

Analysis of Foreign Language Teaching in Inclusive Education in Institutions

Toshmurodova Mukhabbat Nazaraliyeva, Bekmurodova Shohsanam Muxtorbek Qizi

Lecturer at Tashkent State University of Economics, Tashkent, Uzbekistan

ABSTRACT

Teaching foreign languages in inclusive education in higher education institutions, is becoming one of the most pressing issues of today. An inclusive education system is being introduced in the system of non-philological educational institutions in order to introduce inclusive education. At present, the level of development of students' knowledge in the Republic, the opportunities, features and special attention to the teaching of foreign languages is developing day by day.

KEYWORDS: *ability, special education, inclusive education, social segregation, individual opportunity*

INTRODUCTION:

The culture of inclusive education is in line with the Salamanca Declaration is seen as evidence that supports and endorses the reform of a student's character. Its goals are not to prevent social segregation caused by differences in gender, race, culture, social nationality, religion, individual opportunity and ability. However, the concept turned out to be unsuitable for universal use.

According to world experience, enrollment in schools is often seen as a disability education in secondary schools along with their peers (Judy Kugel'mas) but the essence of inclusive education is that knowledge and knowledge are still insufficient in society. The terms "inclusive" and "integrated" are often used interchangeably.

The views of the famous Eastern scholars Ibn Sina, Imam Bukhari, Abu Nasr Farobi, Alisher Navoi, Abdullah Avloni on the impact of education on the development of each child's personality are the methodological basis for the development of inclusive education.

For a very long time, the education of children with special needs in special segregation educational institutions was considered more effective than in general education institutions. Worldwide from 1970-1980 the promotion of the idea of humanity and non-discrimination has led to a greater focus on children with special needs.

LITERATURE ANALYSIS AND METHODS

In the process of analyzing this article, the logic of scientific knowledge, methods of historicity, consistency, and objectivity have been widely used. In inclusive education with a brief analysis of the problems of teaching and educating children with disabilities. Kryjanovskaya L.M. "Psychological correction in conditions of inclusive education. Handbook for psychologists and educators" was taken as a logical analysis.

DISCUSSION AND RESULTS

In an inclusive education system, the following goals and objectives need to be addressed are:

- Education of children and adolescents with disabilities in the educational institution creation of necessary psychological-pedagogical, correctional conditions for them, general education programs and correctional work aimed at their ability mental development through implementation, implementation of social adaptation;
- guaranteeing the equal rights of students in education;
- disabled and healthy children with the active participation of society and the family satisfaction of needs, early adaptation to social life;
- Children and adolescents with disabilities without separation from families exercise of the right of residence;
- Friendly to children and adolescents with disabilities in society and the formation of a loving relationship.

Problems of inclusive education. In many countries, the introduction of inclusive education is not specified in government regulations;

Negative treatment of children with disabilities;

The problem of invisibility of children with disabilities in the community;

Children with disabilities should not be seen in school the problem;

Financial problems;

Adaptation of educational institutions;

Large number of students in the class;

Poverty;

Discrimination based on gender differences;

Addiction of children with disabilities;

Emergencies, conflicts, refugees;

Personnel issues. The right question is why involve children with disabilities in an inclusive education system to do? What is the need to move to an inclusive education system by addressing the above issues?

Indeed, solving the problems facing this education system will not be easy. But there are many benefits to this education system, including:

- Inclusive education allows to get rid of the burden of poverty;
- Inclusive education improves the quality of education for all;
- Prevents discrimination;
- Inclusive education leads to more inclusiveness.

Principles of inclusive education:

1. Human dignity does not depend on one's abilities and achievements.
2. Everyone has the ability to think and feel.
3. Everyone has the ability to hear and communicate.

4. Everyone needs each other.
5. Complete and genuine education of a person is possible only through real cooperation.
6. Everyone needs the support of their peers.
7. The success of all learners is not that they cannot do something, but that they can do something.
8. Collaboration enhances a person's life in every way. The inclusive education system includes the following educational institutions;

pre-school education, general secondary education, secondary special vocational education and higher education. The purpose of these educational institutions is to educate children and prepare them for the profession creating an open learning environment by removing the barrier between them.

Secondary schools do not have access to separate programs and textbooks. An inclusive education system differs from an integrated education system in its content, goals, objectives, and program of action.

There are still many challenges and barriers to the implementation of inclusive education in the world. These include: Negative attitude; Not to be seen in the community; Financial problems; Physical adaptation; Number of students in the class; Addiction; Discrimination based on gender; Emergencies, conflicts and refugees.

Negative attitudes are probably the biggest obstacle for children with special needs to be educated in the general education system. The essence of the problem of negative attitudes is that parents, community members, teachers, general education staff, even children with special needs in government are reluctant and unwilling to be educated in their own general education institutions. This is due to misconceptions about people with disabilities, lack of information about them, growing in a confined space, and so on.

The problem with invisibility in the community is that many children with special needs are often locked up by their parents. They will not be shown to anyone under house arrest, and no information about the disabled child will be provided during the registration process.

As a result, many children with disabilities are deprived of participation in the community. Lack of information about them means that they do not attend educational institutions.

CONCLUSIONS

Experience in the implementation of inclusive education has shown that the goal can be achieved if any shortcomings of STUDENTS with disabilities are identified in a timely manner and referred to professionals. That is, inclusive education is more effective.

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