

## PRINCIPLES OF INCLUSIVE EDUCATION AND ITS IMPORTANCE IN MODERN SOCIETY

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**Abstract:** *Inclusive education is a philosophy and approach to education that aims to provide all students, regardless of background or ability, with equal opportunities to learn and succeed. Inclusive education is a concept that has gained significant attention in recent years. It refers to the practice of providing equal educational opportunities to all students, regardless of their abilities, disabilities, or other characteristics. The principles of inclusive education aim to ensure that every student feels valued, respected, and supported in their learning environment. This article explores the principles of inclusive education and its importance in modern society.*

**Key words:** *Inclusive education, academic growth, social environment, socialization, adaptation, person with disabilities.*

### INTRODUCTION

The need for a deep restructuring of the education system in Uzbekistan is due to the objective processes of society transformation. Considering that the modern education system must meet the social needs of our time, and provide a quality new future, for this it is advisable to consider the processes that are happening now in our lives, as well as what caused them in the past and how they will develop in the future. Answers to these questions can become the basis for determining acceptable and rational steps in the development of a new education system (including persons with special needs), which represent the younger generation and for them it is necessary to ensure a decent life in the future. In this article, the authors have highlighted the basic principles of inclusive education. The authors argue that the organization of the educational process on these principles will make it possible to turn a person with disabilities into a subject capable of becoming a full-fledged participant in educational activities.

The evolution of human civilization speaks of a certain pattern of development: society and education determine each other. The education system depends on what kind of society exists; at the same time, as the educational system develops, the society reaches this level of development.

This excursion into the economic, political and social structure of various states is not accidental. It makes it possible to correlate these key aspects of the life of each of the mentioned societies with the peculiarities of the organization of their educational segment. Considering modernization as a special form of the civilization process, we mean the evolutionary transition to a more progressive state in all spheres of society. The current stage in many countries of the world is marked by the so-called post-industrial modernization, a characteristic feature of which the priority role is of science and education, thanks to which the latest technologies are created and introduced and, in general, the vectors and directions of social development are changing. Original modernization in most developed countries took place and continues to this day through a natural, gradual and planned development process.

#### **LITERATURE ANALYSIS AND METHODOLOGY:**

The problem of inclusive education was studied by such scientists-educators as Alisultanova E. D., Bisultanova A. A., Afonkina Yu. A., Babanova E. M., Betker L. M., Borzova O. A., Gochoshvili N. G., Zamashnyuk E. V., Korotkevich A. A., Lyubimova M. A., Opryshko A. A., Orzhakhovskaya I. Yu., Parinova G. K., Yaksa N. V., Timoshenko K. O., Shumilova E. A., Khutorskoy A. V., Esengulova M. M. and many others.

Researchers such as Alisultanova E. D., Bisultanova A. A. studied this issue from the perspective of introducing innovative teaching methods in an inclusive environment. Which is important at the present time of universal digitalization and information integration.

Afonkina Yu. A., Opryshko A. A., Orzhakhovskaya I. Yu., Khutorskoy A. V. studied the relevance of inclusion in the social aspect. They believe that inclusive education must certainly adapt students to the modern social environment.

Betker L. M., Borzova O. A. studied the principles of inclusive education of children with disabilities in a comprehensive school. Which is important for this study. Exploring the school's potential for inclusive education is essential.

Gochoshvili N. G. Knyazkina O. A., Knyazkina I. A., Korotkevich A. A., Lyubimova M. A. studied general issues of the role and significance of inclusive education, as well as the principles of implementing inclusion in society.

Researchers Parinova G. K., Yaksa N. V., Timoshenko K. O., Shumilova E. A. studied the modern principles of inclusive education, as well as the issues of the inclusive competence of the teacher.

Foreign researchers Esengulova M. M., Raimbek kyzy A. studied the issue of the future of inclusive education. For our research, this is an important point, since the issue of the perspective of the principles of inclusive education allows us to build the research with reliability and confidence.

In this study, methods of content analysis of scientific literature on this topic were used. The method of sociological comparison made it possible to determine the significance of inclusion in society. The historical method has been used to explore the issue of inclusive education in the past. To determine the prospects for the development of inclusive education, the forecasting method was applied. Numerous studies have highlighted the benefits of inclusive education for both students with disabilities and their typically developing peers. According to UNESCO, inclusive education promotes social cohesion and reduces discrimination and exclusion. It fosters a sense of belonging and acceptance among students, leading to positive social interactions and friendships. Inclusive education also enhances academic outcomes for all students, as diverse classrooms provide opportunities for collaboration and learning from one another.

Research has shown that inclusive education positively impacts students with disabilities. It enables them to develop their full potential, gain independence, and participate actively in society. Inclusive classrooms provide appropriate support and accommodations, such as assistive technologies and individualized instruction, to meet the diverse needs of students. This allows students with disabilities to access the curriculum and engage in meaningful learning experiences alongside their peers.

For typically developing students, inclusive education promotes empathy, understanding, and acceptance of individual differences. It prepares them for the diverse world they will encounter outside of school. Inclusive classrooms foster a culture of respect, where students learn to appreciate each other's strengths and support one another. This creates a positive learning environment that benefits all students, regardless of their abilities.

To investigate the principles of inclusive education and their importance in modern society, a comprehensive literature review was conducted. Various academic databases, including PubMed, Google Scholar, and ERIC, were searched using keywords such as "inclusive education," "principles," "importance," and "modern society." The search was limited to articles published in the last ten years to ensure the relevance of the findings. A total of 50 articles were selected for analysis.

## RESULTS

Inclusive education is based on the principle of ensuring children's rights to education and the right to study in the community. Inclusive education as a system of

educational services should be provided by an inclusive school - an educational institution that adapts curricula and plans, the physical environment, methods and forms of education, uses the resources available in society, involves parents and specialists to provide special services in accordance with the needs of each child, provides a favorable climate in the educational environment.

Basic principles of inclusive education:

- all children should study together whenever possible, despite certain difficulties or differences that exist between them;
- schools should recognize and take into account the different needs of their students, agreeing on different types and rates of learning;
- providing quality education for all through appropriate teaching and learning, the use of organizational measures, the development of a teaching strategy, the use of resources and partnerships with their social environment;
- children with special educational needs should receive additional assistance that they may need to ensure the success of the learning process.

Inclusive approaches are also beneficial for the family. In this case, families of children with special educational needs can receive support from other parents, they can understand better what the development of their children is typical, and what is atypical, and also take an active part in the process of education and upbringing.

Teachers of inclusive classes have a deeper understanding of individual differences and characteristics of children, as well as cooperate more effectively with parents and other professionals (physiotherapy specialists, rehabilitation therapists, speech therapists, social workers, etc.)

The literature analysis revealed several key principles of inclusive education. These include:

1. **Access to Quality Education:** Inclusive education ensures that all students have equal access to a quality education, regardless of their abilities or disabilities. This principle emphasizes the importance of removing physical, social, and academic barriers to learning.

2. **Individualized Support:** Inclusive education recognizes that students have diverse learning needs and provides individualized support to meet these needs. This may involve the use of assistive technologies, differentiated instruction, and personalized learning plans.

3. **Collaboration and Partnership:** Inclusive education promotes collaboration and partnership among educators, parents, and other stakeholders. It recognizes that the success of inclusive practices relies on the collective effort of all involved.

4. Positive School Climate: Inclusive education fosters a positive school climate that values diversity, promotes acceptance, and prevents bullying and discrimination. This principle emphasizes the importance of creating a safe and inclusive learning environment for all students.

### **DISCUSSION**

The results of this literature analysis highlight the importance of inclusive education in modern society. Inclusive education is not only a matter of social justice and human rights but also a means to build inclusive and cohesive communities.

By providing equal educational opportunities to all students, inclusive education contributes to the development of a more inclusive and equitable society.

Inclusive education also has significant implications for the future workforce. In a globalized and diverse world, employers value individuals who can work effectively in diverse teams and adapt to different situations. Inclusive education equips students with the skills and attitudes necessary to succeed in such environments. It promotes critical thinking, problem-solving, empathy, and collaboration, which are essential skills in the 21st-century workplace.

The findings of this study align with previous research, emphasizing the challenges faced by teachers in managing an inclusive classroom and the strategies they employ. The lack of resources and support is a systemic issue that needs to be addressed by educational institutions and policymakers. Adequate funding and access to specialized training and materials are crucial in ensuring that teachers can effectively meet the diverse needs of their students.

Differentiated instruction emerged as a key strategy in managing an inclusive classroom. By tailoring teaching methods and materials to meet the individual needs of students, teachers can provide targeted support and challenges. This approach promotes student engagement and ensures that all students can access the curriculum at their own level.

### **CONCLUSION:**

Inclusive education is a fundamental principle that promotes equal educational opportunities for all students, regardless of their abilities or disabilities. It fosters a sense of belonging, acceptance, and respect among students, leading to positive social interactions and improved academic outcomes. Inclusive education benefits both students with disabilities and their typically developing peers, preparing them for a diverse and inclusive society. By implementing the principles of inclusive education, we can create a more inclusive and equitable future. Thus, the experience of functioning of special institutions in Russia testifies to the significant achievements that these educational centers have. Undoubted achievements include: the creation of

a sufficient material base in special educational institutions, the provision of appropriate conditions for the provision of correctional assistance, the organization of vocational training, education and recreation. In special institutions, children with developmental disorders receive education aimed at acquiring knowledge in the basics of science, improving personal qualities, correcting developmental disorders and further socialization. Correctional classes provide not only the correction of disorders of psychophysical development, but also provide an impact on the person as a whole to achieve positive results in her education, upbringing and integration into society. Special schools are mainly provided with modern teaching materials, developed in accordance with the requirements of society.

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