

EDUCATION IS NOT A PRIVILEGE BUT A RIGHT

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Abstract: *In the article, in order to fully include children with disabilities in education, inclusive education is rapidly developing in the educational system according to the capabilities, characteristics and abilities of children who need help in our Republic. Culture of inclusive education. According to the "Declaration of Salamanca", it is considered as a reform that supports and approves the differences and characteristics of each student.[1] Its purpose is to prevent social segregation caused by differences in gender, race, culture, social nationality, religion, individual capabilities and abilities. In principle, every child has the right to education, which is even stipulated in Article 41 of the CONSTITUTION OF THE REPUBLIC OF UZBEKISTAN. It is written about meeting their needs, adaptation to social life, education of disabled children and teenagers without separation from their families.*

Key words: *Inclusive education, policy, mission, system, psychology, medicine, pedagogy, commission.*

INTRODUCTION

Inclusive education is a state policy, an education system that represents inclusion in the general education process aimed at eliminating barriers between disabled and able-bodied children, children with special education needs, adolescents (disabled for some reasons) regardless of developmental disabilities or economic difficulties. The term inclusive education is derived from the French word *inclusif*, which means to include.

MAIN PART

If we look at the past times since the independence of our country, we can see that our government has been paying serious attention to the special needs of the society in the process of protecting human interests. As a vivid example of this, the year 2000 – the year of HEALTHY GENERATION 2001 – the year of MOTHER AND CHILD 2007 – the year of SOCIAL PROTECTION 2010 – the year of PERFECT GENERATION 2014 – the year of HEALTHY CHILD 2016 – the year of HEALTHY MOTHER AND CHILD and The fact that 2023 is designated as the year of HUMAN CARE AND QUALITY EDUCATION also shows that the attention to health and education is strong.

The mission of inclusive education is to provide quality education to all children, regardless of their abilities and status. At the same time, the principle of inclusion implies that children with limited opportunities should live in a family and receive education in a normal school together with their peers in order to have a positive mental and social development. The inclusive education system means that a child in a wheelchair can study

in any nearby school, if he/she has learning difficulties, he/she has special help to learn to read and write, and a child who does not attend classes ensures that appropriate support is provided to return to school.

LITERATURE ANALYSIS AND METHODS

During the analysis of this article, the methods of logicity, historicity, consistency, and objectivity of scientific knowledge were widely used. A brief analysis of the problems of education and upbringing of disabled children in inclusive education was conducted. Scientific-methodological foundations of ensuring cooperation of family and special institutions in education of disabled children (monograph) Tashkent-2014 book was taken as a logical analysis.

DISCUSSION AND RESULTS

Every child living in the society, regardless of whether he is a disabled child who needs help, his right to education cannot be limited in any way. Everyone has the right to education. Free general education is guaranteed by the state. This right established by the Constitution of the Republic of Uzbekistan cannot be set aside by any shortcoming. On May 19, the Supreme Assembly adopted a new version of the Law “On Education”, which for the first time included the concept of inclusive (harmonized) education. The Association of People with Disabilities of Uzbekistan, together with experts, conducted an analysis of the compliance of the draft law with the principles of inclusive education. Article 20 of the law creates the possibility of obtaining

Article 20 of the law provides for inclusive education in educational institutions for children with physical, mental, sensory and mental disabilities. Organization of inclusive education is determined by the Cabinet of Ministers of the Republic of Uzbekistan.

“Inclusive education” does not include this definition. It only mentions that “inclusive education is equal treatment of all children, including children with physical or mental disabilities, excluding any form of discrimination during education.” Galina Nam, a researcher of inclusive education in Uzbekistan and a doctoral student at the University of Waikato in New Zealand, said that it should be a priority for children with disabilities to be educated in general educational institutions, not in special boarding schools or at home. It is necessary to give consent to studying in places and at home only in special cases. The right to choose an educational institution should remain with the children themselves and their legal representatives, Galina Nam.

“Experts” influence the decision of children with disabilities to study some form of education with their recommendations. The social and cultural experience of Uzbekistan shows that the recommendations of psychological-medical-pedagogical commissions with institutional authority have institutional force and are not advisory, but imperative. The recommendations of psychological-medical-pedagogical commissions about where a disabled child should study leave no doubt in parents’ minds. Also, the law and its articles should be read based on the social and cultural situation of the disability discourse in Uzbekistan,” says Dr. Mirjahon Turdiyev, Syracuse University, USA.

In general, in order to ensure that children with disabilities receive education without separating them from their parents, it is envisaged that they will be educated in schools, not in special boarding schools. Today, secondary school teachers in comprehensive schools are acquiring extensive information and knowledge about inclusive education during their professional development. On the one hand, the education of children with disabilities along with healthy children causes widespread opposition with the idea that in some sense they may be discriminated against because of their disabilities. It should also be noted that his confidence will increase. Categorization can be prevented by educating all children and adolescents whenever possible.

Despite the fact that Uzbekistan has 20 years of experience in promoting inclusive education, 20 years ago Uzbekistan did not have the status of a pedagogical experiment from the legal side, and now inclusive education is officially an educational model. Was accepted as

Inclusive education, on the other hand, considers a truly just system to be a system that takes into account the differences of each student and tries to provide all of them with the support they need to achieve a minimum level of education. In this way, it is a flexible education model aimed at achieving equality. In practice, this usually translates into increased support for students who are most difficult, for example, those who have some kind of disability or who have serious problems after the normal pace of the class. On the other hand, more advanced students need to cooperate with those who have more problems. As we mentioned above, inclusive education aims to allow all students to achieve the minimum levels of knowledge necessary to develop a normal life. However, not all students have the same conditions to achieve them. As a result, a truly inclusive education must be able to adapt to each student's specific circumstances to allow them to reach the minimum required level with the greatest guarantees. This can mean different things depending on the unique needs of each student. For example, for a student with an intellectual disability, this would probably involve assigning a support teacher to enable them to work at their own pace and in a more personalized way. For example, for a foreign student, help is provided in learning the language in which the classes are conducted. One of the main tools of inclusive education is discussions, because they allow students to be influenced by ideas different from their own and other o 'can understand students' points of view. In most inclusive schools, students in need receive individual counseling sessions to help them with the areas in their lives where they face the most challenges. This task is usually carried out by supervisors, but teachers or internal psychologists can also perform this task. Most of the tasks in inclusive schools are more experiential than those available in regular schools. Thus, students are encouraged to discover the world for themselves and seek their own answers to the doubts that arise.

CONCLUSION

In conclusion, we can say that the culture of inclusive education. According to the "Declaration of Salamanca", it is considered as a reform that supports and approves the

differences and characteristics of each student. We will prevent social segregation caused by differences in its purpose, gender, race, culture, social nationality, religion, individual capabilities and abilities. It is in our hands.

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