

The Role of Art in the Development of Inclusive Education

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Abstract: The article reveals the essence of regulatory documents for the development of inclusive education, information about foreign experience in working with children with disabilities. Therefore, the pedagogical and psychological aspects of inclusive education and the possibilities of using art as a tool in the educational process will be discussed.

Keywords: socialization, inclusive education, spiritual development, art, dance, puppet theater.

1. INTRODUCTION

In the Law of the Republic of Uzbekistan "On Education" and in a number of regulatory and legal documents related to education, the goal of humanitarianism is prioritized in the organization of education. At the heart of the humanitarian goal is the content of education to include all children and raise them as literate individuals. The fact that this process includes not only healthy children, but also children with disabilities indicates that the concept of humanity in the document is correctly applied.

Today, inclusive education is developing rapidly in the world community. Because it is the development of inclusive education that gives children with disabilities a wide range of educational opportunities. Children and individuals without disabilities understand disability issues. As a result, persons with disabilities appear as full-fledged members of society and have the opportunity to contribute to the development of society.

The development of inclusive education is one of the most important tasks in the world community. Because it is the development of inclusive education that creates wide opportunities for children with disabilities to receive education. It ensures the socialization of persons with disabilities into the society.

The concept of "inclusive education" is interpreted differently in the literature: Inclusive education is derived from the English word (inclusive, inclusion) and means to harmonize, harmonized, attractive, encompassing. In Latin, "include" means to include, to attract, that is, to eliminate barriers between disabled and normal children [1, p. 87]. Inclusive education is one of the issues raised to the level of public policy in all countries.

It is known that showing kindness to disabled people has become one of the priority issues in our country since the first days of independence. Social protection and support of such persons has found its legal expression in our General Dictionary, laws and other documents.

Today, 21,200 students are educated in 86 specialized schools and boarding schools, and 6,100 students in 21 sanatorium-type boarding schools. Also, 13,300 students who need long-term treatment are taught individually at home [2].

In the above-mentioned data, it is clarified that a small number of students with disabilities receive education in special schools. This situation calls for more vigilance and responsibility of teaching pedagogues. It is known that today's life itself confirms that the problem of studying a person, educating him, and providing special service to him is manifested in connection with the scope of specific objective and subjective possibilities from the beginning of the creation of the entire human race to its end. Because it is clear that it is possible to know a person and to have an adequate influence on his external (real) and internal (ideal) world and to control him through these influences, but in this process it is necessary to pay special attention to the commonality of various social, economic, political, ideological and spiritual interests. is correct.

The process of inclusive education has its own complexities, and officials and teachers working in this field have a serious responsibility. In such education, they fulfill their professional duties by providing assistance as class leaders, subject teachers, tutors, and masters of professional skills. Especially when there is a difference between normal children and children with special needs, that is, when a child with a disability does not join in with his peers, is shy or shy because he cannot take advantage of his opportunities, the reasonable attitude of teachers is of great importance.

Also, in the concept of 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 of April 29, 2019, many tasks have been defined to improve the quality of educational services provided to children with special educational needs [2]. Including:

Development and approval of requirements for the buildings of educational institutions where children with special educational needs receive education;

Implementation of measures aimed at providing educational institutions where children with special educational needs are educated with the necessary literature, methodical manuals, equipment and supplies for training in various professions;

Organization of an inclusive education system for teaching children with special educational needs, provision of general education institutions with special equipment (elevating device, ramp, handrail, etc.), as well as relevant personnel (special pedagogue, specialists in psycho-pedagogical monitoring of children);

Carrying out explanatory work among the public about the right to education of children with special educational needs, the essence of inclusive education;

Optimization of educational institutions where children with special educational needs are educated based on the physical and mental needs of students and the geographical location of educational institutions;

Gradual provision of boarding schools with special equipment for adaptation and integration of children with special educational needs;

Tasks such as implementation of measures aimed at ensuring the right to inclusive education of every child with special educational needs are defined.

In addition, in order to create the necessary conditions for the education of children with special educational needs in these schools, to ensure that there is a special infrastructure and equipment for them, a draft of normative requirements for the "Modern School" on the organization of inclusive education was developed.

Of course, in addition to the tasks mentioned above, conducting the educational process of students with disabilities in harmony with the arts will activate the socialization of students with disabilities into the society.

An example is music. In the content of music, artistic ideas are presented in a generalized way and are formed in the process of mutual relations (comparison, conflict, development) of musical images. According to the characteristics of this process, the content of music can have different - epic, dramatic, lyrical characters. Of these, lyrics that tend to express the inner world and mental states of a person are much closer to the "inner" nature of music. We can continue this idea by connecting it to the art of dance. The inclusion of dance in the educational process creates the student's emotional behavior. Imagine! In the first place, the sound of music and the harmony of dance moves in harmony with it motivates any person to move. The correct possibility is that in students with limited hand movement, this situation may not be realized externally, but it serves as a motive (internal motivation for activity) for their movement. This process is also a partial reason for the recovery of a disabled person.

If we pay attention to the second situation, various clubs and extracurricular activities are important in the socialization of students with disabilities. We can clearly see this in foreign experience. For example, the art of dance can be a vivid example of this. Dance in Inclusive Education is a process of development of general education which implies education for all in terms of adaptation to the different needs of all children and it provides access to education for children with special needs. This art was initially associated with song and word, and later became an independent art form. The dance has evolved over the centuries and acquired stable forms. In this case, the main means of dance

is to create an image through harmonic body movements and postures, plastic expressiveness and facial gestures, rhythm, tempo, and composition of the dancer. This type of art arose in connection with the labor process and emotional impressions of existence. Let's continue our thoughts with the possibilities of puppetry in education. What can be achieved if the educational process is combined with puppet shows? Puppet theater is a type of synthetic art, which leads children to the destination of an example, serves as a beacon in solving the puzzles of life, forms the understanding of stage art, is a threshold, a preliminary bridge to spirituality, and an indispensable type of theater art [3, p. 13-16 .].

Of course, the remarkable aspect of this art form is that the artistic tools (puppets) of the puppet theater create audio-visual reception in children from a small stage, help to form a number of psychologically developing elements such as speech, physical movement, musical taste. It also has a significant impact on the development of mental, moral and aesthetic education in children.

2. CONCLUSION

In conclusion, it can be said that the field of art has a unique role in solving problems related to socio-psychological support of students with disabilities, improving the education system, and improving the quality of educational services provided to them. Art has a social meaning, gaining importance in the practical-emotional mastering of the world by man. It has always met social needs in the process of historical development. This phenomenon is an independent sphere of social life and has the power to seriously affect all aspects of society and human activity.

The reason why art is divided into different types is that one type of art cannot fully express reality. Each of them is independent and unique and directly reflects a certain aspect of reality. That type of art has a priority over other types in the expression of one or another human emotion, and at the same time has a certain limitation.

3. REFERENCE

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