

SCIENTIFIC AND CONCEPTUAL FOUNDATIONS OF EDUCATION OF PRIMARY SCHOOL STUDENTS BASED ON THE ANTHROPOCENTRIC APPROACH IN THE PROCESS OF INCLUSIVE EDUCATION.

Oppokkhodjaev Khodjikhudja Azimjon ogli¹ Shermatova Yakut Sabirovna² Melibaev Tavakkal Turgunovich³ Turdalieva Munavvarakhan Ikhtiyor kizi⁴

¹Kokand State Pedagogical Institute, teacher of the Department of Special Pedagogy, Fergana, 150100, Uzbekistan

xojixuja1506@gmail.com, <https://orcid.org/0009-0007-9139-6934>

²Kokand State Pedagogical Institute, Senior Lecturer, Department of Special Pedagogy, Fergana, 150100, Uzbekistan, <https://orcid.org/0009-0004-1822-7593>

³Kokand State Pedagogical Institute, Senior Lecturer, Department of Special Pedagogy, Fergana, 150100, Uzbekistan, <https://orcid.org/0009-0004-7271-1730>

⁴Kokand State Pedagogical Institute, teacher of the Department of Special Pedagogy, Fergana, 150100, Uzbekistan, *munavvaraxonturdaliyeva@gmail.com*

Abstract: The article examines the legal basis for the education of primary school students based on the anthropocentric approach in the process of inclusive education, the relevance of the problem of teaching primary school students based on the anthropocentric approach in the process of inclusive education, students in the process of inclusive education. Inclusive education based on the anthropocentric approach consists in the study of pedagogical aspects of improving educational mechanisms. Brief summary of the terms "anthropocentric approach" and "inclusive education" in modern educational conditions, focus on the development of cognitive independence of students in inclusive education in educational activities, development of principles and technologies of the anthropocentric approach, problems of formation of both pedagogical and research abilities of teachers and individualization of educational goals, components of the anthropocentric approach, anthropocentric approach formation, goals and objectives that need to be solved when teaching primary school students in the process of inclusive education based on the anthropocentric approach, problems arising in inclusive education, teaching primary school students in the process of inclusive education based on the anthropocentric approach, the basics of education, teaching children with developmental disabilities, their adaptation to social life, rehabilitation and correction, implementation of the principle of "Education for All" is an important task.

Key words: inclusive education, anthropocentric approach, communication, integration, humanity, tolerance, tolerance, care, cooperation.

INTRODUCTION:

The concept of inclusive education is recognized by most countries with a developed global education system as one of the priority areas for improving educational policy, aimed at improving the global education system and contributing to the effective development of anti-discrimination measures. The need to implement the educational process in accordance with the educational needs of all children, regardless of their origin, social status and physical abilities, shows that these tasks should be given special attention. The universally recognized Universal Declaration of Human Rights (1948), the Convention on the Rights of the Child (1989), the Declaration of the Rights of Persons with Disabilities (1975), the Universal Declaration "Why Education" (1990), the Salamanca Declaration (1994), the Dakar Declaration (2000) "Rights of Persons with Disabilities" A number of declarations and conventions, such as the Convention on the Rights of Persons with Disabilities (2006), the "Standard Provisions on the Equalization of Opportunities for Persons with Disabilities" (1993) and conventions, show that there is an urgent need to study the issue of improving the mechanisms for teaching students based on the human-centered approach in the process of inclusive education.

One of the important strategic tasks is the development of inclusive education in the world, expansion of educational opportunities, training of personnel working in the process of inclusive education, based on the qualities of tolerance and humanity. In the process of inclusive education, teaching students based on the anthropocentric approach, introducing the conceptual idea of ensuring equality of children with disabilities with other children in educational practice, health care and rehabilitation, career guidance, and methodological guidance for families. A special priority is the systematic implementation of practical work to support and strengthen students' motivation for learning. The study of new ways, methods and means of teaching children with disabilities leads to research on the issue of improving the mechanisms of teaching students based on the anthropocentric approach in the process of inclusive education.

In our republic, a legal basis is being created for the development of inclusive education, provision of competent specialists for its effective organization, improvement and implementation of inclusive education technologies. The priority tasks are defined as "Ensuring open and high-quality education for young people, ensuring that young people receive an excellent education at all stages of education, creating conditions for the development of inclusive education in the regions" [5]. As a result, the effectiveness of research work on improving the mechanisms of student learning based on the anthropocentric approach in the process of inclusive education will increase.

METHODOLOGY

In the process of inclusive education, the anthropocentric approach is considered as one of the personal, spiritual and moral qualities of a person, as well as one of the important foundations of social thinking. This approach is of particular importance in organizing interpersonal relations in inclusive education. Therefore, on the basis of the anthropocentric approach, the sincere and benevolent attitude of individuals towards each other, mutual support, actions aimed at

respecting the freedom, rights and interests of each other are reflected. The anthropocentric approach in inclusive education ensures the positive nature of social relations. Therefore, the principle of the anthropocentric approach is recognized as one of the principles that acquires special priority in modern inclusive education.

ANALYSIS AND RESULTS

In the process of inclusive education, the role of communication in teaching primary school students based on the anthropocentric approach is enormous. Communication is one of the needs that arise in the process of joint activity of people in a certain team or group, and a characteristic feature of people, which is the process of entering into relationships during their activity [1].

To fully understand the essence of the problem, it is necessary to first understand the meaning of the terms “anthropocentric approach” and “inclusive education”, which are basic concepts.

The word anthropocentrism comes from the combination of the Greek anthropos – man and the Latin centrum – center [3].

In the “Pedagogical Encyclopedia” by Professor R.G. Safarova, the concept of “anthropocentrism” is defined as the idea that man is the center of the Universe and its ultimate goal. That is, “anthropocentrism means that things and events relate only to their suitability, that is, to see and study from a teleological point of view” [2].

Inclusive education (French: Inclusif, Latin: Include - I add) is a term that expresses the fact that general secondary education is focused on education that covers the needs of students with different abilities, equality for all [13].

The updates carried out in the education system of our country largely determine the specifics and necessity of changes in the work of an inclusive education teacher. In particular, Article 20 of the Law of the Republic of Uzbekistan “On Education” states that “Inclusive education is education for all students, taking into account the diversity of special educational needs and individual capabilities, aimed at ensuring equal opportunities for obtaining education in organizations”. Inclusive education is organized in educational institutions for children (individuals) with physical, mental, sensory or intellectual disabilities” [4].

Focus on the development of students' cognitive independence in modern educational conditions, educational activities, inclusive education, development of principles and technologies of the anthropocentric approach, formation and training of both pedagogical and research abilities of teachers and educators, it is important to individualize the goals set. This problem cannot be solved by traditional teaching methods. We see these problems today in educational practice. These are:

- between the need to understand and creatively update educational programs and products based on the anthropocentric approach to the reproductive, educational process;
- in the increasing complexity of educational programs and teaching materials;
- the level of students, which is becoming more complex every day;

- between their ability to assimilate all the information presented to students studying in inclusive education.

Today in the world education system as a factor in the socialization of students with disabilities:

- improve the technology of intellectual culture development, create multimedia tools aimed at supporting social activity and initiative of students;
 - improve the system of diagnostic, neurolinguistic, software technologies for the development of intellectual culture in students with disabilities;
 - develop reading and reading culture among students with disabilities,
- issues of anthropocentric approach in their education are becoming more relevant than ever.

The education and upbringing of a child in inclusive education is transcendental (brings the student closer to absolute values - truth, creator), sociometric (mutual equality, educational freedom, work, peace, creativity, etc.), anthropocentric (humanity, tolerance, care, cooperation, etc.) based on various values.

In defining the anthropocentric approach, it is permissible to dwell on such concepts as humanity, tolerance, tolerance, care, cooperation, kindness. Here we considered it necessary to explain these concepts. Because these concepts are very important in teaching students inclusive education based on the anthropocentric approach. Figure 1 shows the components of the anthropocentric approach.

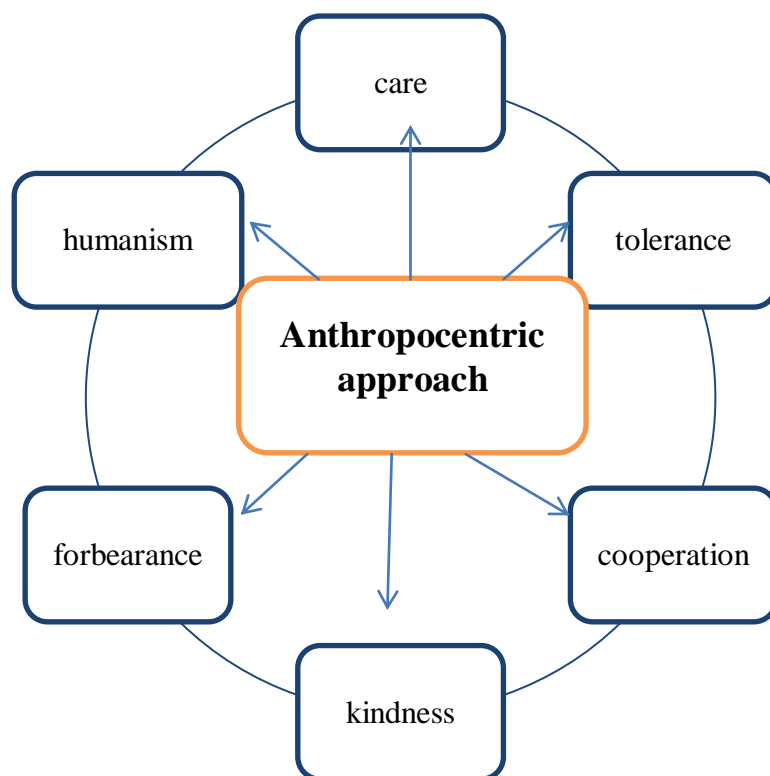


Figure 1. Components of the anthropocentric approach.

Formation of an anthropocentric approach - a clearly targeted pedagogy aimed at educating a person, brought up in the process of inclusive education,

treating each person as a value, respecting his personality, pride, personal “I”, dignity, rights and the content of virtuous behavior and process.

Teaching primary school students in the process of inclusive education is based on an anthropocentric approach - taking into account their age and individual capabilities, their unique psychological characteristics, approaching them as the value of each person, their honor, pride, respect - this is the content and process of pedagogical activity with the specific goal of teaching respect for one's honor, dignity and rights. This process acquires a systemic, integrative, collective character.

As expected, the effective and successful organization of this process requires work based on certain principles. Based on the following principles, on the basis of scientific research on the research problem, familiarization with the relevant literature, theoretical analysis of the ideas put forward in them, it is possible to achieve the expected result in teaching students inclusive education based on the anthropocentric approach that comes to mind: systemic, integrative, complex, polysubjective approach, interactivity, corporatism, empirical approach, problem approach, vitagenic approach, axiological approach, anthropological approach [14], technological approach [15], cultural approach, ethnopedagogical approach, stage-by-stage approach, competent approach, synergetic approach [16].

This means how complex, contradictory and responsible is the process of organizing inclusive pedagogical activity based on a large number of principles.

The organization of independent learning of primary school students is an important issue in the process of inclusive education. This requires the effective use of interactive methods, modern pedagogical technologies and information and communication technologies. We also believe that in order to teach primary school students based on an anthropocentric approach in the process of inclusive education, it is necessary to solve the following goals and objectives (Table 1).

s/n	Goals and objectives to be achieved
1	Creation of the necessary pedagogical, psychological and correctional environment for the comprehensive education of students with disabilities in an educational institution, spiritual maturity through the implementation of special programs and correctional work aimed at the capabilities of students, the implementation of socialization;
2	Ensuring equal rights for all students in education in an inclusive education environment. Avoiding various forms of discrimination;
3	Meeting the needs of children with disabilities and limited abilities with the active participation of people and families in the environment, helping them to adapt to social life;
4	Realization of the rights of children with developmental disabilities to receive education and live without being separated from family life;

5	Formation of equal rights and cooperative relations with children with developmental disabilities in society. ICT and media can be an effective solution to this problem.
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Table 1. Goals and objectives that need to be addressed when teaching primary school students based on an anthropocentric approach in the process of inclusive education.

Theoretical analysis and practical experience show that there are a number of problems in the implementation of inclusive education in school education in our country. They can be conditionally divided into two groups: organizational and scientific problems.

Organizational problems include:

- insufficient material and technical base for the introduction of inclusive education in school education;
- negative views of society on society;
- that the school staff and students are not ready for this process;
- failure to create the necessary pedagogical, psychological, correctional environment for the comprehensive education of students with disabilities in an educational institution;
- teachers of comprehensive schools are not ready for inclusive education
- lack of permanent strong relationships with parents, etc.

Scientific problems include:

- the fact that the textbooks were not created taking into account the education of primary school students studying in inclusive education in general education schools;
- a lack of educational and fiction literature;
- the absence of a scientifically based mechanism for teaching primary school students in inclusive education in general education schools;
- a lack of knowledge of inclusive education and the anthropocentric approach of teaching staff teaching in inclusive education in general education schools.

Our analysis shows that there are two different views on the education of children with disabilities.

1. Differentiation (segregation) of students with disabilities in learning - Supporters of differentiated education emphasize the provision of education, targeted correction and psychological support to children with disabilities separately from healthy children.

2. Integrative education (inclusive education) – Supporters of inclusive education believe that education can be equal for everyone, that children with disabilities can be educated together with students in general classes and that this can be corrected in the process of socialization.

In our opinion, the integration of education is important. As mentioned above, the anthropocentric approach is centered on the human being. When we

talked about the qualities of the anthropocentric approach, we emphasized humanity, tolerance, tolerance, and cooperation. Inclusive education creates new opportunities for children with developmental disabilities. It allows them to communicate and stand on the same level with their peers.

So why is it necessary to teach primary school students using an anthropocentric approach in the process of inclusive education? What is the educational need for this? Let us try to answer these questions in Figure 2.

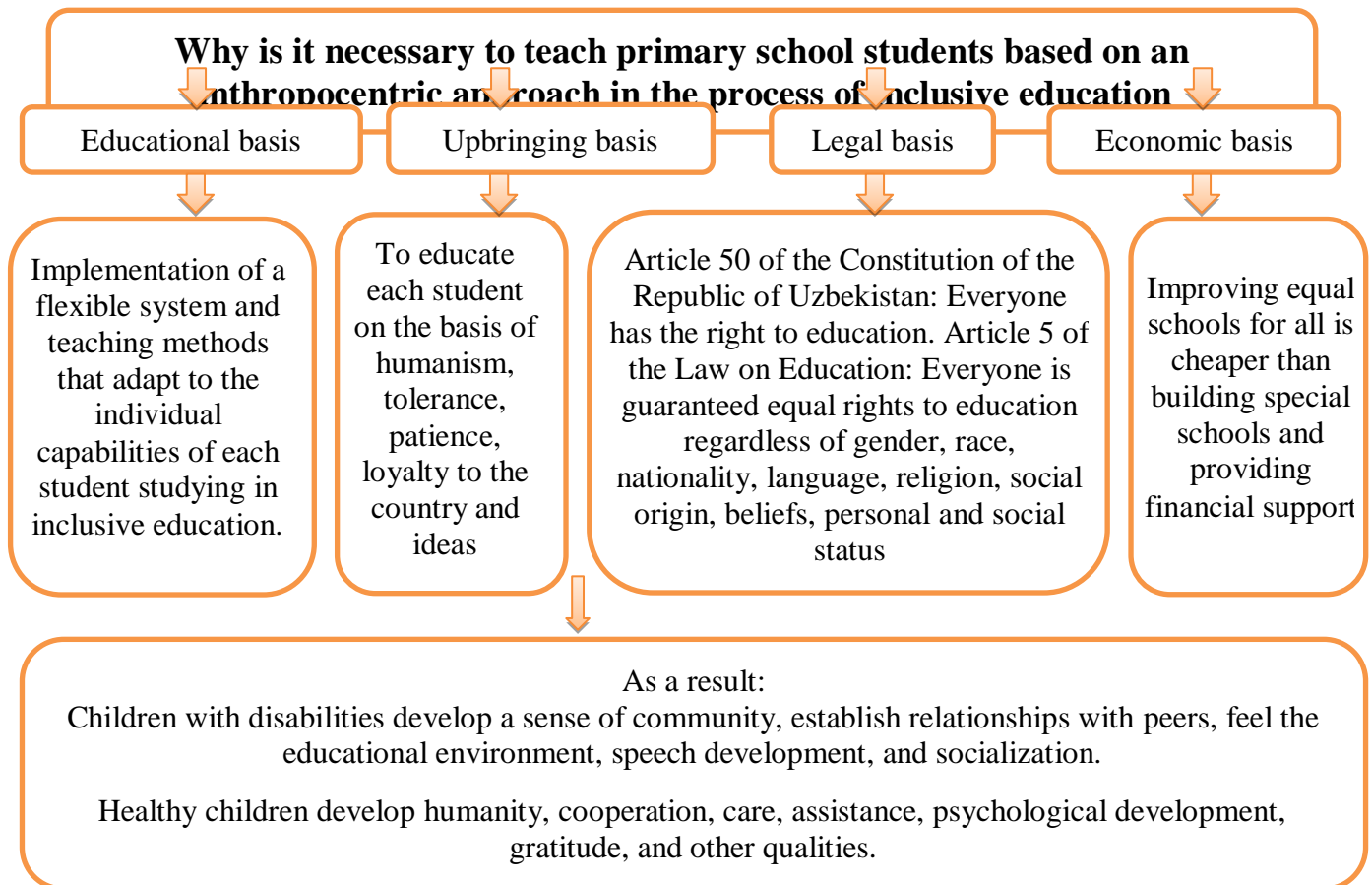


Figure 2. Fundamentals of teaching primary school students based on the anthropocentric approach in the process of inclusive education.

As shown in this picture, we believe that in the process of inclusive education, the process of teaching students based on the anthropocentric approach should be humanized and based on the following social norms:

1. By pedagogically organizing the education of “special” children, taking into account that each child is an individual, taking into account his mental and physical abilities, and creating the opportunity for each student to receive an education;

2. Ensuring compliance with the Constitution of our country, the law on education, decrees and orders of the President, laws of international educational organizations, the right to education, personal development, equality for all, respect for the human person, and compliance with the principles of freedom of speech;

3. Do not allow discrimination against children with disabilities by the teaching staff and healthy students in the classroom, and carry out explanatory and corrective work;
4. Compliance with the principle of tolerance towards students with disabilities;
5. Conducting regular discussions with parents of students with disabilities or their substitutes;
6. Providing psychological support to the class, teaching staff and parents;
7. Providing pedagogical guidance and support to students with disabilities to achieve their potential;
8. Be more patient with students with disabilities, help them express their opinions freely in class and correct the class group;
9. Organization of systematic work based on the principle of parent-educational institution-neighborhood;
10. Involving experienced teachers in working with disabled students, providing them with assistance, training in pedagogical skills and financial incentives;
11. It is desirable to involve as many qualified, experienced, professionally trained teachers as possible in inclusive education classes.

CONCLUSIONS

In the process of inclusive education, based on the scientific and conceptual foundations of teaching students based on the anthropocentric approach and the above considerations, the following conclusions were made:

The education and upbringing of a child in inclusive education is transcendental (brings the student closer to absolute values - truth, creator), sociometric (mutual equality, educational freedom, work, peace, creativity, etc.), anthropocentric (humanity, tolerance, care, cooperation, etc.) based on various values.

The behavior of a person brought up on the basis of the qualities of the anthropocentric approach includes kindness and care for others, respectful attitude towards them, showing efforts, sympathy for them, promoting good ideas among them, caring for them. noticeably. He always rushes to help people he knows or does not know, or faces some problem, and supports them when he can.

The education of children with developmental disabilities, their adaptation to social life, rehabilitation and correction, and the implementation of the principle of "Education for All" are important tasks.

In the process of inclusive education, it is necessary to begin as early as possible corrective activities for the education of primary school students based on an anthropocentric approach, ensuring a positive family environment and interaction of educational institutions with the family, age characteristics of children with disabilities, and it is advisable to use educational programs and tools in accordance with their existing capabilities and educational goals.

An analysis of foreign countries shows that it is important to humanize inclusive education, establish cooperative pedagogy, conduct explanatory work with healthy children and their parents, and provide ongoing psychological

support.

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