
'ASSESSMENT AND EVALUATION IN INCLUSIVE EDUCATION'

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Abstract: *This article talks about the new educational system introduced in our country, i.e. the improvement of the inclusive education system, and the implementation of this educational system in education and evaluation in inclusive education.*

Key words: *education, forms of education, inclusive education, UNCPRD, UNICEF, pedagogical analysis, method, social policy.*

According to the provisions of Article 41 of our General Dictionary and Article 5 of the Newly Revised Law on Education (September 23, 2020), everyone has equal rights to education. This law differs from the previous edition by introducing the concept of inclusive (harmonized) education, and according to this law, the Cabinet of Ministers is designated as the competent body in the field of inclusive education. From this point of view, it is important to equally develop the inclusive form of education in our country.

The English term "inclusive" means integration, cooperative education, and is recognized by the world community as the most humane and effective education.

Inclusive education is the provision of equal rights to education in educational institutions, taking into account the differences in special educational needs and individual capabilities for all students. Currently, the recognition of inclusive education in all countries does not depend only on passing laws. Fighting discrimination and social prejudice is the most important thing. In other words, the first thing to do is to carry out propaganda among the population, recognizing inclusive education. Since 1990, a number of declarations and decisions have been adopted at the global level regarding the education of children with special needs in the system of general education institutions. Many countries of the world recognized them. In 2006, the UN Convention on the Rights of Persons with Disabilities (UNCPRD) was adopted. This document was ratified by our country on February 27, 2009. Article 24 of this Convention states: "Participating states recognize the right of persons with disabilities to receive education. Participating States shall ensure inclusive education at all levels and lifelong learning in order to realize this right without discrimination and on the basis of equality of opportunity.

The project "Inclusive education for children with special needs in Uzbekistan" has been implemented since 2014, and more than 900 boys and girls with special needs were involved in general education in schools and preschools. . Members of medical, psychological and pedagogical commissions and teaching staff were trained on providing inclusive services in the field of education. Five pilot resource centers were established in different regions of our country, where educational-methodical,

legal, and advisory support was provided for children with special needs, their parents, and experts. The creation of the educational modules "Fundamentals of inclusive education", "Children with special needs in general education", "Organization of an inclusive school", further improvement of the educational process in this direction, improvement of professional skills of pedagogues allowed. It is the moral duty of the country to its citizens to support children who need inclusive education due to physical disabilities, to develop and put into practice the necessary conditions and mechanisms for their socialization.

Inclusive education ensures that people with disabilities receive education along with their social peers, and (if there are no serious reasons for their development) they are admitted to regular schools. In some cases, children with severe disabilities receive education in special schools and special rehabilitation centers or in special classes at regular schools with the help of correctional programs. Education in these schools is provided taking into account the needs of the child.

Inclusive education is a program adapted to include all students and ensure their right to education. These types are also used for experienced students and other students who are not completely deprived of higher education. The main goal of assessment in inclusive education is to find the best teaching methods and styles for each student. The assessment process is based on students' experiences, knowledge level, interests and characteristics. Since students may have different backgrounds than the problems of their youth, the assessment process should be done with transparency. This allows for a better analysis of the products of each student.

Counseling, communication, and evaluation should be provided throughout the evaluation process. Independent opinion experts may also participate in this process. These experts will help you understand the important parts of inclusive education and help teachers learn how to better teach students.

At the end of the assessment process, grades are displayed to determine the best teaching methods and styles for each student. These assessments are important in the independent development of inclusive education. Over time, inclusive education can demonstrate proven beneficial outcomes against general students. Assessment in inclusive education involves assessing the meaningful and effective progress of each student in the learning process. This allows each student to identify how they are progressing and what their strengths are.

Assessment in inclusive education is carried out in the following directions:

1. Assessment by teachers: Teachers provide assessments to assess individual progress for each student. This helps determine what progress a pupil or student should be making.

2. Test results: Tests are an important part of the evaluation process of inclusive education. These tests are designed to measure progress in a targeted and effective way for each student.

3. Cooperative Assessment: Assessment of progress by bringing together several students and working with each other. This ensures that students help each other and work together.

In inclusive education, assessment is important to determine how well each student is progressing. This ensures that students receive a high-quality education and provides additional avenues for their effective development. Inclusive education aims to include all students, develop their interactions, develop the talents of each student, and make a unique conclusion. Evaluation helps to determine how effective the educational process is and how it improves the quality of students' information. Assessment in inclusive education should take into account each student's unique abilities and safety needs. This helps to identify the unique approaches of students and to find the best ways to make their own conclusions.

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