



IMPORTANCE OF TEACHING ENGLISH IN INCLUSIVE EDUCATION SYSTEM

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Abstract: *In this article, the new educational system introduced in our country, i.e. the improvement of the inclusive education system, and the introduction of this educational system in pre-school educational organizations, new decisions and decrees have been adopted in order to develop the inclusive education system. , tasks are assigned, problems, solutions are discussed. In addition, the importance of teaching English in inclusive education and the effectiveness of interactive technologies are analyzed.*

Key words: *education, education, inclusive, development, improvement, action.*

In our country, attention is paid to the education system at the level of state policy. During the past period, on the establishment of an effective system of preschool education aimed at bringing the growing generation in our country to a healthy and comprehensively mature adult, introducing effective forms and methods of education and upbringing into the educational process. extensive work has been done. At the same time, the conducted analysis, ensuring children's coverage of preschool education, filling preschool educational institutions with modern teaching and methodical materials and fiction, solving the issues of attracting qualified pedagogues and management personnel to the field shows the need.

In order to further improve the preschool education system, ensure children's equal access to quality preschool education, develop the non-state sector of preschool education services, as well as the President of the Republic of Uzbekistan on September 30, 2018 "Management of the Preschool Education System" "On improvement measures" was adopted. In this decision, the concept of developing the preschool education system of the Republic of Uzbekistan until 2030 was developed.

In accordance with the decree of the President of the Republic of Uzbekistan dated April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030", the development of inclusive education in Uzbekistan, special educational needs In order to improve the



system of education for children with special needs and to improve the quality of educational services provided to them, the concept of development of inclusive education in the public education system was developed in 2020-2025.

In 2020-2025, a "road map" was developed for the implementation of the concept of development of inclusive education in the public education system in 2020-2021. The target indicators (indicators) for the development of the education of children with special educational needs until 2025 have been approved.

It was determined that the concept will be implemented step by step on the basis of a separate "Road Map" approved annually starting from 2022 based on the achieved results, target indicators and the main directions for the relevant period.

The concept will be implemented in two stages, including: during 2020-2022: improvement of the normative base in the field of inclusive education system; training, retraining and retraining of qualified pedagogues for the inclusive education system;

strengthening the material and technical base of institutions where inclusive education is introduced, providing them with special devices (lifting devices, ramps, handrails, etc.), necessary literature, methodical manuals, equipment and supplies for training in various professions .

During 2023-2025:

gradually introducing the inclusive education system in other general secondary education institutions;

implementation of measures aimed at ensuring the right to inclusive education of every child with special educational needs;

optimization of the number of specialized state educational institutions for children with special educational needs was determined based on the physical and mental needs of students and the geographical location of educational institutions.

Problems of inclusive education. In many countries, the introduction of inclusive education is not recorded in the state normative documents; Negative attitude towards disabled children; The problem of invisibility of children with disabilities in society; The problem of children with disabilities not being seen at school; Financial problems; Adaptation of educational institutions; Large number of students in the class; Poverty; Discrimination based on gender differences; Dependence of children with disabilities on others; Emergency situations, conflicts, refugees; Personnel issues. A legitimate question arises, why should children with disabilities be included in the inclusive education system? What is the need to solve the above arguments and move to an inclusive education system?

Indeed, it is not easy to solve the problems facing the education system.



But there are many advantages of this education system, including the following:

- Inclusive education allows to get rid of poverty;
- Inclusive education improves the quality of education for all;
- Prevents discrimination;

Inclusive education leads to more inclusiveness.

The mission of inclusive education is to provide quality education to all children, regardless of their abilities and status. At the same time, the principle of inclusion implies that children with limited opportunities should live in a family and receive education in a normal school together with their peers in order to have a positive mental and social development. The inclusive education system means that a child in a wheelchair can study in any nearby school, if he/she has learning difficulties, he/she has special help to learn to read and write, and a child who does not attend classes ensures that appropriate support is provided to return to school.

Today, the interest and attention to the use of innovative methods, innovative technologies, pedagogical and information technologies in the educational process is increasing day by day, one of the reasons for this is that the traditional education if the students studying in lim are taught to acquire only ready-made knowledge, modern technologies teach them to search for the acquired knowledge by themselves, to study and analyze independently, and even to draw conclusions by themselves.

Innovation (English innovation) is innovation. Innovative technologies are the introduction of innovations and changes to the pedagogical process and educational and student activities, and in its implementation mainly interactive methods are fully used (Kholdorova, 2018).

Interactive methods are called collective thinking, that is, they are methods of pedagogical influence and are a component of the educational content. is done by showing.

This process of pedagogical cooperation has its own characteristics, which include:

- Encouraging the student not to be indifferent during the lesson, to think independently, to create and search;
- Ensuring that the student-student has a constant interest in knowledge during the educational process;
- The organization of activities of the teacher and student in constant cooperation.

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