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## LEADING DIRECTIONS FOR THE DEVELOPMENT OF INCLUSIVE EDUCATION



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### ABSTRACT

*The study of inclusive education is one of the new, most pressing problems in the field of pedagogy. This article discusses inclusive education, its approaches, key elements and principles.*

**Keywords:** *inclusive education, inclusive approach, Mainstreaming, integrated approach, principles of inclusive education.*

At the present stage of the rapid socio-economic development of the world community, in the development of science, technology and culture, each state pays special attention to improving the requirements, content, forms and methods of teaching the education system. The concept of international education until 2030 includes “inclusive, access to quality education, the development of science, technology and innovation” [1], the UN Convention on the Rights of Persons with Disabilities and other internationally adopted regulatory legal acts. The implementation of these measures plays an important role in integrating inclusive education with the general education system, optimizing the educational process.

Strategies for the development of inclusive education in the world practice, conceptual features of inclusive education and the main directions of modernization, modern and global trends and reforms in the development of inclusive education, the formation of humane relations in families, communities and groups, effective scientific, technical and research pedagogical research is underway. In this regard, it is important to refer to the experience of almost half a century of foreign countries, to study and critically analyze it, to use it for the national education system, taking into account the specifics of the domestic situation.

Inclusive education is derived from the English word inclusive, inclusion, which means to harmonize, attract, encompass, and in Latin, enclude, to involve, that is, to remove barriers between special needs and ordinary children. Inclusive education is

one of the issues that has risen to the level of public policy. It is an education system that represents the involvement of adolescents in the learning process aimed at adapting to social life, regardless of developmental disabilities or economic difficulties, which require special attention.

Inclusive education means open learning processes for all. Inclusive education also provides access to education for all types of children. In the process of inclusive education, children with disabilities are fully involved in the educational process. This in turn means that the conditions of an inclusive school need to be adapted for children with disabilities as well. However, in many cases the terms integration and inclusion are misleading. The difference of inclusion is that children with disabilities are fully involved in the educational process. The main purpose of the inclusion is to ensure that in the future, each school is ready to accept different children. This, in turn, requires a change in the attitude of school administration, teachers, parents towards children with disabilities.

In developed countries, since the 1970s, the process of adopting various normative legal acts on the development of inclusive education has begun. In this regard, there are 3 main approaches in the US and European countries to involve people with disabilities in society [6, 126-123].

1. Mainstreaming
2. Integration
3. Inclusive

According to Mainstreaming, students with disabilities meet with students with disabilities at various events and celebrations.

On this basis, they will be able to know each other's characteristics and requirements. According to the integrated approach, children with disabilities are enrolled in secondary schools. However, the education system and conditions in schools will not change.

According to the inclusive approach, not only children with disabilities will be involved, but the schools that attract them will also be tailored to their needs. According to the researchers, the development of inclusive education is also important in achieving economic efficiency in education. Today, there is a consensus in most developed countries on the need to develop inclusive education. State and municipal schools provide them with financial support [4,10].

Inclusive education means that all students, including those with disabilities, receive the support they need to receive an education appropriate to their age in

ordinary classrooms in their district's secondary schools, and participate and contribute to all aspects of school life.

Inclusive education has a positive educational and social impact on all students - those with and without basic needs in education.

Inclusive education, as well as kindergarten, means that the school curriculum is designed and designed to ensure that all children participate in activities in school and preschool.

The key elements of inclusive education are: Children with disabilities do not have to enroll in these schools. The number of children in school with disabilities should be related to the natural child population. The fact that children study in mixed groups, that children are educated in classes appropriate to their age, that there is a decentralized model of teaching.

The basic principles of inclusive education include:

1. Succession of the education system;
2. The principle of social partnership;
3. The principle of complexity in creating a barrier-free learning environment;
4. Professional competence of teachers.

Thus, inclusion is the leading trend in the modern stage of development of the education system, which does not contradict the principle of integrated learning in the system of general and special education. As a result, a child with special educational needs should be able to exercise his right to education in any type of educational institution and receive the specialized assistance he needs.

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