

Including in an institution of higher education educational development.

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Abstract: The article discusses the need to introduce inclusive education in higher education institutions. National and international legal bases of inclusive education are studied and analyzed. In the author's article, the current situation of inclusive education in Uzbekistan's higher education institutions, as well as the factors hindering the introduction of this form of education, and a number of tasks for their elimination are determined. Necessary recommendations on the introduction of inclusive education in educational institutions, its effective integration and adaptation to the traditional form of education have been developed.

Key words: Inclusive education, persons with disabilities, disability, physical disability, mental disability, educational programs, special programs, gender equality, educational policy, organizational-management mechanism.

One of the main challenges facing the education system today is the creation of educational opportunities for each member of the community. Providing education to persons with disabilities is one of the pressing problems of the educational system. The term "disabled person" was introduced into our daily way of life. Various definitions of disability have been given in periodicals and scientific research works, many of which extensively cover the content of the concept. In particular: in the United Nations Convention on the rights of persons with disabilities "disability is a condition that occurs as a result of interaction between people with impaired bodily functions and barriers to attitude and infrastructure", "disability is a person with a physical and (or) intellectual disability that prevents the development of educational programs, without creating special conditions for education. Absence-physical or mental disability, approved by the psychological-medical-pedagogical Commission in relation to the child and the medical-social expert commission in relation to adults.

Physical disability is a temporary or permanent deficiency that is confirmed in the prescribed manner in the development and (or) functioning of a human body or chronic somatic or infectious disease. Intellectual disability is a temporary or permanent deficiency in the mental development of a person, including speech disorders, the emotional-volitional sphere, including autism, the consequence of brain damage, including poor mental development, causing difficulties in reading." In this regard, the education of people with disabilities is a complex, time-consuming process that requires an integrated approach from the educational system to solving this multifaceted problem. Currently, the world community has noted the need to create all the conditions for the education of people with disabilities on a legal basis. In particular, Article 26 of the International Declaration on human rights, Article 28 of the International Convention on the rights of the child, the International Convention on the rights of people with disabilities, enshrined the legal principles of assisting children with education with disabilities, developing training programs and assessment criteria for the education of these individuals based on their capabilities. Since the second half of the 20th century, in order to provide opportunities for professional education on the basis of universally recognized standards in many countries of the world, the idea of integrating individuals with health disabilities into mass educational institutions has been developed and widely used in practice. Today, educational institutions in most countries are abandoning segregation (segregation, exclusion, non-inclusion) and moving to the integration of people with disabilities into the educational processes of mass educational institutions. This, in turn, requires a new approach to the education of children with disabilities in educational institutions. One of the new approaches in this area is "inclusive education".

Inclusive education is an educational system that requires the creation of additional facilities in educational institutions for children with different needs to receive education in general, secondary and higher educational institutions. Today, the introduction of the inclusive model by most countries in the educational process faces

the following problems: most educational institutions are designed and equipped for healthy, non-disabled students; the problem of non-inclusion of persons with disabilities in society; dependence of persons with disabilities on other people; lack of material funding of persons with disabilities; large number of students in Problems with professors when training individuals with disabilities (most teachers are not adapted to training students of such a Category). The realization of the possibility of higher education for disabled people is a very urgent socio-pedagogical problem in the current conditions, which is made up of seven to ten percent of the world's population with disabilities. Therefore, it is necessary to expand the opportunities for higher education for people with disabilities by adapting the higher education system to the needs of Social Development, the needs and life goals of this category of students.

The new education system of Uzbekistan is aimed not at simply instilling academic knowledge in students, but at developing in them the skills that they will need in everyday life and the future. The system is aimed at developing young people who can communicate freely, think, find creative solutions to any issues and problems in life, and work in a team. This is reinforced by a new program of textbooks, which are based on the “4K” model (communication, collaboration, critical thinking and creativity).

The Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan is responsible for the development of inclusion in the system. Now the task is to create comfortable living conditions for people with disabilities in educational institutions, as well as to train special personnel. It is important to encourage specialists to continue working and attract new teachers. Thus, teachers of inclusive education classes are paid a monthly bonus for special working conditions. For one child with special educational needs in the class - 10% of the official salary. Various projects are being implemented in Uzbekistan, including not only at the state level. The Zamin Foundation plays a significant role in this. For example, last year he began implementing the “Inclusive Education” project in Uzbekistan. The Constitution stipulates that the state guarantees free general secondary and primary vocational education. For children with special educational needs, educational organizations provide inclusive education and upbringing.

Despite the steps taken by the state to create inclusive education, the work must be carried out by the people themselves.

There are many stereotypes in society regarding people with disabilities, which has a negative impact on the development of the system. Therefore, the more tolerant society becomes, the easier it will be to implement programs. And, most importantly, the easier it will be for children to find a common language, regardless of their characteristics.

List of literature

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