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Abstract. *This article analyzes the concept of inclusive education, the history of inclusive education, its fundamentals in international law, its essence and its peculiarities. The practical work carried out and carried out in this area and the results achieved are revealed by the content.*

Key words: *Inclusive education, child rights, forms of education, methods of upbringing, personality-oriented education, equality, mobility, developmental education*

In any society, the future heirs are treated with great hope that they will grow up to be worthy citizens who will feel responsible for their children, which will add a significant share to the development and prosperity of the state.

In Uzbekistan, which is increasingly known to the world through its development, which is called the Uzbek model, great attention is paid to the protection of children's rights. The fact that various special boarding schools and orphanages operate in our country together with schools, lyceums, gymnasiums, colleges is also proof of our opinion. As in many states, in Uzbekistan there are specially organized schools for children with disabilities. Their task is to prepare children for special educational institutions.

The International Organization for the protection of children, as its main objective, provides the framework for the Convention on the rights of the child. The International Convention on the rights of the child put forward the idea of creating an educational system that takes into account the needs of all children, respecting their rights and abilities. Because in every child – whether he is healthy or disabled – there is a need for repetitive character, interest, opportunity and knowledge.

Education, which takes into account the needs of all children, respects their rights and abilities, aims to achieve social justice and equality, is called inclusive education.

Inclusive education is a process aimed at integrating disabled children into the educational process and adapting secondary schools to disabled children, which aims at social justice and equality.

Inclusive education is based on a social model and it considers the problem not in the child, but in the program and methodology. Such an education system requires some modification. In this, training plans are prepared taking into account the needs of each child, the sides of the methodology associated with psychological problems are correctly adjusted. Inclusive education concludes that all children, including disabled children, can study at any school they want.

The child's disability was caused by mistakes made by society, the environment in it, misunderstandings. So, for his reading, too, the soul of the same society itself is obliged to burn.

Based on the International Convention on the rights of the child, good school education can be described in three different phrases, namely:

- compatible;
- developer;
- inclusive;

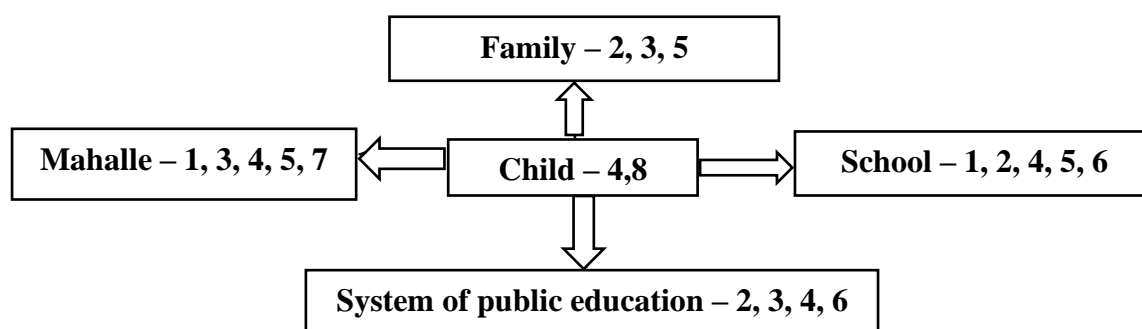
In Article 6 of the convention there are such lines: “survival and development”. This substance is subject to corresponding education. Developing education 29-roundworm stated: "Education should be directed to the high level of development of the individual, to the cultivation of intelligent, intelligent and physical abilities, to prepare the child for active living in a free society.” Substances 2-and 28-belong to inclusive education, in which it is established that obtaining an olsini of discrimination, education is suitable for everyone's abilities.

This means that Inclusive Education recognizes that children with special needs, with disabilities, can receive education not only in special schools, but also in healthy children's schools.

The successful inclusion of school-level integration is influenced by several interrelated factors. The central factor is the opportunity to enter the training program. The physical location of the buildings, the opportunity to study and the funded facility are also the main factors.

Physical conditions in the school play a big role in inclusive education. Simply put, at the door of all schools, students enter through the stairs. But children with disabilities walking on special carriages from these stairs can not be raised, even children walking in crutches can be tormented. This means that it is necessary to create favorable conditions for the comfortable passage of both stairs and doors , along with healthy children, as well as disabled children. In addition, special seats and fixtures in classrooms and laboratories should also be suitable for children with disabilities.

The organization” Save the children " (Great Britain), its organizations in other countries, puts the main obstacles to inclusive education in the system of public education and schools. In our state, which is stepping on civil society, such obstacles can be solved in the neighborhoods, which are the national model of self-government. Ignoring (1), hiding (2), the issue of Location (3), non-adaptation to conditions (4), poverty (5), the multiplicity of the number of students in the Class (6), discrimination (7), dependence (8), unforeseen circumstances (9) can easily overcome obstacles such as neighborhoods, or the solution of these problems based on the table below can be done so taqsimlash (see scheme).



The experience of several countries, including the experience of the Inclusive Education Project in the cities of Naryn (Kyrgyzstan) and Kokand, confirmed that children with special needs, together with healthy peers, can take an active part in all aspects of educational work.

Analysis and preliminary assessment of children with disabilities in the Republic of Uzbekistan began in 1966.

Currently, about 250000 children with disabilities of different appearance (under 16 years of age) are in need of education in Uzbekistan. It is necessary to organize special services in conjunction with education for children with disabilities.

There are 86 special educational and mixed special institutions, 982 special kindergartens, designed for blind, deaf and hearing impaired children, those with poliomyelitis, children with mental retardation, speech disorders and dumb children.

Parents are not able to provide the required level of assistance to their children in need of assistance in rural conditions. Firstly, from the material point of view, the possibility is limited, and on the other hand, from the infancy of children in need of help to determine the defects of ulor, the qualification of teachers and psychologists is not at the required level.

The knowledge and skills acquired by educators, psychologists, teachers in training programs based on special defectology create the opportunity to accurately diagnose and carry out qualitative treatment in the treatment of their activities in a special group.

The main goal of inclusive education is to create conditions for children who need help to acquire effective knowledge.

In these conditions, it is necessary to integrate and rehabilitate children in need of assistance, choosing the appropriate type of effective inclusive training for them, taking into account the level of development of each child.

In November 1996, on the initiative of the National Commission of Uzbekistan for Unesco affairs, the national educational program on the theme "inclusive methods in special education" was successfully implemented in Tashkent. In October 1998, a regional conference on this topic was organized in Bukhara. This conference was held in cooperation with UNESCO, UNICEF (UN children's fund), Butunjahan Health Organization and International Labour Organization. In 2001, A Resource Center for Inclusive Education was established under the Ministry of public education of Uzbekistan. Until now, several training seminars have been held by this center and a number of programs are being implemented.

In June 2004, on the initiative of the Republican Public children's fund "you are not alone", the first international conference on "social protection of orphan children" was organized in Tashkent. Within the framework of this conference, training programs for children with disabilities were also discussed.

In may 2005, the Republican Center for social adaptation of children in Tashkent and the Republican Public children's fund "you are not alone" held an international forum entitled "effective forms and methods of assistance to socially disadvantaged children". On the basis of the recommendations of this forum, the National Commission of the Republic of Uzbekistan for Unesco affairs in cooperation with the Ministry of public education of Uzbekistan under the leadership of UNESCO was presented a special merit to the cultural center of Asia and the Pacific region (Tokyo, Japan). This UNESCO center supported the project "opening of experimental groups in kindergartens and secondary schools for the introduction of inclusive education in Uzbekistan" and is planned to be implemented in the near future.

The main objective of the project is to develop a variety of skills in children with disabilities and to create conditions for the sustainable development of their abilities.

Education is carried out in conjunction with medical and social services. In the family and proverb, training sessions on profiling and rehabilitation work for parents are organized. Parents are trained in pedagogical methods for educating children with disabilities and promoting their mental development, as well as for communicating with peer healthy children for their independence.

The project is aimed at children in need of help, their parents, kindergarten teachers.

The project is carried out by the Resource Center for Inclusive Education under the Republican Education Center in cooperation with the Faculty of Primary Education and defectology of Tashkent State Pedagogical University, the UNESCO office in Uzbekistan and the National Commission for Unesco affairs, as well as other responsible organizations.

The UN Convention on the rights of the child adopted in 1989 protects and supports all children, including children with special needs. Exactly in Articles 2, 23, 28, 29 the rights of children with special needs are established.

Article 2 of the convention on the rights of the child is the main article for children in need of special assistance. In it, each article in the present Convention states that it applies to all children regardless of race, religion, nationality, ethnic or social origin, "All rights belong to each child. Taking the necessary measures to ensure the protection of the child from all forms of discrimination or punishment is part of the obligations of the participating states".

It is also stated in paragraph 23 of the Convention on the rights of the child on the education of children with special needs that "it is necessary to identify the special needs of a disabled child and help in every possible way to receive education that is considered vasita, which leads him to include him in social life and develop as a The participating countries ensure that the child, who is not mentally and physically well developed, lives in conditions that ensure his dignity, create self-confidence and alleviate his active participation in the life of society".

Training of children with special needs in the system of Secondary Schools provides for their remuneration. Therefore, the Convention on the rights of children is the main legal normative document that provides for the rights of children with special needs.

Statement of Salamanca and the work plan is an international document on inclusive education. This document was established in 1994 in Salamanca, which was aimed at promoting the idea of "Education for all", aimed at the organization of Education of persons with special needs of UNESCO, the conference considered the political, organizational, legal, methodological changes necessary for the development of inclusive education concept. On this basis, the educational system and its content have been radically revised and the legal normative framework necessary for the education of children with special needs in the general education system has been created.

The basic principles of this plan of action include the following in the sentence: "schools are obliged to accept all children regardless of their physical intelligence, social, emotional, language and other defects..."(Salamanca statement, item 3) the Salamanca Conference considered the changes in the policy required for the development of inclusive education, as well as methods for adaptation of secondary schools to children with special needs. In it, two directions were marked:

- The educational system and educational programs are oriented to the same operation, which is compiled taking into account the different specifics and needs;
- Allow children with special needs to go to ordinary schools.

At the International Forum held in Dakar-Senegal on April 26-28, 2000, it was noted that wide - coverage work should be carried out jointly and internationally in order to complete the National Action Plan-program "education for all", as well as all developed countries should undergo equally compulsory education until 2015. The study of experiences on this problem and support for the initiative is being carried out by UNESCO and the Unicef organization.

In 1996, the Ministry of Public Education of the Republic of Uzbekistan, the Republican educational center and the UNESCO organization jointly held a Republican seminar to pay attention to the issues of teaching disabled people in the general education system. Since that time, the relations of scientists, senior staff in the special education system, educators, heads of general education institutions and non-governmental community organizations aimed at meeting the need for disabled education have changed.

In 1998, a major conference was held in Bukhara on the initiative of UNESCO. The purpose of the conference was to establish multidisciplinary contacts in Central Asia in the implementation of various organizational methodological works on the social application, rehabilitation, involvement in education, organization of material, technical assistance and adaptation of children in need of special assistance to a full-fledged society.

The conference was attended by experts of UN, UNICEF, VAZ organizations as well as representatives of various state and non-governmental organizations, administrative bodies in Russia, Kazakhstan, Tajikistan, Turkmenistan, the Kyrgyz Republic and the Republic of Uzbekistan.

The social application of children with disabilities and education of all series in equal conditions and the exclusion of any child from education were seriously discussed and resolutions were adopted. Representatives of the Republic of Uzbekistan KHTV and various administrative organizations at its disposal also participated in this international conference, exchanged views on their experiences and developed measures to solve this problem in the Republic. Therefore, in Uzbekistan, involvement of children in special need of special assistance in full-time special education and education in the method of integration in 2001-2002 was a little more active. On the basis of this, the Ministry of Public Education, the Republican Education Center, UNESCO, UNICEF, “Opereishen Merci”, “Merciektekt” non – governmental international organizations and national organizations operating in Uzbekistan, including “Life”, “Ziya”, “Opportunity”, “Life”, “Umidvarlik”, “Light”, “Muruvvat”(Samarkand), “Criterion”, “Mehrigiyo”, “Chance”, “Nihal”, “Correctional pedagogical Rehabilitation Center” the work carried out on projects in cooperation with the SES are measures.

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