

**IMPROVING THE PREPARATION OF CHILDREN FOR SOCIAL LIFE IN THE
PROCESS OF INCLUSIVE EDUCATION**

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Abstract

This article highlights the improvement of preparing children for social life within inclusive education. It analyzes the social adaptation of children with special educational needs, the development of their social skills, and the role of pedagogical and psychological factors. The study also explores ways to enhance the effectiveness of inclusive education processes.

Keywords

inclusive education, social adaptation, children with special needs, social skills, pedagogical approach, psychological support, integration.

In the process of developing and modernizing the education system in the Republic of Uzbekistan, the introduction of inclusive education is one of the important priority areas. Ensuring the right of every child to quality education is defined as the main task in state policy. As our President Shavkat Mirziyoyev noted, comprehensively educating the younger generation is an important factor in the development of society. Preparing children for social life in the process of inclusive education serves not only their acquisition of knowledge, but also their active participation in society. This, along with increasing the effectiveness of education, helps to ensure social equality.

Improving the preparation of children for social life in the process of inclusive education is not just a methodological update, but also a change in the worldview of society. In conclusion, the following important aspects should be noted:

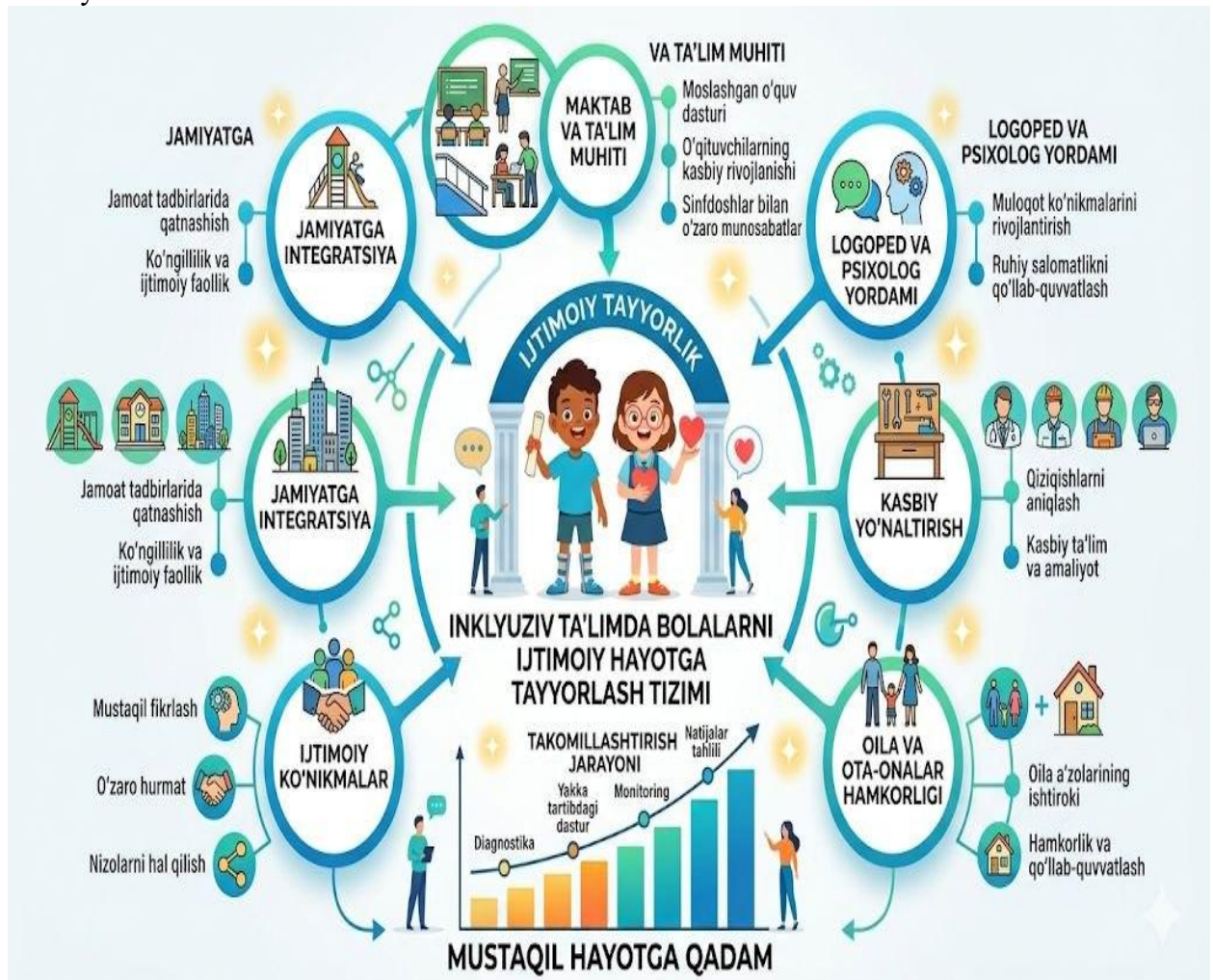
First, social adaptation should not remain the sole responsibility of the school administration or teacher. Here, the chain "School - Family - Neighborhood" must work seamlessly. Parents need to abandon the position of hyper-protection towards their child and learn to give him the right to make an independent choice.

Secondly, it is necessary to increase the number of "sheltered jobs" or social entrepreneurship projects for graduates of inclusive education at the state level. The process of education and preparation for life must logically end with employment.

Thirdly, using the capabilities of digital technologies and artificial intelligence, integrating mobile applications and assistive devices into the educational process that facilitate communication for children with special needs will dramatically reduce social barriers. As we prepare children for life, we actually prepare society to accept them. The success of inclusive

education is reflected not in the child's grades, but in his feeling happy, needed and independent in society. Only through a systematic approach can we create an environment where every child can fully realize his potential.

Inclusive education is an educational system aimed at creating equal opportunities for all children, which involves the inclusion of children with physical or mental disabilities in general education institutions. In such an environment, the preparation of children for social life is carried out in several important areas. First of all, it is necessary to develop social skills. Children learn to communicate, express their opinions freely, and work in a team. These skills will later lay the foundation for their successful functioning in society.



Secondly, it is important to form independence. By teaching children practical skills necessary in everyday life, their self-confidence increases and their social adaptation is accelerated. Psychological support is also an important factor. Psychological assistance provided by specialists helps to understand children's inner experiences and adapt them to the social environment. In the process of inclusive education, the cooperation of parents and teachers is also of particular importance. This cooperation plays an important role in the development of children and serves to effectively organize the process of their socialization. In the process of inclusive education, preparing children for social life is not only a pedagogical, but also a deep socio-psychological process, which serves to form the competencies necessary for the child to find his place in society. If in previous periods, children with special needs were often educated

in an environment isolated from society, today their joint activities with their peers have become an important criterion of social justice. In this regard, the successful adaptation of adolescents to the social environment determines not only the effectiveness of education, but also the level of readiness of the individual for independent life. In particular, the improvement of social skills in inclusive education includes the following important areas:

First, the formation of a culture of communication and interaction. In inclusive classes, children acquire the skills of tolerance and empathy by communicating with peers with different levels of physical and intellectual abilities. "Children's mutual support in the process of social communication instills in them a sense of belonging to society and prevents social isolation." In this process, the teacher should act as a social bridge, not just a provider of knowledge.

Secondly, the implementation of everyday life skills (Life Skills) in practice. The improved model of inclusive education is aimed at giving the child functional literacy that will help in life, rather than theoretical knowledge. For example, these include the skills of behavior in public places, the use of information technologies and independent decision-making. According to international experience, social adaptation programs are the main driver of a child's economic independence in adulthood. However, there are still problems on the path to social adaptation. In some social strata, stereotypes, namely, outdated views that "a child with special needs should only be at home or in a special institution," prevent the child from fully realizing his or her potential. This requires the formation of an inclusive culture not only in the education system, but also in society as a whole.

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