

## CONCEPT FOR THE DEVELOPMENT OF INCLUSIVE EDUCATION: FROM INTEGRATION TO INCLUSION

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**Abstract.** *Inclusive education is one of the key concepts in the modern educational system. It strives to ensure equal educational opportunities for all children, regardless of ability, disability, ethnicity, language, gender or social status. Based on the principles of equality and justice, inclusive education recognizes and values the diversity of each child, takes into account their individual needs and interests and abilities. It strives to create conditions that enable every student to develop to their potential.*

**Keywords:** *sociological dictionary, integration, Constantly incomplete integration, Temporary partial integration.*

In the sociological dictionary of S.A.Kravchenko, the concept of “integration” means merging, unification. According to Parsons, this is one of the four functional requirements for the vitality and effectiveness of any system: it presupposes the ability of the system to carry out internal regulation and coordination of elements of the system of actions [1]. Consequently, no system can exist without the integration of groups of people into a certain environment, since the process of coordinating the actions of the entire community is lost.

M.Weber and E.Durkheim are considered innovators in the development and refinement of the theory of integration from the perspective of sociology, economics and politics. It is to the works of the classics of sociology of the 19th century. The modern typology of integration is emerging, according to which economic integration means the merging of markets, social integration means the rapprochement and unification of societies, and political integration means the creation of a superstate [2]. It follows that the concept of “integration” has a broader meaning, which explains its use in various sciences.

From the point of view of T. Parsons, “integration into society of its members implies the presence of a zone of interpenetration between the social and personal systems. However, the relationship here is basically three-way, since parts of the cultural system, as well as parts of the social structure, are internalized in individuals, but at the same time parts of the cultural system are institutionalized in society. The process of integration of the individual into society allows one to join the culture and values that take place in a particular institutional system. Thus, integration is a process during which not only the individual strives to adapt as much as possible to life in society, but also society takes the necessary measures in order to adapt to the characteristics of a particular individual based on the principles of tolerance, objectivity, and social justice. Along

with the agents of socialization, primary and secondary integration are distinguished, which, depending on the degree of activity of the individual, can be passive or active. Passive integration is distinguished from the moment the individual begins to enter society. In the process of an individual's entry into society, in particular, in educational institutions, integration is intensified, for example, in the hierarchical educational ladder, preschool educational institution (PED) - school - higher educational institution (HEI). It should be noted that the process of formation of inclusive education in the Republic of Uzbekistan is considered in the works of domestic scientists L. Muminova, Z. Uzakova [4] and others.

To date, the Republic of Uzbekistan has developed and implemented the Concept for the development of inclusive education in the public education system in 2020-2025[5], which identifies priority areas and approves the role of inclusive education as a strategic factor in the development, rehabilitation, and integration into society of persons with special educational needs.

One of the important aspects of inclusive education is the integration of children with disabilities into regular educational institutions. There are several models of educational inclusion, each of which offers different approaches to including children with disabilities in the educational process. Today, the educational integration of children with disabilities identifies the following forms of education: temporary (episodic), partial, combined, full integration (Table 1). Table 1

***Models of educational integration of children with disabilities***

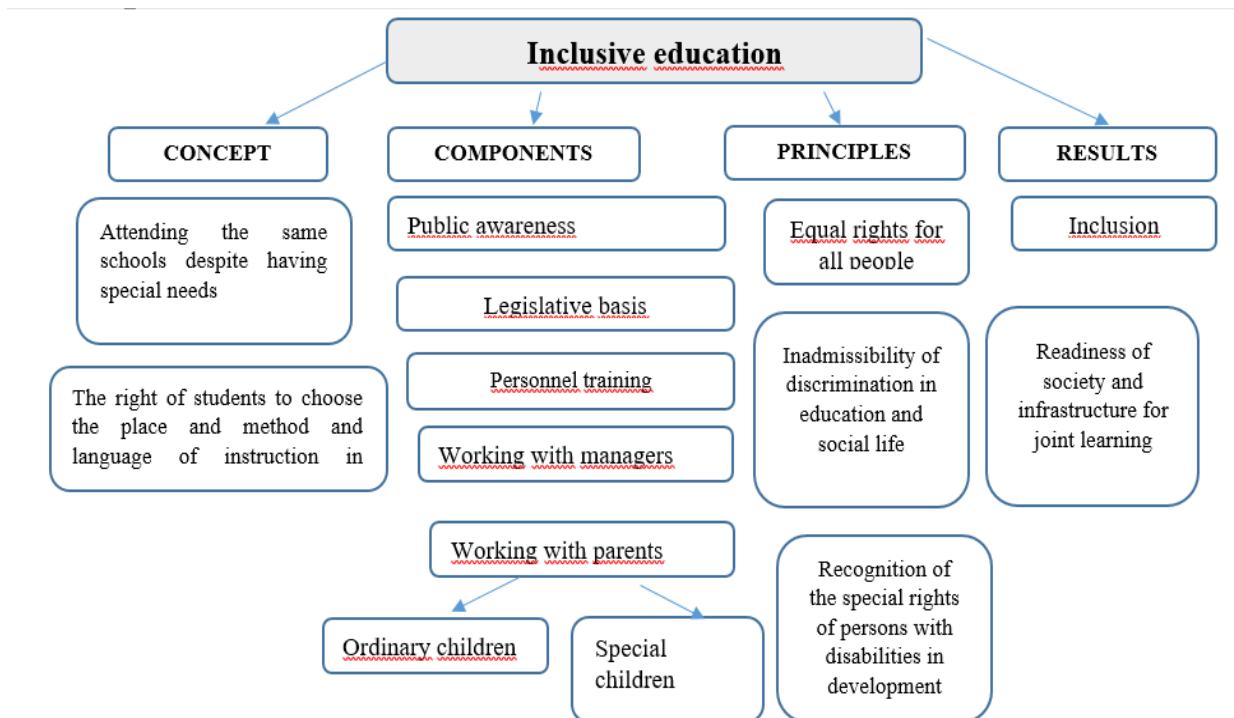
Full integration	Dosed integration	Constantly incomplete integration	Permanent partial integration	Temporary partial integration	Episodic integration
Visiting special children - 1-3 people classes in a regular preschool educational institution or public school	A number of subjects are taught in a special group, the rest - in a regular preschool educational institution or school	Special education teachers and public schools are equally involved	Special groups and classes in a public school for the purpose of communication and attending classes in individual subjects	Attend separate classes in a public school at least 2 times a month	Uniting children from a correctional group for social interaction with peers

As follows from the experience of different countries, the methodological basis for the integration of children with disabilities into the regular education system is the principle of equal rights and opportunities in receiving education.

Analysis of disability in the context of education allows us to solve the problematization of social inequality in a new way, despite the fact that education has been seen as a means of achieving equality since the era of enlightenment [6].

Inclusive education is an approach to education that strives to provide equal opportunities for learning and participation in the educational process for all children, including children with special educational needs. It is based on the principle of inclusion, which recognizes the right of every child to receive a quality education in a non-discriminatory environment.

*Model of inclusive education*



Uzbekistan actively cooperates with international organizations, including UNESCO (United Nations Educational Sciences and culture) and UNICEF (United Nations Children's Fund), for the development of inclusive education. This collaboration is aimed at exchanging experiences, introducing best practices and developing programs that contribute to the creation of a more inclusive educational environment.

Through joint projects and programs, Uzbekistan receives support and expert support from international organizations in the field of inclusive education. This allows the country to draw on best practices and global standards to develop its own inclusive education policies and practices.

Overall, Uzbekistan continues to strive to develop inclusive education as the basis for achieving equal opportunities and integration of all children into the educational environment. These efforts contribute to creating a more equitable and inclusive society where every child has the right to education and full participation in society.

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