

**DEVELOPMENT TENDENCIES OF INCLUSIVE EDUCATION****Barno Subanova**

Tashkent State Pedagogical University named after Nizami  
Teacher of the Department of "Deaf Pedagogy and Inclusive Education".  
Tashkent, Uzbekistan

**Abstract.** This article describes the content of the development trends of inclusive education. The introduction of inclusive education, the policy and experience of international education for children with disabilities are analyzed.

**Key words:** inclusive education, development, trends, implementation, children with disabilities, international education field, political experience.

Currently, the most controversial issue is the introduction of inclusive education for children with special needs and disabilities. The introduction of inclusive education implies important consequences in the policy and experience of the international level of education for children with disabilities. It also consists of a multifaceted concept that includes a social model of disability and a socio-political model of education. It also includes the process of school transformation and raising children's attention to the right to and access to education. As a general goal of inclusive education, it is emphasized that inclusive education is a means of giving students the opportunity to participate in the life of society [2].

Inclusive education for children with special needs and disabilities is based on four main principles [4]:

- first, to provide more students with more promising, interesting and flexible curricula of general education;
- secondly, paying attention to attractive diversity, strengths and challenges;
- thirdly, with the help of reflection of differential education and practice;
- fourth, to create a community based on joint cooperation with students, teachers, families, other specialists and public institutions.

It is clear from the above that inclusive education is trying to improve the education of children with disabilities in a constructive way. However, contrary to the above views, some authors argue that the results of inclusive education are a sacrifice for children of an irrational ideology [3]. It has a great influence on the formation of the culture of their countries. At the moment, it is theoretically impossible to introduce a policy of "full inclusion" in a school where all children are educated in ordinary classes designated for everyone and everything has its own time, and in practice it is impossible to achieve this. It is widely recognized that it will not happen. This is because there will always be children with disabilities who will not be able to successfully enter regular classrooms, which will limit other children's ability to effectively learn in mainstream schools. If this is indeed the case, a new realistic view of education for children with disabilities should be replaced by both inclusive education and special education. It is assumed that achieving a clear vision of effective education for all children with disabilities will

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be due to the development of a theory of special inclusive education that synthesizes philosophy, policy and experience from the perspective of both special education and inclusive education. It is also important to explain the nature and consequences of the inclusion of education for children with disabilities.

Individualized education plans for all children with disabilities were first introduced in the US Education Act of 1975. Individual education plans provide the means to identify and meet the programmatic needs of students with disabilities on an ongoing basis [6]. In order to increase the participation of parents in deciding the education of their children, it is mandatory for parents to participate in the planning process. The improvement of academic and social results of these children proves the effectiveness of parental involvement.

Each country should have its own policy to implement special inclusive education. This policy must reflect the main characteristics of the national education system and the most important national goals. [2]. In the 1980s, Jackinson presented a critique of mainstream and special education for children with disabilities, evident in special education research and practice in Australia, Canada, and England[5]. Jackinson reported that during the 1990s there was a planned reversal of the phasing-out of special schools in parts of Australia, where there was a resumption of maintaining opportunities to meet the educational needs of children with disabilities.[8] A few years later, a group of special education experts in England became concerned about the growing trend towards inclusive education for children with disabilities despite minimal discussion by special education experts about the positive aspects of the field, edited to stimulate such discussion. decided to publish the book.

Many sources advance the idea that "inclusive education" means overrepresenting children with disabilities in mainstream schools while maintaining special schools for children with special needs. In contrast, other sources use the term inclusion to describe a temporary withdrawal from situations such as individual therapy in mainstream schools. The need for children with disabilities in secondary schools to achieve high academic standards in the area of educational goals is not appropriate for many of these children. The main goal for the education of children with disabilities is the influence of ease of cooperation and independence in the community where they live. According to the Salamanca statement, "Schools offer educational skills that meet the social and communication requirements of adult life, help children become economically active and equip them with the skills they need for everyday life." should give" [6].

When the curriculum was implemented in England for the first time, influential people and organizations in the field of children with disabilities supported the government's proposal to include children with disabilities in the curriculum to the extent possible. This was a step forward and showed that all children with disabilities have the right to this program. In reality, this is just the case for many children with disabilities, such as those with severe visual impairments, who have previously been denied access to science. Yet it was a step backwards for many disabled children with learning and behavioral difficulties [4].

He noted that the national programs associated with them and the resulting national assessment of academic achievement in schools are superior to other areas of the curriculum, such as personal, social and vocational education. Having a national curriculum as a curriculum throughout the school year is not appropriate for children with specific and complex learning difficulties in the teaching process because it does not focus children's attention on the curriculum. deprives him of the opportunity to collect, the child spends all his efforts in order not to fall behind, and as a result, he becomes disillusioned with school. In this way, for many children, being involved in an inappropriate curriculum is a direct basis for the development of emotional and behavioral problems or deepens existing problems and leads to disruption, eventually causing some to drop out of school. According to Farrela, the positive side for children with disabilities, which are not part of the national curriculum developed for the general population, is the availability of educational programs that are suitable for them[2].

All children with disabilities can be effectively educated in regular classrooms under the concept of full inclusion. But the real situation in secondary schools shows that most teachers are not ready to implement this idea. The reality is that in many countries there are not enough basic pedagogical education courses for teaching children with disabilities, and teachers do not have the opportunity to organize limited education without being separated from production. This means that most teachers do not have the knowledge and skills necessary to deal with children with a wide range of disabilities in their classrooms. Therefore, improving the professional training of teachers in the context of inclusive education is one of the urgent issues that are waiting for their solution.

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