INCLUSIVE EDUCATION – THE BASIS OF EQUALITY

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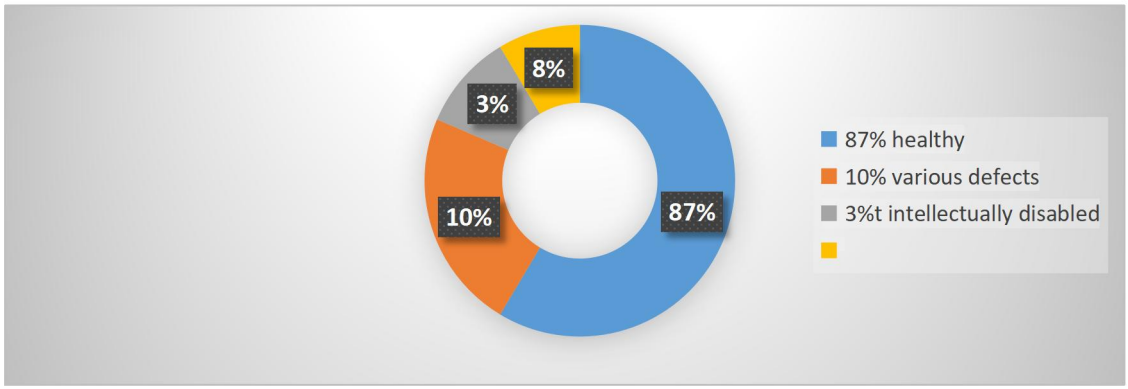
Abstract: This article discusses the conditions being created for the education of children with disabilities in the new Uzbekistan and reforms aimed at further improving the quality of their education**.**

Keywords: disability, UN, pedagogical classification, individual approach, inclusive education, anomaly, disability, laws, reforms, UNESCO, UNICEF

Introduction. The idea of inclusive education is widely supported internationally. In particular, UNESCO has emphasized the need to ensure that all children receive quality education. The main goal of inclusive education is to integrate children with disabilities into society, increase their social activity, and create equal opportunities in the educational process. In such an education system, teachers organize the lesson process taking into account the individual characteristics of students. If necessary, special methods, additional materials, and technologies are used. This helps each student to actively participate in the learning process. Inclusive education is beneficial not only for children with special needs, but also for all students. Because in such an environment, children learn mutual respect, tolerance, and cooperation. As a result, the principles of humanity and equality are strengthened in society.

In Uzbekistan, President Shavkat Mirziyoyev's address to the UN Human Rights Council session focused on strategic areas, including the ratification of the Convention on the Rights of Persons with Disabilities. Considering that there are nearly 1 billion people with disabilities worldwide, this is an extremely significant initiative. It is necessary to consistently promote the content and essence of this initiative, Strengthening parliamentary oversight in protecting the rights of persons with disabilities is an urgent task.

Main part. In the current globalization environment, socio-political and cultural development and economic reforms are rapidly increasing, and changes are rapidly entering our daily lives. At the same time, negative changes in the family and environment are leading to an increase in the number of physically and mentally disabled people. This is one tenth of the population of our planet. According to the following statistical analysis, data from the World Health Organization show that the number of such people in the world is 13%. Of these, 3% are children with intellectual disabilities, and 10% are children with various mental and physical disabilities.



In world practice, the demand for creating a learning environment that is flexible to the needs of learners is increasing day by day. UNESCO's programs aimed at ensuring human rights and freedoms provide ample opportunities for children and adults with special educational needs. As stated in the Universal Declaration of Human Rights, "...every child with disabilities has the right to education."[1] As we all know, people with disabilities in Uzbekistan have been provided with social protection since childhood. According to Article 19 of the Constitution, “The Republic of Uzbekistan recognizes and guarantees human rights and freedoms in accordance with the generally recognized norms of international law and this Constitution. Every person from birth rights and freedoms”[2]. Accordingly, all citizens of our country have the same rights and freedoms and are equal before the law, regardless of gender, race, nationality, language, religion, belief, social origin and social status. Privileges are determined only by law and must comply with the principles of social justice.

Currently, in all regions of our republic, in accordance with the requirements of the time, inclusive education curricula and conditions for differentiated and integrated inclusive education of children in need of special assistance are developing rapidly in all areas. At the heart of the reforms being implemented in our country, first of all, is the resolution of urgent issues such as the harmonious growth of the future generation, the formation of children capable of conquering the world arenas no less than anyone else. In particular, the social protection of orphans and children left without parental care, disabled, and children with developmental disabilities is considered a priority task of the state and society. The Convention on the Rights of the Child, which is unique to the children of the world, The Law of the Republic of Uzbekistan "On Education"[3], other normative documents state that all children, including children with physical or mental disabilities and those in need of special assistance, have the right to work, receive education, and find their place in life. . Decree of the President of the Republic of Uzbekistan No. PF-5270 dated December 1, 2017 “On measures to radically improve the system of state support for persons with disabilities”, Decree No. PF-6108 dated November 6, 2020 “On measures to develop the spheres of education and upbringing and science in the new period of development of Uzbekistan[4]” Resolution PQ-486 of October 13, 2020 "On Education and Upbringing of Children with Special Educational Needs" and other documents define the tasks of personnel issues, the content of education, and methodological and didactic support of the process. A person is strongly influenced by psychological and pedagogical factors during childhood. The

[1] https://lex.uz/docs/-7338189 (Access date: 11.03.2026)
[2] Law of the Republic of Uzbekistan "On Education", Law No. URQ-637.
[3] Law of the Republic of Uzbekistan "On Education", Law No. URQ-637.
[4] Decree of the President of the Republic of Uzbekistan No. PF-5270 dated December 1, 2017 “On measures to radically improve the system of state support for persons with disabilities”.

practical experience given during childhood skills serve as a foundation for children with disabilities throughout their lives. Inclusive education creates a fair environment for children with disabilities in society, which helps the child feel equal. For example, when children with special needs are educated in inclusive classes in general education schools, they have the opportunity to receive education in the same conditions as their healthy peers. The importance of inclusive education is that the child develops as a person, his disabilities are alleviated, he adapts to education and upbringing, and finds his place in society. As a result, a child with special needs is formed as a person who can use his abilities and actively participates in society, along with his healthy peers. **Methodology.** In the process of preparing this article, only scientific, educational and statistical literature was analyzed. The article is based on theoretical analysis, previously published sources on the topic were studied, compared and summarized. The study did not involve practical observation or experimentation, the main focus was on analyzing existing scientific ideas and bringing them into a single system. **Conclusion.** It is the duty of all societies around the world to provide comprehensive support to persons with disabilities living in their territories. Currently, the UN is abandoning the term "disability" and using the term "disability" instead. An inclusive education system is an important concept that ensures that every child receives an equal education. It not only helps to adapt children with disabilities or special educational needs to society, but also forms tolerance, respect and cooperation skills in all students. The development of inclusive education in the Republic of Uzbekistan is regulated by a number of documents. It is observed that children with disabilities have a deficiency in one limb, but other limbs work more strongly than healthy children. If children with disabilities are not marginalized, but rather their strengths are identified and given greater emphasis, then great achievements can be expected from such children. To achieve this, a child with disabilities should be able to integrate with their peers, that is, in general education. It is important for children to learn together in schools. This is because children look up to their peers, try to be like them, and develop together with them. They develop the most important skills, such as asking for help from others and communicating with them. And such an environment is created by the inclusive education process in our society.

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