



**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA
MAX'SUS TA'LIM VAZIRLIGI
A. QODIRIY NOMIDAGI JIZZAX DAVLAT
PEDAGOGIKA INSTITUTI**



**CHET TILLARINI O'RGATISHNING TURLICHA
YONDASHUVLARI: MUAMMO VA YECHIMLAR**
Xalqaro ilmiy-amaliy konferensiya materiallari 2021 yil 1-iyun

**Proceedings of the International Scientific-Practical
Conference**
**DIFFERENT APPROACHES TO FOREIGN LANGUAGE
TEACHING: PROBLEMS AND SOLUTIONS**
2021 June 1

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Инглиз тилидаги предлогларнинг потенциали таҳлили шуни кўрсатадики, улар билдирадиган маънолари фақатгина лексик бўлиб қолмасдан, балки ушбу предлогларнинг қўлланилиш имкониятлари, матндаги маъноларидан келиб чиққан ҳолда грамматик вазибаларни бажариши ва уларнинг инглиз тили гап шаклланишида муҳим ўрин тутиши кузатилди.

Инглиз тилидаги предлогларнинг асосий қисми кўп маъноли ва кўп компонентли жиҳатларга эга.

Инглиз тилидаги он предлоги инсон танасининг турли позицияларда маълум ҳолатда бўлиш маъносида метаномик боғлиқликни юзага келтиради.

Бериладиган вазиятда он предлоги ёки ушбу предлогли бирикмалар агентив белги сифатида интеграл вазибаларни бажаради.

Он предлогини адвербиал равиш вазибасида феълларнинг маъно таркибини бутунлай ўзгартиради ёки баъзи феълларнинг ҳаракат белгисига давомийлик семантик компонент сифатида амал қилади.

Он предлогининг прототип семаси устки қисмда мавжудлик маъноси билан белгиланади. Ушбу предлог билан ифодаланадиган бошқа маънолар метафорик кўчма хусусият сифатида қабул қилиниши мумкин.

Он предлогининг “фаоллик” семантик белгилари у билан бирикадиган динамик хусусиятли феълларнинг синтагматик маъно хусусиятлари билан алоқадорликка киришган ҳолда юзага келади.

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INCLUSIVE EDUCATION IN FRANCE AND IN UZBEKISTAN

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***Resume:** This article is devoted to the study of the French experience in inclusive education and its introduction into the education system of the Republic of Uzbekistan. The development of inclusive education has become one of the main directions of the policy of our state, because this form of education is designed to guarantee children with special needs in acquiring their worthy place in society.*

According to statistics from the World Health Organization, about 15% of the world's population has a limited development opportunity (the so-called disability), and this figure is constantly growing. This fact encourages everyone to feel equal with others and to work effectively to create opportunities for self-realization for all people without exception.

It is no coincidence that since 2014, the main theme of the International Day of Persons with Disabilities has been “the unity of all ages and equal rights”. Thereby, the goal is to create equal opportunities for all people, regardless of their physical condition. The level of development of the protection system for children in need of social protection reflects the level of humane and spiritual and moral development of society. Naturally, caring for the younger generation has become one of the most important values of our society. The development of inclusive education has become one of the main directions of the policy of our state, because this form of education is designed to guarantee children with special needs in acquiring their worthy place in society.

Inclusive education is inherently a complex process of change and improvement and general education, ensuring that all children can use it and adapt to their different needs. This is how the rights and needs of children with disabilities in obtaining a quality education are implemented. Inclusive education provides an opportunity to develop a methodology that recognizes that all children are people with different needs. Our national legislation gives children with special needs the right to fulfill their potential. Therefore, the main goal of all programs on inclusive education for children with special needs in Uzbekistan should be aimed at improving the quality of inclusive services and increasing public awareness on this issue. Inclusive education has been operating in Uzbekistan since 1996. In the schools of our country that accept children with minor physical and mental disabilities, there are corresponding rules that give parents of children with disabilities the options to choose an educational institution, taking into account the child's capabilities and abilities. Nowadays, there are many examples of such children being educated in regular schools.

One of the principles of this education is that it should not be one-sided and that society should create all conditions for inclusive education. Coverage of persons with disabilities with secondary and higher education is one of the priority directions of the state policy of Uzbekistan. Proceeding from this, the country's leadership has recently paid great attention to the introduction of an inclusive education form into the national education system, aimed at providing quality education to all children, regardless of their physical capabilities and social status.

At the same time, it is necessary to study and critically comprehend the advanced experience of developed countries in the field of inclusive education. In the Jizzakh State Pedagogical Institute, where the relevant direction for the training of specialists with higher education in this area functions, a working group has been created and is conducting systematic activities. In order to study the experience of leading French higher educational institutions, on June 4-11, 2019 and February 5-12, 2020, our delegation visited France within the framework of a cooperation agreement between the Jizzakh State Pedagogical Institute and the National Institute for Teacher Training in Inclusive Education (INSHEA).

Acquaintance with the activities of INSHEA gives, we believe, the following useful points from the experience of French specialists in organizing the methodology and practice of inclusive education:

- Availability of resource centers on operating special sites. The resource center has collected a large number of scientific journals, special literature and relevant documents, which

are expediently used by researchers of the INSHEA Institute, as well as specialists undergoing advanced training and retraining, local and foreign doctoral students and undergraduates who conduct research systematically and regularly. At the same time, access to this resource center is extensive; there is also the possibility of remote access to scientific publications, collections of scientific articles at international scientific conferences.

We got acquainted with the activities of the INSHEA distance learning department. Engagement in socially inclusive education is done in a much more complex way;

- well-organized scientific activity. Another area of activity of the institute is engaged in professionals oriented to people with disabilities, and there is also a 2-year master's and doctoral programs.

In general, the system of inclusive education and rehabilitation in France has the following features that deserve careful study:

First, the French inclusive education system has a stable and well-established legal framework and many years of experience. In France, the law on inclusive education was passed back in 2005. In 2013, a new law was adopted that provides for research in the field of inclusive education, training and retraining of personnel. As a result, the demand for inclusive education teachers in the system has increased markedly. An integrated approach to education and health care for those in need is being implemented.

Secondly, the very structure of education and employment of persons with disabilities has the character of universal involvement of these persons of all ages, as well as cooperation in the activities of various government agencies, business structures and public organizations.

Currently, between JSPI and INSHEA, as well as IFME, have been established mutually beneficial relations on the basis of a cooperation agreement. Work is underway to implement an international project on inclusive education. It is planned to conduct joint research, publish articles in international journals and translate French literature on inclusive education into Uzbek. Samples of teaching products are used in the process of teaching JSPI students in inclusive education courses, where they are provided with access to the electronic databases.

Physical Education and Physical literacy

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Physical literacy is a significantly important goal of physical education. An understanding of physical literacy helps to appreciate the special nature of physical education. It is not specifically about teaching children and young people to play sport; nor is it purely about finding those with the potential to become elite performers. Physical education is about encouraging every child and young person to become a lifelong participant in physical activity and supporting every child and young person on their physical literacy journey. Physical literacy entails a commitment to the holistic nature of the individual with interaction of capabilities. As defined by Whitehead (2010) „As appropriate to each individual’s endowment, physical literacy can be described as the motivation, confidence, physical

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