

## IMPROVING MECHANISMS TO PREPARE FUTURE EDUCATORS FOR DESIGNING AN INCLUSIVE EDUCATIONAL ENVIRONMENT

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### Abstract

This article discusses the improvement of mechanisms for preparing future educators to design an inclusive educational environment.

**Keywords:** Educator, inclusive education, mechanism, design, social adaptation, discrimination.

### Introduction

In recent years, there has been a rapid development in the focus on education. In this regard, numerous efforts are being made in our country to educate children with special educational needs, integrate them into society, and promote their social adaptation. These efforts increasingly prioritize shaping future educators' understanding of inclusive education, preventing discriminatory situations between disabled and non-disabled children in the educational process, and creating more facilities for them. Our government has developed a clear mechanism for implementing inclusive education. In this area, numerous activities are being carried out to enhance educators' qualifications in inclusive education and to retrain them. These changes require educators to adapt to the conditions of inclusive education and to improve their qualifications in this field.

Education is a process aimed at equipping students with theoretical knowledge, practical skills, and competencies, fostering their cognitive abilities, and shaping their worldviews<sup>1</sup>. Inclusive education is the education of students with disabilities in the same environment and conditions as healthy children and receive education according to the same curriculum. We see the specific positive aspects of inclusive education in the following factors. First, the creation of an environment where children with disabilities receive education in the same environment as healthy children, secondly, the establishment of the principle of mutual assistance and non-discrimination among students, thirdly, the guarantee of the right to education of all citizens, fourthly, the integration of children with disabilities into harmonious education with healthy children.

In recent years, the focus on educating students with physical and mental disabilities in our country has been changing somewhat. This is certainly a good thing. Currently, almost all

<sup>1</sup> B. X. XODJAEV UMUMIY PEDAGOGIKA

Pedagogika ta'lim sohasi bakalavriant ta'lim yo'nalishlari uchun darslik  
Toshkent – 2017. 27- bet.



students with disabilities in Uzbekistan are educated in specialized boarding schools<sup>2</sup>. It requires intensive organization of continuous observation and regular interviews with students who are admitted to an inclusive class for the first time. Direct communication of primary school teachers with children with disabilities with their parents and school defectologists or psychologists requires the constant establishment of communicative contacts.

Only then will a child with disabilities be able to freely enter an educational institution and have good relations with their peers. Inclusive education ensures that children with disabilities receive education on a par with their social peers, and (if there are no serious reasons for their development) they are admitted to general education schools. Children with extremely complex disabilities, in some cases, receive education in special schools and special rehabilitation centers or special classes under general education schools using correctional programs. In these schools, educational provision is necessarily carried out taking into account the needs of the child. In the process of general education school, it is assumed that the child with disabilities will be provided with individual correctional methods and an adapted curriculum, program and other factors, organized in collaboration with the surrounding community, and implemented on the basis of the use of special assistive devices (hearing aids, lenses, magnifying glasses, wheelchairs), various technical means and special visual aids<sup>3</sup>.

It was envisaged to further improve the regulatory framework in the field of preschool education, create conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children, increase the coverage of children with quality preschool education, and ensure equal access to it. In accordance with the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030", a Concept for the Development of Inclusive Education in the Public Education System for 2020-2025 was developed in Uzbekistan in order to develop inclusive education, improve the system of education and upbringing of children with special educational needs, and improve the quality of educational services provided to them.

This concept sets the following tasks to improve the quality of educational services provided to children with special educational needs:

- development and approval of requirements for the premises of educational institutions where children with special educational needs are educated;
- implementation of measures aimed at providing educational institutions where children with special educational needs are educated with the necessary literature, methodological manuals, equipment and supplies for training in various professions;
- organization of an inclusive education system for the education of children with special educational needs, provision of general education institutions with special devices (lifting devices, ramps, handrails, etc.), as well as appropriate personnel (special educators, specialists in psychological and pedagogical observation of children);

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<sup>2</sup> A.Q. Xoliqov. INKLYUZIV TA'LIMNI AMALGA OSHIRISHDAGI MUAMMO VA YECHIMLAR TAHLILI. Maktab va hayot ilmiy-metodik jurnal 4-2021.14- bet.

<sup>3</sup> F.U.Qodirova, Sh.Z.Matupayeva, Sh.T.Shermuxeimmedova, B.Z.Fozilov, B.M.Abdullaev, Z.X.Xusnuiddinova. MAXSUS PEDAGOGIKA ASOSLARI O'QUV QO'LLANMA .Chirchiq – 2022. 187- bet.



- gradual provision of boarding schools with special equipment for the adaptation and integration of children with special educational needs, etc<sup>4</sup>.

Based on the above, we make the following suggestions and conclusions:

o Development and practical application of convenient curricula of inclusive educational institutions;

- Implementation of creative educational programs adapted to students of inclusive classes;
- Systematic transition to modern inclusive educational activities based on the use of effective teaching methods;

In conclusion, the comprehensive development of each growing young generation depends on educational activities and the conditions created in it. In this regard, the education of children with physical disabilities in the same conditions as healthy children, their adaptation to an inclusive environment, largely depends on the professional experience of teachers. Therefore, it is no exaggeration to say that the quality education of each child, their integration into an inclusive society, and their taking their place in independent life directly depend on the activities of teachers.

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<sup>4</sup> N.B.GOIPOVA INKLYUZIV TA'LIM. GOSPITAL PEDAGOGIKA ( darslik ) NAMANGAN – 2024. 84-85 betlar

