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Annotation: *this article provides for the implementation of tasks aimed at improving the standard and quality of life of persons with disabilities, providing them with medical and social assistance and rehabilitation, improving education, expanding inclusive education, creating an information environment, international legal framework for the introduction of inclusive approaches to the educational process, international legal documents, as well as the laws of modern Uzbekistan, confirms the right to education regardless of socio-economic status and the right to receive information that does not discriminate against it on any basis.*

Keywords: *inclusive education, integrated education, method, surdopedagogy, correction, individual, visualization, children with weak hearing.*

The decision of the head of state dated October 13, 2020 PD-4860 “on measures to further improve the system of education and education for children with special educational needs” made the targeted and targeted implementation of reforms based on world standards in the educational system of our country a topical issue. On the basis of this document, the implementation of tasks aimed at improving the standard and quality of life of persons with disabilities, providing them with medical and social assistance and rehabilitation, improving their education, expanding inclusive education, creating an information environment is determined.

In the social reforms carried out by the government of the Republic, special attention has been paid to solving issues of achieving the perfection of the younger generation, in particular, the problems of education and upbringing of persons in need of special attention. Among children who need special help, to one degree or another, children who are deprived of hearing are the majority.

This category is the main problem of providing Correctional assistance to children in special educational institutions based on our national value and territorial conditions, full development of general and private goals, objectives, content and principles of Education, Scientific Foundations of working methods suitable for the capabilities of these children, standing on the agenda of the special education system and waiting for its operational solution.

The essence of the modern system of education and upbringing of children with problems in development, its it is important to understand the specificity and achieve the effectiveness of the system of special education, in particular, language training in a special way, to in-depth study and analysis of ideas, approaches put forward by advanced surdopedagogists and scientists who have lived the history of the development of surdopedagogy at different times in its improvement.¹

As evidenced by the entire history of pedagogy, its advanced manifestations have all the time carried out research aimed at determining the principles, conditions, factors, methods, organizational

¹ Р.С.Шомахмудова. «Интеграция детей с ограниченными возможностями в Узбекистане»
Материалы международного форума «Современные тенденции социальной защиты и инклюзивное образование детей» Т., 2008. С. 28- 29.

forms of education that ensure the harmonious development of a person in accordance with the socio-historical conditions of society. At this point, it is permissible to cite two aspects of the concept of "Education": on the one hand, this is the process of transferring social experience to an growing generation, that is, the process of teaching, and on the other hand, it is the process of education that a person acquires social experience, that is, an approach to education. On the basis of such an interpretation given to education lies the understanding of its content as one of the factors of the development of society. The educational process is forced to provide an opportunity for a child with such developmental problems as a healthy child to self-manifest itself in the leading types of activities characteristic of his age, opportunities. This possibility is defined as a two-way process: on the one hand, this process is understood as the transfer of knowledge, skills, skills of mental activity from the sciences, and on the other hand, it is understood as a positive decision-making and explanatory assimilation by the participants in their educational process. The assimilation of educational material in an emotionally favorable process depends on a number of factors:

- Tolerance attitude of students and community of general secondary schools towards a child with special needs.
- Direct targeted participation of parents or loved ones with special needs in inclusive education.
- A narrow range of specialists of an inclusive class teacher (speech therapist, defectologist, psychologist, pediatrician, neuropathologist, psychiatrist, rehabilitator...) work in close cooperation with.
- The presence of information about inclusive education by the head of an inclusive school, subject teachers, psychologist, leader and other employees.
- A healthy and stable psychological environment that allows a child with special needs to feel comfortable in the classroom.

On the basis of the listed factors, one should not forget about the specific aspects of creating an inclusive educational environment. They are:

- the magnitude of the need to prioritize the optimal visualization of the presentation of educational materials in all subjects for children;
- dependence of the possibilities of mastering children with special needs in subjects on the level of speech development;
- an important condition for relying on individualization in determining the levels of difficulty of educational assignments in subjects;
- the dependence of the effectiveness of the teaching of each educational subject on the content and organization of the preparatory period;
- the relevance of relying on interdisciplinary integration in ensuring the implementation of state educational standards in subjects.

One of the urgent issues is the integration of children with hearing problems in their development in subsequent years into general educational institutions and their education with their peers in inclusive classes and groups, and their integration into society as a whole. On the basis of an integrative approach to children with disabilities, experiment - testing work is carried out by foreign specialists and positive results are achieved.² The content of the teaching of children with disabilities,

² «Xalqaro forum materiallari». Toshkent. Respublika bolalarni ijtimoiy adaptasiyalash, 2005.

which is available in current practice in Russia, emphasizes the development of methods and methods suitable for general education institutions by analyzing and creatively approaching the teaching of children with disabilities in general education macabs , drawing up a separate personal training plan, programs. T.S.Zikov The introduction of new methods in the modern system of defferential education based on the exprimenti and many years of experience carried out in primary classes with children with disabilities, the use of special means of hearing in the process of teaching children with disabilities in a general educational institution, the introduction of new methods in the modern system of defferential education,, it has shown that on the basis of the development of auditory perception, the formation of various forms of speech is important. L.A.Aksenova specially created conditions, as described by Aksenova, it will be possible to enter into speech communication with the help of sound amplification, the arrival of the speaker directly closer to the ear, the use of sound amplifying instruments, hearing.

With an inclusive approach, it is necessary not to adapt students with various learning difficulties to the existing requirements of the usual school, but to study other pedagogical approaches to reforming schools and teaching in such a way that the special educational needs of all students from whom they arise can be fully taken into account.

Inclusive education is one of the main directions of reform and transformation of the special education system in many countries of the world, the purpose of which is to carry out educational rights without discrimination. The transformation of the special education system in a global context and the development of inclusive approaches to education is based, first of all, on the declarations and conventions drawn up by the most important international legal acts-the United Nations (UN) and the United Nations Organization for Education, Science and culture (UNESCO, sponsor.³

International legal framework for the introduction of inclusive approaches to the educational process

Table 1

№	Name of international legal acts	Place and time of admission
1	Universal Declaration of human rights	(UN, 1948).
2	Declaration of the rights of the child	(UN, 1959).
3	Convention Against Discrimination in education	(UNESCO, 1960).
4	Declaration of Social Development and development	(UN, 1969).
5	Declaration of the rights of persons with disabilities	(UN, 1971).
6	Declaration of the rights of persons with disabilities	(UN, 1975).
7	Convention on the elimination of all forms of discrimination against women	(UN, 1979).
8	Sanberg declaration	(UNESCO, Torremolinos, Spain, 1981).
9	Universal program of action in relation to people with disabilities	(UN, 1982).
10	Convention on the rights of the child	(UN, 1989.).

³ «Ta’lim hamma uchun milliy dasturini joriy qilish masalalari» mavzusidagi ilmiy-amaliy konferensiya materiallari. T., 2005.

11	Universal Declaration on education for all-meeting the basic needs of Education	(World education conference for all, Jomtien, Thailand, 1990).
12	United Nations standard provisions on equal opportunities for people with disabilities	(UN, 1993.).
13	Salamanca declaration of principles, policies and practical actions in the field of education for special needs	(World Conference on the satisfaction of special needs, Salamanca, Spain, 1994).
14	Hamburg adult education declaration	(V International Conference on Adult Education, Hamburg, Germany, 1997).
15	Dakar basics for action. Education for all: fulfillment of common obligations	(World Educational Forum, Dakar, Senegal, 2000).
16	Convention on the rights of persons with disabilities	(UN, 2006).

These international legal acts, as well as the laws of modern Uzbekistan, confirm the right of each person to education regardless of gender, race, religion, cultural, ethnic or language dependence, health, social origin, socio-economic status, and the right to receive information that does not discriminate against him on any basis

A number of scientists and specialists on the issues of teaching children with disabilities in Uzbekistan in the general education system R.Shamakhmudova, L. Mominova, U.Feyzieva, D. Nazarova, F. Kadirava and X. In scientific articles and methodological recommendations, Kalbaeva recognizes that it is important to carry out in the future measures to create certain organizational and methodological foundations for the education of children with weak hearing in an inclusive educational institution.

Including scientifically analyzed the development of small business and business, and the legal basis, at this time financially support small business and business, the latter is amended and the rules for this branch of national legislation are added.

Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

Based on the study of foreign and national studies, it is worth noting In conclusion that such qualities as compassion, assistance to others, support for those in need are an important supporting factor in the effective organization and development of inclusive education in our country.

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