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## **THE ORDER OF ORGANIZATION OF INCLUSIVE EDUCATION**

### **SUMMARY**

Inclusive education has made it possible for only students, especially students with various disabilities, to get an education.

In the past this was considered education, but today it is inclusive education. In fact, it is an initiative not only for children with special education needs, but also for the poor. It helps children of different ethnic and cultural backgrounds living in rural areas, especially girls, to study. It also focuses on other groups that have problems in getting equal and quality education. (UNESCO, 2001). In this sense, inclusive education; valuing diversity for reasons such as gender, ethnicity, social class, health, social participation, and more does his best not to be left out of educational processes and to ensure that everyone is assimilated by the system. Inclusive education is the inclusion of children in the same class at school with their peers, regardless of their physical, mental, intellectual and other characteristics [1]. Education of children with disabilities together with their non-disabled peers is an effective form of education for everyone. Thus, the participation of all children in the educational process carried out in the same class encourages educators to approach students individually. In addition, the results of various studies show that studying together children with disabilities and children without disabilities in an inclusive classroom leads to a change in attitudes towards difference, improvement of self-esteem and acceptance of peers, which contributes to the construction of a socially just and non-discriminatory society.

**Key words:** ethnicity, education, source, individual education, characteristics, social participation.

**МАММАДОВА СВЕТЛАНА НАСИБ**

### **Порядок организации инклюзивного образования Резюме**

Инклюзивное образование позволило получить образование только учащимся, особенно учащимся с различными видами инвалидности. Раньше

это считалось образованием, но сегодня это инклюзивное образование. Фактически, это инициатива не только для детей с особыми образовательными потребностями, но и для бедных слоев населения. Он помогает учиться детям разных этнических и культурных групп, проживающим в сельской местности, особенно девочкам. Он также фокусируется на других группах, которые испытывают проблемы с получением равного и качественного образования. (ЮНЕСКО, 2001). В этом смысле инклюзивное образование; ценить разнообразие по таким причинам, как пол, этническая принадлежность, социальный класс, здоровье, участие в общественной жизни и многое другое. делает все возможное, чтобы не остаться в стороне от образовательного процесса и обеспечить ассимиляцию всех в системе. Инклюзивное образование – это включение детей в один класс в школе со сверстниками независимо от их физических, психических, интеллектуальных и других особенностей [1]. Обучение детей с ограниченными возможностями совместно со своими сверстниками, не являющимися инвалидами, является эффективной формой образования для каждого. Таким образом, участие всех детей в образовательном процессе, осуществляемом в одном классе, побуждает педагогов подходить к ученикам индивидуально. Кроме того, результаты различных исследований показывают, что совместное обучение детей с ОВЗ и детей без ОВЗ в инклюзивном классе приводит к изменению отношения к отличию, повышению самооценки и принятию сверстников, что способствует построению социально справедливое и недискриминационное общество.

**Ключевые слова:** этническая принадлежность, образование, источник, индивидуальное образование, характеристики, социальное участие.

**Məmmədova Svetlana Nəсіб qızı**  
**İnklüziv təhsilin təşkil qaydası**  
**Xülasə**

İnklüziv təhsil yalnız tələbələrə, xüsusən də müxtəlif əliliyi olan tələbələrə təhsil almaq imkanı yaradıb. Keçmişdə bu təhsil kimi qəbul edilsə də, bu gün inklüziv təhsildir. Əslində, bu, təkcə xüsusi təhsilə ehtiyacı olan uşaqlar üçün deyil, həm də yoxsullar üçün də bir təşəbbüsdür. Kənd yerlərində yaşayan müxtəlif etnik və mədəni mənşəli uşaqlar və xüsusən də qızlarında oxumağına kömək edir. Həmçinin bərabər və keyfiyyətli təhsil almaqda problemləri olan digər qruplarda diqqət yetirir. (UNESCO, 2001). Bu mənada inklüziv təhsil; müxtəlifliyi dəyərləndirmək cins, etnik mənsubiyyət, sosial sinif, sağlamlıq, sosial iştirak və bir çox səbəblərə görə təhsil proseslərindən kənardə qalmamaq və hər kəsin sistem tərəfindən mənimsənilməsi üçün əlindən gələni edir. İnküziv təhsil uşaqların fiziki, psixi, intellektual və digər xüsusiyyətlərindən asılı olmayaraq, onların öz həmyaşıdları ilə məktəbdə eyni sinifdə təhsilə cəlb edilməsidir [1]. Əliliyi olan uşaqların əliliyi olmayan həmyaşıdları ilə birlikdə təhsili hər kəs üçün səmərəli tədris formasıdır. Belə ki, bütün uşaqların eyni sinifdə həyata keçirilən tədris prosesində iştirakı

təhsilverənləri şagirdlərə fərdi yanaşmağa sövq edir. Əlavə olaraq, müxtəlif araşdırmaların nəticələri göstərir ki, əlilliyi olan uşaqlarla əlilliyi olmayan uşaqların birgə inklüziv sinifdə oxuması fərqliliyə münasibəti dəyişməyə, özünə hörmətin və həmyaşdqların qəbulunun yaxşılaşdırılmasına səbəb olur ki, bu, sosial yöndən ədalətli və ayrı-seçkiliyə yol verməyən cəmiyyətin qurulmasına töhfə verir.

**Açar sözlər:** etnik,tədris,mənbə,fərdi təhsil, xüsusiyyətlər,sosial iştrak.

Although there have been attempts in the past to develop special programs for various disadvantaged groups, this efforts often resulted in greater failure.

Therefore, inclusive education today in terms of cultural, ethnic, linguistic, religious and socio-economic conditions has shown that teaching all individuals with differences together within an educational approach is the best way. This is thought to be a more effective way. In addition to increasing the risk of exclusion and segregation, it was thought that creating schools or programs for each group of students with different characteristics would cost more in terms of economic development. In this framework, inclusive education it has shown a way to provide quality education to students at a lower cost. This means that There is also an economic rationale for inclusive education. Another benefit of inclusive education is that it has a great role in improving the academic performance of students. They use teaching methods that can meet the individual needs of children with different differences. These methods are used year by year is improved so that it has a positive impact on the learning of all students.This situation is shown as educational rationale for inclusive education.

All individuals, regardless of their socio-economic status, are given an equal level and equal opportunity for education.

Currently, there are about 60,000 children with limited health opportunities in Azerbaijan. Only 12,000 of them are involved in education, including 1,105 in special schools, 2,664 in special boarding schools, 7,750 at home, and 268 in inclusive education. Parents are generally not interested in the education of the rest. Most of those involved in education study in special schools and boarding schools. Such training focuses the child's attention on his defect. They have difficulty interacting with other children and feel isolated from society. At the same time, when healthy children meet a child with special needs in one or another place, they look at him with surprise, as if he came from a completely different world, and sometimes they laugh and make fun of him. The main reason for this is the lack of communication and cooperation between them. As a result, they do not understand each other and do not understand what they feel. The "Inclusive education project" has been implemented in Azerbaijan since 2005. According to the decision No. 20 of the Cabinet of Ministers dated February 3, 2005, the development program on the organization of "education of children with special needs (with limited health opportunities) in the Republic of Azerbaijan" was approved.

Inclusive education has many benefits for children with disabilities:

- 1) Children with special needs adapt to the team and integrate into society.
- 2) They develop a sense of self-confidence.
- 3) They are formed as a person with equal rights like other members of the society.
- 4) In the future, their problem such as employment is also eliminated.

Inclusive education has three main components: access, participation and support. "Access" is defined as access to quality educational environments where students are offered multiple and varied learning opportunities and where activities are planned around their interests and needs. Students' access to learning environments is supported by using practices such as universal design and assistive technologies. Speech is the first step in inclusive educational practices and is not enough on its own. "Participation" extends the concept of access by supporting student development and learning in everyday activities, routines and environments. Student engagement, development and learning are supported through natural teaching approaches used systematically by teachers during classroom activities, routines and transitions. Support creating and maintaining the necessary infrastructure to systematically support teachers, experts and practitioners who serve people affected by differences, including children with special educational needs and their families, in the context of inclusive education.

Supports that can be considered in this context include professional development opportunities, adjusting the teacher-child ratio in classrooms, or providing assistant teachers or support staff in classrooms where inclusive education practices are implemented. The creation of this infrastructure is important for the successful implementation of inclusive education practices. The concept of "least restrictive environment" in education, which was introduced in the 1970s by laws passed in countries such as England and the United States, is one of the elements that form the basis of today's inclusive education practices. From this point of view, first "integrated education", then "inclusive" in the context of "integration" and "education" has witnessed efforts to theoretically and practically discuss and spread "educational" practices. The "education for all" approach took place in the 2000s. In the historical process, the change that started with the normalization movement has now become an inclusive education approach. Recently, research on inclusive education has been increasing all over the world.

In classroom environments; The knowledge, skills, attitudes, and dispositions that teachers must have when working with children with diverse characteristics, needs, and expectations are essential to defining the inclusive nature of that learning environment. In this regard, the competence areas of inclusive education; It can be defined at three levels: knowledge, skills and attitudes. At the level of knowledge, teacher competencies include areas of competence related to having the necessary perspectives and resources to implement inclusive educational practices. Competencies at the competency level include the competence areas and skills required to create an inclusive learning environment, adapt learning and teaching to

include all children, and assess inclusive development and learning. Finally, competencies at the attitudinal level include the competencies necessary to demonstrate positive attitudes and dispositions toward inclusive education and to ensure that other stakeholders in education have positive attitudes toward the inclusive paradigm.

Although curriculum modification for children with disabilities is a widespread practice, there are some critical approaches. Thus, critics evaluate this method as a negative screening and isolation of children with different mental and physical disabilities as "others" in order to maintain control with special programs. Also, criticism of this approach one of the other reasons, according to some authors, is disability the complexity of these individual programs for children with Such a complex curriculum, according to some critics, gives children little chance to control their learning, and it is not child-centered, but teacher-centered.

resulting in focused learning. Personalized The goals usually focus more on the cognitive aspects of education instead focuses on specific skills. Often these skills applicable only in limited cases. So note based on facts It is possible to do that of children who do not have a narrow skill development disability it forms the basis of the curriculum and means it is repeated. At the same time, research shows that teachers are the single most important factor influencing how much students benefit from school. According to educational experts, the learning outcomes of students mainly depend on the professional competence of the teaching staff. However, the results of a global monitoring conducted by UNESCO reveal that teachers do not have access to comprehensive training on inclusion, and about 25% of them need professional development in this area.

Proceeding from this approach, it can be said that an important element in the organization of inclusive education is providing teachers with relevant knowledge and skills so that they can equally involve all students with and without disabilities in the teaching-learning process. Within the mentioned project, a number of measures are taken to improve the knowledge and skills of teachers in the field of inclusive education, to support them in organizing the teaching-learning process with students with disabilities. First of all, trainings are conducted on the basis of the professional development program "Organization of training in an inclusive classroom" developed for teachers.

The training program covers topics such as planning and implementation of inclusive education, assessment in inclusive classes, cooperation with various partners. Taking into account the importance of competences on practical mechanisms in addition to theoretical foundations during the organization of training in inclusive education, teachers are also taught practical topics such as child-oriented pedagogy, universal learning design, differentiation and basic classroom strategies in inclusive classes. The goal is to train teachers to strengthen their professional competence and classroom practices to be able to regularly analyze and monitor the success indicators of children with disabilities, taking into account the learning needs of all students in the teaching-learning process. Thus, teachers' acquisition of those

knowledge and skills is one of the main principles for creating a learning environment where all children can realize their potential in the inclusive education system.

The two most important advantages of inclusive education for students with disabilities are that they achieve better results socially and academically than their peers involved in special education. The study conducted in 2021 showed that students with disabilities studying in inclusive classes in Azerbaijan achieve success in terms of social relations and are not isolated by their peers. In general, the professional development programs, monitoring, discussions and meetings with interested parties (mentors, principals, teachers, parents, etc.) and the mentoring process carried out within the framework of the project revealed that, including the training of the pedagogical and administrative staff of general educational institutions, they providing methodical support, inculcating the culture of inclusive education in parents and students and creating a positive attitude towards it plays an important role in the proper organization of inclusive education in the school and ensuring the general climate of inclusion. At the same time, it is possible to achieve a meaningful and meaningful education and support psycho-social health of students with disabilities by applying an individual development and training program adapted to the needs. This, in turn, creates the necessary opportunity for the integration of those children into social life.

In conclusion, it can be noted that modern disabled people in society to engage in effective teaching-learning process doing educational and informative work at the public level, forming public awareness, in relation to people with disabilities unequivocally positive public opinion change, as well as convenient and safe environment creation is one of the priority goals. For this, first of all, the intelligentsia of society to the assimilation of persons with disabilities should not show a neutral or passive position.

Persons with disabilities the problem of the society by the surrounding should be taken as an obligation, people to them should not show passive tolerance and discrimination should be eliminated. It is mentioned above health if our principles are followed to easily achieve the involvement of persons with disabilities in education and their adaptation to society is possible. Creating opportunities and conditions for all children to acquire quality education is necessary and it is the basis of the concept of inclusive education. In "Education for All". It is not just about getting an education. It means more affordability and quality is held, which is the UNESCO goal of "Education for All" quality improvement it is impossible to achieve without implementation" was reflected in the statement.

In 2005-2009 by the Ministry of Education in the direction of the organization of inclusive education in Azerbaijan Development related to the organization of education of children with special needs (limited health facilities) The program has been implemented. Based on the program, the right to education of children with limited health opportunities implementation, transition to inclusive education, education of all children in educational institutions creation of equal opportunities

for, strengthening of social protection of children under state protection, According to the relevant classification, all categories of children with limited health opportunities across the country registration and recruitment, material and teaching of special educational institutions Important measures have been taken in the field of adapting the base to modern standards.

Teachers with parents created through joint effort and cooperation educational environment with limited health opportunities to cover individuals with sufficient support, this experimenting with new teaching strategies in this direction increases the efficiency of education, to further improve the learning process, thereby improving the learning outcomes of learners can Training of teachers in educational institutions creation of communities, group exercises orderly organization of work and health opportunities cooperative and communicative with limited individuals to organize skills more effectively creates the ground.

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**Rəyçi : filologiya üzrə fəlsəfə doktoru, prof. Nadir Məmmədli**