



ORGANIZATION OF INCLUSIVE EDUCATION IN UZBEKISTAN AND DEVELOPMENT ISSUES

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ABSTARCT

In the modern scientific system of Uzbekistan, the establishment of a pedagogical process related to the joint education and upbringing of healthy children and children with disabilities is becoming one of the urgent tasks of the new educational process.

In Uzbekistan, special education has been developed as a system of education for children with disabilities. This teaching is based on the assumption that the needs of children with disabilities cannot be met in general education institutions. Special education operates worldwide in the form of schools or boarding schools, as well as small parts of secondary schools.

Keywords: Inclusive education, integration, socialization, UNESCO, disability, adaptability, intellectual character, general didactic approach, correctional approach.

Inclusive education is a public policy that seeks to address barriers between children with disabilities and healthy children, to address the developmental challenges of adolescents who need special education (and those who are disabled for some reason), or to prevent economic hardship.

The project "Inclusive education for children with special needs in Uzbekistan" was launched in 2014. Inclusive education provides children with special needs with education on an equal footing with children with normal development. That is why inclusive education is so important.

"In the past, a solid legal framework has been established in this area, and dozens of laws have been adopted. Our country has acceded to the UN Convention on the Rights of the Child, and its ratification was one of the first international documents.

According to UNESCO, due to the pandemic, one-third of the world's schoolchildren still do not have access to traditional education. This is very sad. Although this problem can be partially solved through online training courses, it is not demanding. That is why the issue of education for children with disabilities is still very sad.

As of January 1, 2019, about 710,000 people with disabilities have been officially registered in Uzbekistan. 101 thousand of them are children with disabilities under 16 years old.

The new version of the Law on Education, adopted on 23 September 2020, defines the concept of "inclusive education" for the first time, as well as the Law on the Rights of Persons with Disabilities for the first time.



Inclusive education is a French word that includes the process of teaching children with special needs in general education schools.

Typically, inclusive education is the process of developing a general education that provides access to education for all, with access to education for children with special needs.

In 2000, as a primary basis for inclusive education in Uzbekistan, the Republican Education Center's Special Education Department developed an "Action Plan for the Development of an Open Education System for Children with Special Needs in the Republic of Uzbekistan."

The following legal and social bases of the system of inclusive education in the Republic are created based on "Temporary system of inclusive education for children and teenagers with disabilities":

- In preparing the child for social life, regardless of age, sex, race, or nationality, the article of the Constitution of Uzbekistan stipulates that all children should be included in the general education process and adapted to social life;
- Every child can pursue his / her interests and the right to receive education per his / her needs;
- take into account the diversity of characteristics and needs in the development and implementation of the curriculum;
- Every child has the right to education as a peer;
- the organization of education not according to the needs of the child, but according to the needs of the child;
- support and evaluation of the methodology of teaching, the compactness of the curriculum, taking into account the needs and capabilities of the child;
- identifies that the problem of inclusive education is not in the child, but in the system, ensures the creation of favorable conditions for the child;
- Organizes correctional, pedagogical, and social assistance depending on the individual needs of the child, etc.

Following the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 PF-5712 "On approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030", the development of inclusive education in Uzbekistan To improve the quality of education, the Resolution No. PK-4860 of October 13, 2020 "On measures to further improve the system of education for children with special educational needs" was approved. The Resolution sets targets for the development of the education system with special educational needs in 2020-2025.

At present, there are shortcomings in the inclusion of children with disabilities in education. For example, some children are not covered by education and have limited opportunities to stay at home. If the conditions for inclusive education in schools are created, 80,000 out of 101,000 children with disabilities will be able to go to school.

Uzbekistan has developed a "road map" for the development of inclusive education following the "Concept for the development of inclusive education in the public education system in 2020-2025." Targets for the development of education for children with special educational needs until 2025 have been approved. Based on the results achieved, the targets, and the main directions for the relevant



period, the concept will be implemented step by step based on a separate "Road Map", which will be approved annually from 2022. The concept will be implemented in two stages, including:

During the years 2020-2022:

- The regulatory framework in the field of inclusive education will be improved;
- Qualified teachers will be trained, retrained, and retrained for an inclusive education system;
- The material and technical base of inclusive education institutions will be strengthened, they will be provided with special devices (lifting equipment, ramps, handrails, etc.), the necessary literature, manuals, equipment, and tools for training in various professions;
- modern information and communication technologies and innovative projects will be introduced in the field of inclusive education;
- The right to education of children with special educational needs, the creation of a positive social environment among the population by explaining the essence of inclusive education;
- Measures will be taken to reduce the number of children with special educational needs and to prevent them from being abused;
- The system of inclusive education will be introduced on a trial basis in the activities of individual educational institutions;

During the years 2023-2025:

- The system of inclusive education will be gradually introduced in other general secondary education institutions;
- Measures will be taken to ensure the right of every child with special educational needs to inclusive education;
- Teaching methods in inclusive education will be improved and the principles of individualization will be gradually introduced into the educational process;
- In the process of inclusive education, measures are taken to educate students spiritually and morally, to form them physically healthy and strong;
- Specialized state educational institutions (schools and boarding schools) (hereinafter referred to as specialized educational institutions) for children with special educational needs due to the physical and mental needs of students and the geographical location of educational institutions.

In the 2021-2022 academic year, as a pilot project, it is planned to introduce an inclusive education system in one of the secondary schools located in the cities and districts of Tashkent.

Special educators and tutors (assistant educators) closely assist children with special educational needs in mastering individual curricula;

An "Inclusive Education Laboratory" will be established within the established staff units at the Republican Center for Vocational Orientation and Psychological and Pedagogical Diagnosis.

The main tasks of the Laboratory of Inclusive Education are as follows:

- Creation of conditions for inclusive education in secondary schools, development of criteria for determining the quality and effectiveness of inclusive education and monitoring their implementation;
- development and improvement of methodological support of inclusive education (manuals, methodological recommendations for leaders, teachers, and specialists, etc.);



- development and improvement of technologies aimed at psychological, pedagogical, and social development for all subjects of inclusive education;
- organization of psychological and pedagogical support for students in inclusive conditions;
- Carrying out of scientific researches on inclusive education, study, and application of the advanced foreign experience;
- organization and holding of scientific conferences and seminars on the development of inclusive education;
- Increasing the number of participants in inclusive education in the circles of "Barkamol Avlod" children's schools;
- wide involvement of children with special educational needs in cultural and art institutions;
- Involvement of children with special educational needs in physical culture and sports;
- Encourage the effective use of computer technology and the Internet among children with special educational needs;
- Raising the morale of children with special educational needs, the widespread promotion of reading among them;
- Development of professional skills of students with special educational needs;
- Advocacy activities on the achievements of children with special educational needs in culture, arts, sports, and other areas.

The goal of developing an inclusive education system in Uzbekistan is to ensure equal learning opportunities and to create the conditions for success in education, regardless of the individual characteristics of all children, previous educational achievements, language, culture, social and economic status of parents.

An inclusive classroom teacher can take into account the abilities of children and plan lessons accordingly, know how children's disabilities affect their education, and take advantage of methodological approaches to overcome these difficulties. can be achieved. Every child develops to the best of his ability, which, according to LS Vygotsky, can be confirmed by the idea that "any mental or physical defect develops."

For the development of inclusive education, it is important to make structural changes to the general secondary education system. Barriers between 'general education and 'special education must be removed. Although special education is part of regular education, it is based on two systems of education, consisting of its students, teachers, management team, and support system. There is no need for such a system in the "Inclusive School", which meets the requirements of all students.

Reforms can control the operation of educational goals, but they cannot directly control their pedagogical operation. Therefore, for reforms to be effective, they need to be well-discussed and reviewed by education system administrators and practitioners.

In today's fast-paced society, education is an opportunity for all. Although the boy has limited physical abilities, his talents, abilities, and mental abilities are worthy of attention. It is the honorable duty of our teachers not to be indifferent to their future, to bring them up as children worthy of our society and state.



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