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**THE ROLE OF CHILDREN WITH DISABILITIES IN THE DEVELOPMENT  
OF INCLUSIVE EDUCATION****Fergana State University****Teacher: Olimova Nodirabegim**ORCID ID: <https://orcid.org/0009-0007-4788-4842>[nodirabegim3363@icloud.com](mailto:nodirabegim3363@icloud.com)

**Abstract:** This article discusses the implementation of inclusive education, the focus on educating children with disabilities, and the decisions made by our government regarding the integration of children with special needs into the general education system. It highlights the achievements made in this area while also addressing some of the problems that still need to be resolved.

**Keywords:** inclusive education, lifting device, ramp, handrail, special educator, child with disabilities, specialist.

The education of children with disabilities is considered an area of the general education system that requires extremely high attention, and children with disabilities are a social stratum of society, since most of them grow up in low-income families. Inclusive education is the involvement of children with disabilities in educational activities carried out for the majority of children by all necessary means. Only then can we achieve active participation of all children with disabilities in the life of society. Significant work has been done in our republic in the education of children with special needs in the system of general education institutions.

The Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030, approved by the Decree of the President of the Republic of Uzbekistan No. PF-5712 dated April 29, 2019, includes such items as: improving the quality of educational services provided to children with special educational needs; organizing an inclusive education system for the education of children with special educational needs; providing general education institutions with special equipment (lifting devices, ramps, handrails, etc.), as well as relevant personnel (special educators, specialists in psychological and pedagogical observation of children); implementing measures aimed at ensuring the right of every child with special

educational needs to receive inclusive education. In addition, a draft of normative requirements for a modern school for the organization of inclusive education was developed in order to create the necessary conditions for the education of children with special educational needs in these schools, to ensure that they have special infrastructure and equipment for them when building modern schools.

For this purpose, the Resolution of the President of the Republic of Uzbekistan Sh. Mirziyoyev No. PQ-4860 "On measures to further improve the system of education for children with special educational needs" dated October 13, 2020 was adopted.

In order to develop the practice of educating children with special educational needs in general education schools along with healthy children, the experience of integrating students studying in specialized educational institutions into general education schools (harmonized education) has resulted in the return of about 500 students with special educational needs to general secondary schools in recent years. Currently, about 13 thousand students in more than 3.2 thousand general secondary schools are covered by inclusive education. Along with a certain level of progress, there are also some problems that need to be solved. These include: negative attitudes; invisibility in the community; financial problems; physical adaptation; the number of students in the classroom; dependency; discrimination based on sexual characteristics; emergencies, conflicts and refugees.

The first of these is the problem of negative attitudes, which is probably the biggest obstacle to children with special needs receiving education in the general education system. The essence of the problem of negative attitudes is that parents, community members, teachers, staff of general education institutions, and even those in governing bodies are reluctant and unwilling to allow children with special needs to receive education in their general education institutions. The reasons for this are the misconceptions people have about people with disabilities, the lack of information about them, the fact that children with disabilities grow up in a restrictive environment, etc. The essence of the problem of invisibility in society is that many children with special needs are often severely suppressed by their parents. They to the house imprisoned no to whom they don't show , list to take in the process disabled child about no one information is not given . As a result many disabled children in the community participation from reaching deprived They will be . about no one information not to be education to institutions to not attend take Financial problems .

In many countries around the world, it is considered too expensive to educate children with special needs in general education institutions. Therefore , inclusive for education system

current to do the issue solution The issue of physical adaptation exists in every country, and this is the basis for the participation of children with special needs in school. Once a child with special needs enters school, he or she faces many problems, such as entering the building, moving around the rooms, going to the toilet, etc. Physical safety and comfort are important in inclusive education. Regarding the issue of class size, the large number of students in the class is an obstacle to inclusion for children with special needs in many countries.

Developed in the countries every one in the classroom child number 30 out of 30 does not increase. But from development behind remaining in the countries and one 60-100 people in the class child's study simple Dependency problem-that is in this special necessary children's most of them permanent accordingly others for the support of need in mind Sexual to the signs looking at discrimination problem as a result in education son children and girl children's equal in a relationship not to be is observed. Emergency situations, conflicts and refugees. Emergency situations, conflicts and refugees not only disability the cause, perhaps, special necessary children's weakness further to deepen reason to be is a factor. World on a scale and still this of the problem solutions as found no.

Conclusion to do if we are inclusive education not only education about, maybe children's spiritual and physical growth, as well as tools economy to do It is also effective in terms of, especially for help needy the children general education institutions in the system teaching regarding in our republic to the eye visible affairs is being done. Take going affairs as a result opportunity limited children to education public organizations attitude changed, parents to their children attention increased, education they receive for interests further increased. In Uzbekistan opportunity limited the children general education to institutions attraction integration based on education organization of reaching to oneself typical problems and difficulties although it is all in the regions developed is going on, this and opportunity limited to children education of giving unconventional forms organization to reach movement is being done.

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