continuity and continuity of education for different segments of the population in society. During childhood, a person is strongly influenced by psychological and pedagogical factors. Correctional, pedagogical, psychological and medical work, organized taking into account the unlimited internal capabilities of the growing child's body and brain structure, helps to reduce the child's primary disability and prevent secondary disabilities. All these are factors that prepare a child with developmental disabilities to live an independent, independent life. [ Inclusive education. Hospital Pedagogy (U.U. Turamuratov, Z.M. Qurbonova, O.K. Mamatmurotov, A.E. Oltiboyev, S.E. Zaripova) 2024

]Social rehabilitation (restoration) and social adaptation (adaptation) of children is a painstaking work that requires not only the qualities of the soul, but also a professional approach in this delicate area, which is gradually developing with the advent of new technologies and innovations. In order to improve this area, interdepartmental studies on children with disabilities were conducted to study the state of social adaptation of children in need. In our country, favorable conditions are being created for the education and upbringing of children with disabilities and their adaptation to social life. In order to integrate them into society, and first of all, to restore their health as much as possible, work is being carried out on the basis of the "General Education Project for Children with Disabilities". This mainly involves using the possibilities of inclusive education. As a result, a deeper study of the pedagogical and psychological characteristics of organizing inclusive education, its specific capabilities, identifying related problems, and substantiating aspects of effectiveness is becoming an urgent scientific problem. Because the inclusive education method creates a favorable opportunity to ensure the full participation of all children in the educational process, regardless of their mental and physical condition. In particular, it creates opportunities for children with special needs to communicate with others, grow up to be able to meet the requirements of the social environment, acquire skills to meet their daily needs, adapt to life and study in general education schools on an equal basis with their healthy peers, establish friendly relations with them, master lessons on time, and approach tasks responsibly. It is worth noting that inclusive education can create favorable opportunities not only among children with disabilities, but also among children raised in families based on a healthy lifestyle, and for students with different

levels of mastery of subjects in preschool educational institutions, schools, academic lyceums and vocational colleges. Through it, achieving positive influence of students on each other will bring good results. But sometimes it is observed that the gap between healthy children and children with disabilities is noticeable, a disabled child does not join his peers, is shy, is embarrassed because he cannot use his opportunities, is humiliated, and some are stubborn and capricious due to being raised too manly in the family, which makes it necessary to make changes in the organization of educational practice and educational services. All this makes it clear that the inclusive education process has its own complexities and places serious demands and responsibilities on teachers, class leaders, educators, and professional masters working in this area. It is worth noting that I have observed the practical results of the work being done in this regard many times in my life. In particular, the fact that children who are educated in preschool institutions on the basis of inclusive education play, study, and participate in the lesson process with other children increases their self-confidence and plays an important role in their adaptation to the environment. According to my observations, children with special needs, thanks to the kindness and support of their healthy peers, begin to participate more actively in lessons and try to express their opinions freely. This contributes not only to their development, but also to their taking a worthy place in society. Also, healthy children who are brought up in an inclusive environment develop such human qualities as patience, tolerance, and compassion for others.

The issue of transition to inclusive education is based on the Convention on the Rights of the Child and the Rights of Persons with Disabilities, ratified in Uzbekistan. However, the transition to inclusive education depends not only on creating an appropriate legal framework for such an approach, training personnel, ensuring professional rehabilitation of people with disabilities, correct and positive thinking of society, adapting state education standards, strengthening the regulatory framework for implementing inclusive education reform, improving the qualifications of teachers to ensure that children with disabilities receive education in general education institutions, accelerating and increasing the effectiveness of retraining, and adapting facilities to solve a number of urgent problems [2 Inclusive education: theory and methodology (F.U. QODIROVA, D.A. PULATOVA) MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN - 2022]

The content and essence of inclusive education is that inclusive education supports the education of children with different needs, helps them achieve success and creates an opportunity to build a good life. Inclusive education is a state policy that is a flexible and individualized system of support for children and young people who need special assistance due to disabilities or other reasons, are difficult to raise, orphans, seriously ill children and young people, and education that aims to treat all children equally. That is, education that aims to treat all children equally, value and develop any opportunities they have, regardless of their nationality, race, skin color, social origin, family status in society, source, material and spiritual condition, physical or mental development. Inclusive education develops the general education process and introduces education that is suitable for all children. By organizing additional facilities for the education of children with disabilities, it creates favorable conditions for children to learn. Inclusive education seeks to develop a methodology aimed at the education of children with various needs. Inclusive education develops an education approach that is focused on meeting different needs. If teaching and learning in the implementation of inclusive education is effective and efficient, then not only children with disabilities, but all children will benefit. Inclusive education schools protect the individual rights of children to receive education (even if they are not

being taught). This approach eliminates and reduces discrimination, because in the process of communicating with each other, children realize that they are individuals with different needs in the process of learning.

Inclusive education supports the education of children with different needs, creates opportunities for them to achieve success and build a good life. Inclusive education, as a state policy, is a flexible and individualized system of support for children who need special assistance due to disabilities or other reasons, children with difficult upbringing, orphans, seriously ill children and young people. This system aims to treat all children equally, to value and develop any opportunities they have. Inclusive education accepts all children equally, regardless of nationality, race, skin color, social origin, family status in society, material and spiritual condition, or deficiencies in physical or mental development.

The achievements in the field of inclusive education can be observed not only theoretically, but also in practice. Based on my personal experience, I can say that children studying in an inclusive environment communicate with their peers in a spirit of mutual respect, friendship and solidarity. In some cases, healthy children consider it their human duty to help children with disabilities. Through this, they acquire not only knowledge, but also values such as kindness, patience, empathy. This leads to the moral and spiritual upliftment not only of children with disabilities, but also of the entire society.

One of the aspects that should be given special attention is the effective use of modern research methods in such disciplines as sociology, psychology, pedagogy, special pedagogy, medicine, taking into account the specific characteristics and problems of children with special needs, which opens up new conditions and opportunities for solving the above-mentioned problems. The results of scientific research, of course, serve to strengthen the scientific-methodological and practical-methodological foundations of preparing children with special needs from the early stages of development for kindergarten, school and family life in the community [ A systematic approach to preparing children with special needs for preschool educational institutions. Safarova S.O. <https://doi.org/10.5281/zenodo.10817387>

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Legal and normative foundations of inclusive education

Inclusive education ensures that children with special needs receive education on an equal basis with children with normal development. That is why it is important.

Since the Universal Declaration of Human Rights guarantees the rights and freedoms of all human beings, it has been determined that all the provisions of this Declaration also apply to people with special needs. In order to further strengthen and guarantee the rights of persons with disabilities, the UN adopted the Declaration on the Rights of Persons with Disabilities in 1975. This Declaration states: “The right to respect for the dignity of persons with disabilities is inherent in them from birth. Regardless of the origin, nature and severity of their disability, citizens have the same rights as their peers of their age, including the right to a full and decent life as possible” (“Declaration on the Rights of Persons with Disabilities”, Article 3).[ Features of involving children with special needs in inclusive education (Nodira Bahodir qizi Saidova) 2023]

Conclusion: The introduction of inclusive education is a very important step in Uzbekistan. This is of great importance not only for children with disabilities, but also for the entire education system. In my opinion, inclusive education creates equal opportunities for every child, regardless of their physical or mental condition, and provides them with all opportunities for learning and socialization. Today, public and non-governmental organizations are also engaged in the problems of children with disabilities, implementing a number of projects and programs. In particular, inclusive education helps children not only in the educational process, but also in adapting to the surrounding environment, gaining confidence in their abilities and forming an active life position. Therefore, inclusive education plays an important role in forming a society that values diversity and helps develop the potential of each person. [Safarova S. O. (2025). METHODS OF PREPARING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS FOR FAMILY LIFE IN THE EDUCATIONAL PROCESS. Development Of Science, 4(4), pp. 264-269. <https://doi.org/0>]

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