

## CONTINUOUS INCLUSIVE EDUCATION AND ITS SCIENTIFIC AND THEORETICAL CONCEPTUAL ISSUES

Eshnaye N.J.

CSPU Department of Psychology Associate Professor

+998(99)853-16-80

n.eshnaye@cspi.uz

Shaxnoza Kobilova

CSPU Faculty of Pedagogy,

Senior Lecturer of Special Pedagogy Department

kabilovashaxnoza4@gmail.com

### Abstract:

The development of individual society as a result of the acceleration of globalization, the reforms carried out in the educational system and its effectiveness, as well as the theoretical and practical issues of the organization of inclusive education are highlighted, the importance of the state and society and the responsibility of the teacher in this, professional ethics and culture, professional the issue of competence, responsibility and duty is discussed.

**Keywords:** Inclusive, state, society, education, teacher, learner, socialization, isolation, alienation, talent, discrimination, ability, information.

### Аннотация:

Освещены развитие отдельного общества в результате ускорения глобализации, реформы, проводимые в системе образования и ее эффективность, а также теоретические и практические вопросы организации инклюзивного образования, значение государства и общества и ответственность учителя в этом, профессиональная этика и культура, профессиональный вопрос компетентности, ответственности и долга обсуждаются.

**Ключевые слова:** Инклюзивность, государство, общество, образование, учитель, учащийся, социализация, изоляция, отчуждение, талант, дискриминация, способности, информация.

### INTRODUCTION

With the rapid development of science in the 21st century, progress in all fields and existing shortcomings are still visible. This is evident in the fact that the issues related to the



involvement of disabled children in education and the purposeful organization of their socialization have not been taken from the perspective of the human principle.

In some sources, it can be understood that these processes are overshadowed by globalization. However, it is appropriate to consider the organization of globalization on the basis of compliance with the principles of science as the main factors to overcome such problems.

According to the researcher M.D. Shelkynov, globalization covers all aspects of the educational system of human life and is helped by the spread of information and communication technologies, which changes people's outlook, cultural and educational needs, and life values. Also, knowledge, training, and information are new sources of power in international trade, an important component of individual and corporate wealth [8].

From this point of view, modernity is often called the "knowledge society" based on information and communication technologies, but here a certain uncertainty of the situation appears. On the one hand, "a knowledge-based society represents the type of society necessary to be competitive and successful in the changing economic and political dynamics of the modern world. It represents a highly educated society, and therefore relies on the knowledge of its citizens, encouraging innovation, entrepreneurship and the activity of the economy of that society[1].

On the other hand, many people have limited access to knowledge and education due to certain circumstances and a number of factors that are related to them and not related to them. This is not what it seems at first glance.

The reason is that today we live in a huge global flow of conflicting information and information that hides and swallows the truth and the real state of the processes. Indeed, modern people of the 21st century are experiencing a lifestyle of fast-changing high technology and space speed, great achievements and discoveries, fraud and paradoxical situation.

## LITERATURE REVIEW

As F.I. Girenok noted - the speed of change of events is so great that we do not have time to separate meanings and understand anything. This is how we live in a regime of simulated spaces of unextracted meaning and culture[2].

All these processes significantly exhaust the human psyche, cause dispersal of thoughts, instability in decision-making, and lead to the decline of humanity. Every day people "consume" unlimited colorful and conflicting information can lead to insanity or mental deviance, that is, the possibility of falling into the world of temptations is increasing more and more.

For example, "Do I really need this? What does it mean to become a "consumer" of this information? What could this lead to? Does "consuming" these resources give me a sense of satisfaction? Should modern human life be constructed in this way in a post-industrial society? Is it possible to achieve political, economic or religious goals? Does it correctly perceive the dynamics of time and development processes? Maybe a new approach to education and self-



education of a modern person? - with such questions, he creates internal appeals that direct the human psyche to the flow of internal conflicts and cause psychological instability.

J. Huizinga, analyzing the current situation in the 21st century, emphasizes that a person loses his "ability to judge", which is his main problem, and his confidence in his values decreases. Also, a person's need to "sing in a common voice and live under the mandatory instructions of others" increases. This mass delusion covers everything and has fallen under its influence»[5]. Based on this idea, it can be noted that "public opinion and desire" literally binds a person in chains and limits his freedom. In the 21st century, this situation is aggravated by the absolutely obstructive activity of the mass media, which provides a person not only with different, but also often contradictory information. As a result, the truth quickly slips away and conflicting information forms "false consciousness" and abstracts the information in human memory.

Also, the state of anthropological disaster on our planet is aggravated by the globalization of a number of problems, including socio-economic, demographic, environmental, health care. Based on this point of view, we can emphasize that nature reflects the catastrophic nature of humanity, it is in the borderline between life and extinction, flourishing and withering, all this increases the instability and crisis of human existence, causes problems related to socialization and adaptation. , alienates a person from society and even from himself.

Today, it is more important than ever for a person to have stability in his existence. The main guarantee of this is an excellent education system that serves humanity and its future. The main and only goal of this education is to raise a patriotic and selfless generation with a healthy worldview, who will manage themselves independently, and to mobilize them for the perspective of society. In modern society, many people face problems related to their psychophysiological conditions under the influence of intense information flow. In this regard, in recent years, developed and developing countries have been discussing the implementation of targeted programs to positively solve issues related to the introduction of socially active inclusion.

One of the socio-political issues of this country is the education system, which is able to organize this process flexibly and provide an adequate form of education for people with various problems. Inclusive education is a social model based on the idea of an inclusive society, which tries to understand and promote social practice that has no alternative, builds relationships, and is based on generally accepted norms of social behavior belonging to cultural, religious, ethnic, linguistic minorities.

It should be noted that the traditional (non-normal) education system of others in special and often closed educational institutions does not create a "social state of development".

This process does not develop communicative, cognitive and professional skills of learners and isolates them from social relations. In itself, this approach has a negative impact on the formation of special education students as individuals, and as a result, they become alienated and isolated from society and increase their hopelessness. It is necessary to pay attention to the modernization of education and inclusion based on the needs of today's times.



Inclusive education recognizes each student as a unique person with his own interests, abilities and needs, an individual approach to the educational process and flexibility in the development of curricula taking into account these characteristics, as well as high professionalism, exemplary ethics, sensitivity from the teacher. , requires the formation of qualities such as the ability to hear and understand. In addition, inclusive education forms its own set of values and ensures that every person, regardless of abilities and achievements, has the right to receive education and maintain an optimal level of knowledge, to express himself.

Therefore, it is necessary to introduce inclusive education not in specialized institutions, but from general education to heis. This process helps young people and adults develop compassion and empathy, increases the efficiency of understanding others, helps in successful socialization and self-awareness, works as a means of effective communication with society and anti-discrimination.

## RESEARCH METHODOLOGY

Due to inclusion, the learner's isolation and alienation from society decreases and self-confidence increases. The introduction of inclusive education is considered a major reform in the field of education and a huge potential source for the development and manifestation of diverse creativity. Inclusive education is humanistic in nature, accessible to all and removes barriers related to the diversity of learners.

According to A. Yu. Shemanov, there are two approaches to the issue of inclusive education:

- inclusive education according to the first approach is a social model of understanding others and protection of their rights, as well as a mechanism of protection against discrimination.
- inclusive education according to the second approach studies the process of formation and development of a person in a certain cultural framework, socialization and development, ideas and norms and values specific to society.[9]

As a result of the introduction of this approach (defectology, oligophrenia and typhlopedagogy), special psychology and pedagogy appeared. It should be noted that within this approach, problems related to standard (norm) and non-standard (pathology) mentality, abilities and inabilities have become the subject of scientific research.

## ANALYSIS AND RESULTS.

In our opinion, both of these approaches serve as a universal and effective factor for the wide introduction, formation, adaptation and socialization of inclusive education in our country. In order for inclusive education to be effective, the policy of inclusive education in society should be implemented on the basis of a targeted and developing dynamic program. First of all, it is necessary to change the outlook of teachers-coaches and improve their professional skills.

The reason is that the personality of the teacher is one of the important problems of inclusive education. In this case, the teacher should have high professional culture, moral stability and professional qualifications.



It should be noted here that in the process of introducing inclusive education, mutual learning is carried out, that is, the teacher teaches the students and exchange of information and information. Sincerity should be a priority in the teacher's work. Confucius' call to "treat the young with respect" should always be kept in mind[4].

## CONCLUSION / RECOMMENDATIONS.

In conclusion, the psychologically healthy environment and mutual emotional relations in the audience are directly related to the personality of the teacher:

- a favorable environment for study and communication, as well as the principles of partnership and cooperation are implemented;
- teacher activity in inclusive education should be based on high ethical principles;
- without losing the sense of self-control, it is necessary to make humanity, tolerance, kindness, politeness, and patience an integral part of professional quality;
- the teacher and trainer working in inclusive education should not forget that he is responsible and accountable for education and the physical, intellectual, emotional and spiritual health of the student;
- with high psychological knowledge and pedagogic skills, he can positively deliver any information without denigrating the personality of the listeners;
- supporting all students and strengthening their self-esteem and self-confidence;
- to implement the source of necessary opportunities in education for the development of scientific abilities and potential;
- the teacher should develop independent activity in his students, increase the desire to cooperate and help others;
- the teacher should be impartial and fair in evaluating the achievements of students, without overestimating or artificially discriminating.

## References

1. Agatstsi E. Ideya obshestva, osnovanogo na znaniyax // Voprosi filosofii. – 2012. – No. 10. - S. 6.
2. Girenok F.I. Udovolstvie mislit inache. - M.: Akademichesky Proekt, 2010. - P. 16
3. Knyazev E.N. Tvorcheskoe mishlenie: naturalisticheskoe videnie // Tvorchestvo: epistemologicheskij analiz. - M.: IF RAN, 2011. - P. 2223.
4. Maslov A. Confucius. Proglyki s mydretsom. – Krasnodar: Neoglory, 2010. – P. 307.
5. Pasternak B. "Doctor Zhivago". - M.: Martin, 2010. - P. 390.
6. Creation: Epistemological analysis. - M.: IF RAN, 2011. - P. 45,
7. Chychin Rysov A. Kniga epoxi novoy archaiki // Obshestvo i kniga: ot Gytenberga do Interneta. - M.: Traditsiya, 2000. - P. 169.
8. Shelkynov M.D. Obrazovanniy chelovek v globaliziruyushemsya mire. Electronic resource: [www.congress2008.dialog21.ru/Doklad/23810.htm](http://www.congress2008.dialog21.ru/Doklad/23810.htm).



9. Shemanov A.YU. The problem of formation of inclusive education and creativity // *Psikhologicheskaya nauka i obrazovanie*. 2014. Volume 19. No. 1. P. 17–25.
12. Mukhamedov Gafurdjan Israilovich, & Usarov Djabbar Eshbekovich. (2020). Technologies for the Development of Competencies in Physics in General Secondary Education using Multimedia Resources. *International Journal of Innovative Technology and Exploring Engineering*, 9(3), 2677-2684.
13. N.J.Eshnayev, TG Maratov, G Mirzarakhimova. (2020). Issues of introduction of psychoprophylactic service system in Uzbek national film art and culture. *Oriental Art and Culture* 03. 156-165.
14. Nortoji Jumaevich Eshnayev. (2021). Peculiar aspects of scientific research of spiritual and moral problems. *ACADEMIC research in educational sciences*. vol.2, no. 2. p. 364-369.

