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THE IMPORTANCE OF INCLUSIVE EDUCATION IN THE NEW WORLD

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ВАЖНОСТЬ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ В НОВОМ МИРЕ

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Abstract. The importance of inclusive education is the subject of this article. Inclusive education is an educational process and program created for children who cannot exist in society, suffer from the lack of opportunities in education, and who are excluded by society. This educational program requires states to develop appropriate educational strategies for all children of learning age in their countries, to implement these strategies in a planned manner, and to monitor their results. An environment conducive to inclusive learning nurtures and educates all children regardless of gender, physical, intellectual, social, emotional, linguistic and other characteristics.

Аннотация. Важность инклюзивного образования является темой данной статьи. Инклюзивное образование – это образовательный процесс и программа, созданная для детей, которые не могут существовать в обществе, страдают от отсутствия возможностей в образовании и исключены обществом. Эта образовательная программа требует от государств разработки соответствующих образовательных стратегий для всех детей обучающегося возраста в своих странах, планового внедрения этих стратегий и мониторинга их результатов. Создает среду, способствующую инклюзивному обучению, и дает образование всем детям независимо от пола, физических, интеллектуальных, социальных, эмоциональных, языковых и других характеристик.

Keywords: inclusive education, importance of inclusive education, children with special educational needs, enabling environment

Ключевые слова: инклюзивное образование, важность инклюзивного образования, дети с особыми образовательными потребностями, благоприятная среда.

Inclusive education is an educational process and program created for children who cannot exist in society, who are excluded by society, who suffer from inequality of educational opportunities, and who have difficulty in receiving education. According to UNESCO, this education program involves the development of appropriate educational strategies for all children of school age in their countries, the planned implementation of these strategies, and the observation of their results. UNESCO gives three reasons to emphasize the importance of inclusive education: Educational justification; Social justification; Economic justification (<https://www.tipii.edu.az/az/>).

Educational justification involves the preparation of educational programs that are appropriate to the individual characteristics and needs of students. Because countries around the world want to achieve educational standards, but in order to achieve quality education, education must be prepared according to the needs of children. Thus, inequality of opportunity in education is eliminated, students' learning potential is revealed, and they feel more confident in social life. Social justification includes the need for children to receive education in fair and equal conditions.

Economic justification includes the need for all students to receive education together. The education of students in different types of schools creates huge costs and creates an unnecessary budget for education. Schools should adapt to students, not students to schools.

As we know, inclusive education has various definitions and is subjective in human understanding, Churchill et al (2019) reminds us that “Inclusive, learning-friendly environments welcome, nurture, and educate all children, regardless of their gender, physical, intellectual, social, emotional, linguistic, and other characteristics [1].

Although the context of the term is broader than integration, integration here simply refers to the attempt to “integrate” children with diverse needs into the general education system. Schooling and, more broadly, focusing on disability or special educational needs, inclusive education refers to or idealizes broader issues such as achieving equality through participation and participation in everyday life [2].

The advantages of inclusive education are as follows:

- Children with disabilities are offered an education system that is appropriate for them.
- Inequality of opportunity in education is prevented.
- Equity in education is ensured.
- Education is a precursor for the participation of families and society.
- It is a model for quality education.
- Children with disabilities are ensured to have high self-confidence in their lives.
- Infrastructure is created for the participation of disabled people in employment.

The concept of inclusion is also reflected in human rights principles and is endorsed in many international treaties, but successful inclusion practices require a systematic approach. Inclusive education today and in the future should ideally look at the development and design of schools, classrooms and programmes to ensure that all children have access to education and are supported to learn, contribute and participate in all aspects of school life [3]. In this process, children will be able to participate in the learning process in a shared environment, which will remove barriers that can lead to exclusion. An effective learning environment should provide opportunities for each student to participate in learning in a shared environment, while also fostering a sense of belonging and ensuring that each student progresses towards appropriate personal, social, emotional and academic goals. It should meet individual learning needs through supportive and student-centered teaching practices. Evans and Lunt (2002), as cited in Winter & O'Raw (2010), note that it is difficult for everyone to be included within existing systems and policies [3, 6]. Schools are at best bureaucratic, with a strong focus on curriculum and outcomes, which is restrictive when attempting to meet the needs of diverse students. Teaching practices are also largely influenced by the beliefs of the individual and by legislation and policies that support student learning.

Foreman (2008) states that “personal beliefs and philosophies are expressed as principles that directly and indirectly influence teaching practice” [5]. The move towards inclusive education and inclusive schools will take time and will involve a cultural shift in the mindset of education systems. As there is no single statement defining inclusive education, the ideal of what inclusion looks like and how it should be delivered is widely debated [6]. It can be noted that inclusive education provides a means that is beneficial for individuals, families and communities as a whole, and although barriers are still evident, inclusive education is progressing in many schools and is generally determined to become more inclusive at levels that are possible for individuals. The implementation of inclusive education in our Republic is also a major step in the development of both society, the education system and each individual [4].

The issues of organizing inclusive education in educational institutions are regulated by the Resolution No. 43 of the Cabinet of Ministers of the Republic of Azerbaijan dated February 11,

2023. According to that Resolution, if the institution has the necessary special conditions for receiving education in accordance with psychological-pedagogical and medical indications (contraindications), inclusive education classes are created in that institution in order to involve children with disabilities in education in the same class as healthy students (<http://www.muallim.edu.az.news>). Children with disabilities are admitted to an institution where an inclusive education class is organized, taking into account the following conditions: The child with disabilities has simple self-service skills (washing hands, eating, etc.); The child with disabilities does not have noticeable violations in the emotional-volitional sphere and behavior; The pedagogical staff of the institution has the skills (competences) to organize educational work with a child with disabilities; The child with disabilities lives near the institution; The infrastructure of the institution is accessible to a child with disabilities. An inclusive education class in the institution is staffed with 22 children (no more than 2 children with disabilities). In an institution where inclusive education is organized, a speech therapy service is organized by providing a room for a specialist and necessary equipment to help children with speech disorders. The duration of participation of a child with disabilities in the classroom, group and individual classes studying in an inclusive education class is determined by an individual educational plan approved by the head of the institution, taking into account his health capabilities.

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