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## PROBLEMS AND SOLUTIONS IN AN INCLUSIVE EDUCATIONAL SYSTEM

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**Abstract:** What is inclusive education? It is a process of changing preschool, secondary and higher education that all our children with disabilities can use, assuming that this education can be adapted to their different needs. Inclusive education is based on an ideology that excludes any discrimination against children with disabilities, provides equal treatment for all, but creates the necessary conditions for children with special educational needs. The Constitution of the Republic of Uzbekistan guarantees the right to education for all. Our national legislation also provides for equal rights for persons with disabilities in the exercise of their potential. The state pays special attention to the home education of children with disabilities who are unable to attend school.

**Keywords:** Inclusion, education, curricula, methodological support, disability, mainstreaming.

Inclusion aims to explore and respect individual differences within a student community that supports the interaction of all students. (Jackson, Rindek, and Billingsley, 2000). Although it is targeted at people with disabilities, inclusion is aimed at changing the entire education system. The education system should be adapted to the strengths and experiences of all students. Inclusive programs help all students succeed in society, offering

them access to engaging, tailored curricula (Fisher and Frey, 2001; Rouch, Salisbury, and McGregor, 2002). To achieve this, educators identify individualized expected outcomes for all students based on a common curriculum (Metlock, Fielder, and Walsh, 2001) and offer customized learning techniques, thereby helping students adapt individually for successful learning.

Inclusion	Mainstreaming
Who	
All students are general educators Has the right to study in classes in the system.	Only students who have appropriate level of training determined by the teacher and selected by the teacher have the right to study in classes in the general education system.
What	
The right to full access to the general curriculum (for educational programs), as well as the right to participate in all educational and social activities	Selected introduction to the general curriculum, educational and social activities.

Where and when

Reading in general education classes throughout the day	Partial or full reading in the classrooms of general education systems.
How	
The full range of services is integrated into the general education system environment (e.g. group learning). General and special education are integrated into a unified education system.	The full range of services is provided both in and out of the general education classroom (e.g. in the resource room). General and special education are maintained as separate systems of education.
Why	
Students are academic, social to develop emotionally, morally and physically and to encourage them to prepare to contribute to society.	To encourage students to develop academically, socio-emotionally, morally and physically and to contribute to society.

Inclusive education is a type of methodological assistance in various forms, which include:

- Advice and assistance to the class teacher;
- provision of special training manuals and auxiliary materials;
- providing support from parents, volunteers or senior teachers;
- Adaptation of the curriculum to the schedule, assessment criteria and changes;
- creating conditions for improving the knowledge and skills of teachers;
- to create a positive school environment for active supportive leaders and others with disabilities, and to form a friendly attitude in the educational process;

- assisting the administration in identifying and assessing children;
- coordination of social, psychological and health services.

Educating children with special needs in inclusive education requires adapting the classroom and the learning process according to the type of disability of the child.

- Students are admitted to a comprehensive school with inclusive education on the basis of an application from parents and the conclusions of the "psychological / pedagogical commission" and approved by the orders of the heads of educational institutions.

The number of integrated students in the classrooms of a comprehensive school with inclusive education shall not exceed 3/4 and the

total number of students shall be set at 25. Adapting classes and the teaching process in the inclusive education of children with hearing impairments

1. Move the child with a hearing impairment closer to the teacher and the board (not more than 3 meters) to a place where everyone in the class can see;

2. The teacher should start the lesson by looking at the students in the classroom, focusing on the deaf students; Teacher should not cover his face with a book or other object when explaining the topic, and should not stand with his back to it while giving an idea of the information on the board. This is because most children with hearing impairments are able to receive learning material, explanations, references, etc. on the basis of lip reading;

3. The inclusive classroom should be well lit. 4. The desks should be positioned accordingly so that the hearing-impaired child can see the lips of other children; 5. It is required not to make noise in the classroom on a regular basis. An inclusive classroom is required to be on the base and quiet side of the school; 6. It is recommended that the teacher speak clearly and loudly but without shouting. Adapting classes and the teaching process to children with inclusive education in basic movement members Adapting classes and the teaching process in the inclusive education of children with mild mental development problems 1. There should be no excess on the desk, given the distraction of children with mental development problems; 2. Give tasks that allow children with mental retardation to get tired quickly, such as "collect notebooks", "clean the board"; 3. Remember to spend physical minutes in each lesson; 4. Identify a student with leadership skills in the classroom and appoint him or her as a "class teacher"

(teacher with disabilities) (this training is most often used by the teacher when working with a child with a mental development problem); 5. Conducting children with intellectual developmental problems should be accompanied by the best student in the class; 6. Preparation of visual aids in the lesson. 7. Divide tasks into parts for a child with a mental development problem; 8. Remember to encourage the child; 9. Use constantly a variety of methods; 10. Maximum reliance on game methods; 11. Give the child additional or practical instructions while completing the task; 12. Assign tasks to the class that include the contribution of a child with a mental development problem; 13. Regularly monitor a child with a mental development problem. Develop the concept of inclusive education in the classroom and groups. The formation of correct perceptions of racism, disability and a wide range of opportunities in the minds of children is of great importance in increasing the effectiveness of inclusive education. Children with disabilities are subject to humiliation and ridicule due to misconceptions. Even more tragic is the fact that some teachers ignore such negative attitudes. In order to increase the effectiveness of education, it is necessary to create an environment in all schools with equal rights, love, friendship and warmth for all children. It is necessary to form a concept of equality between racism, laughter and disability in school. We have made the following recommendations that limit the ability to form concepts of equality among children: - Educators in all classes should help to create a positive environment of mutual support and solidarity in which children can discuss their lives and feelings;

- It is necessary to explain to students that disability is not an isolation, but a limited

opportunity due to the presence of a defect. Fear of children with disabilities is required to achieve the elimination of feelings of disgust.

In some cases, educators should avoid using stereotypes and not comment in front of children even after taking the initiative. They are required to explain to children why nicknames, ridicule, and negative attitudes are created and not allowed to happen. When necessary, it is appropriate to discuss with the whole class the negative attitudes expressed by individual students in children with disabilities. It is necessary to fight to the end to achieve a positive result.

It is important that each discussion compares, records, and emphasizes the child's achievements to his or her previous achievements. It is important not to ask questions about a child's race, social background, gender, or disability when conducting a variety of psychological tests with students. Teachers' work and their achievements should be demonstrated in all areas of school and extracurricular activities. The use of children's creativity in the preparation of materials for lessons is very effective.

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