



FOREIGN EXPERIENCE IN THE DEVELOPMENT OF INCLUSIVE EDUCATION IN UZBEKISTAN

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ABSTRACT

This article highlights the role and importance of the experiences of foreign countries in the development of inclusive education in Uzbekistan. In addition, the existing problems and shortcomings of this education are also highlighted. As foreign experiences, the intensive efforts of Finland, Italy and Japan in inclusive education are studied. During the study of these experiences, the main factors of inclusive education are identified - improving the skills of teachers, individual work with students, cooperation with parents, etc. As a result of the research, it is determined that Uzbekistan can use improved foreign experiences.

Introduction

In accordance with the Regulation approved by Resolution No. 638 of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2021 "On the approval of regulatory legal acts concerning the education of children with special educational needs", the goals and objectives of inclusive education are as follows:

The goal of inclusive education is to create a barrier-free, adapted educational environment for students with special educational needs at school, using special tools and methods, involving special educators, and to ensure quality general secondary education that serves their effective adaptation to society and full integration.

Currently, in the process of socio-economic development of modern society, the education of the growing younger generation remains one of the pressing issues. Also, inclusive education - education for children with special needs - is becoming an integral part of the education system.

This type of education is being introduced in Uzbekistan, but there is a need to use foreign experience to increase efficiency. This article studies the experiences and methods of foreign countries in inclusive education, analyzes their adaptation to our national education system, and puts forward ideas on increasing the level of inclusion.

LITERATURE REVIEW.

Inclusive education is one of the most relevant scientific and practical topics in the current globalization era. In particular, international organizations - UNESCO and UNICEF - have considered recommendations on the equality of all students, as well as their quality education,



individual work with children in need of special assistance and their integration into society. In scientific literature, the experiences and achievements of Italy, Finland and Japan in inclusive education are most often studied separately. The experience of the above countries shows that the laws and documents drawn up by states are insufficient for the implementation of inclusive education, and in addition, educational institutions need to be prepared organizationally, methodologically and psychologically.

Among the countries with a conservative model of social policy, Italy was one of the first to recognize inclusive education as an acceptable form of education for children with special needs. In the country, more than 90 percent of children with special needs in psychophysical development study in general institutions with healthy children closer to home. Even before the adoption of the first law in Italy in 1971 on the right of children with special needs to attend general education schools, the process of integration had already begun in some regions of the country. This happened after the closure of psychiatric hospitals and boarding schools for children with developmental disabilities. The Italians call this period "predatory integration", but what happened was closer to inclusion, since the main goal was to adapt children to the school community in such a way that each person had a sense of belonging to a certain group. At that time, the acceptance of differences as integral features of the personality came to the fore. A distinctive feature of the Italian approach to inclusive education is the close cooperation of schools with specialists from health care organizations that carry out diagnostics and therapy. Students with special needs are provided with qualified assistance by teachers and multidisciplinary specialists and are taught according to agreed programs.

In the history of inclusive education, Japanese education is considered a country that has managed to create all the conditions for children with special needs to be excluded from the education system in a very short period of time and ensure their integration into society. The Japanese education system began to think about ways to include students with special needs in the education system more widely in the 1970s, and it began to be included in the law in 1990. In Japanese education, inclusive education begins not with schools, but with preschool institutions and continues to higher education institutions. Parents can freely choose the educational institutions their children will attend, and this is also stipulated in the law.

In Finland, inclusive education is based on the principle of "School for All" and inclusive education is a fundamental principle of the organization of basic education. These things are not included in legal and administrative documents, only the basic principles of inclusive education are included in the law. In Finland, any kind of discrimination is excluded and education is established equally for everyone.

RESEARCH METHODOLOGY.

The aim of this study is to organize inclusive education in Uzbekistan based on foreign experience. The study provided an in-depth analysis of foreign experience and its evaluation in the context of Uzbekistan. In addition, the comparative method was used in the study, in which scientific articles on education in Finland, Italy and Japan, reports from international organizations, statistical data and legislative documents were studied and compared. In addition, the way in which inclusive education was implemented in these countries in social, economic and cultural conditions was examined. At the same time, the problems and opportunities of this education were studied and shown under the leadership of



Z.Makhmudova and B. Rakhimova. The problems of inclusive education include the integration of children with special needs, the lack of special training of teachers and the lack of sufficient infrastructure.

In foreign experiences, inclusive education is analyzed differently. For example, in the studies of Slee and Salavita, social and political aspects are analyzed in depth, while in international organizations such as UNICEF and UNESCO, it is analyzed based on international standards and political approaches.

In conclusion, it can be said that due to the lack of a specific basis for introducing inclusive education in Uzbekistan, this article studied the experiences of foreign countries in inclusive education and considered how they can be adapted to our education system.

ANALYSIS AND RESULTS.

The study analyzed effective methods and important aspects of organization of inclusive approaches in education in Japan, Italy and Finland. Inclusive education in Uzbekistan was studied on the basis of regulatory documents and interviews.

The Finnish experience shows that the country is implementing mass inclusive practices and constructive inclusive technologies that eliminate any discrimination and make the educational process accessible to everyone. As a result of these efforts, wide opportunities for children with special needs to receive education are opening up.

The following forms of inclusive education exist in Finnish schools:

1. Integrating children with disabilities into regular classes.
2. Teaching classes that are taught in regular and special classes in mixed classes.
3. The number of students in each class should be 25.
4. Establishing a form of teaching that provides special assistance in partially segregated, small groups, both within and outside the classroom.

Finnish education is based on the principle of "School for All" and creates comfortable and mandatory conditions for students in their own places of residence. The main focus of Finnish inclusive education is on the individual needs of students, the system of social services and pedagogical technologies. The above model will be useful in implementing Uzbekistan's "Individualized Curriculum".

In Japanese educational institutions, an important feature of inclusive education is the "resource room". This is a place where students with disabilities can receive specialist advice on studying in regular educational institutions. This program is valid for students with autism, various hearing, speech and vision disorders, and emotional disorders. In addition to small group teaching and the operation of resource rooms, tutors (coaches) are also provided for some students who provide individual assistance to students. Individual educational programs are developed for students, taking into account the results of history, psychological and social tests. In order to successfully implement inclusive education, teachers in Japanese educational institutions undergo special training. Working with students with disabilities requires additional communication skills, psychology, and medical care. The true purpose of teachers' work is to educate students and students with disabilities so that they can understand each other, work together, and live fully in one society. Education for students with disabilities requires significant financial costs, as a rule, the creation of normal conditions for such students increases the costs by 10 times. The main part of the financing of expenses is carried out by the



state. After completing the training, students with disabilities have real job opportunities. There are incentives for companies that provide employment for this category. A special highlight is the attitude towards students with disabilities in the country. You can see how students on excursions in public places help their classmates with disabilities selflessly and correctly. Often, on the initiative of students, a vacation is organized for such a child with his family. In general, Japan really adapts the environment to human needs. In Japanese education, all technological tools serve the needs of people, and such facilities are quite modern. The above experience opens up opportunities for the modernization of digital technologies and technological tools in the Uzbek education system.

In the Italian experience, work is carried out on the basis of the "Integrazione scolastica" model, and students are fully included in general education institutions. One of the important aspects of this model is that it also involves the work of assistant teachers with special training. In addition, in Italian inclusive education, teachers in public municipal institutions (preschool, school) work to support students with disabilities and, together with the class teacher, are responsible for the success of the education of students with special needs. The assistant, together with the teacher, draws up individual educational plans for each student with special needs in psychophysical development, in particular, corrective and rehabilitation assistance, in some cases outside the school - medical and social rehabilitation. An important requirement is that if there is a blind or deaf student in the class, the entire class learns Braille or sign language. Today, in the education departments of the regions of our country, advisory services are operating, involving specialists in various fields, school principals, employees of education departments, representatives of public organizations, and, if necessary, health care specialists. Employees of these services organize inclusive education, identify the needs of children, and provide advisory and educational assistance to teachers and school administrations. The use of the above position will facilitate the education of children with special needs in Uzbekistan and facilitate their integration into society.

CONCLUSIONS AND RECOMMENDATIONS.

This study examined the best practices of Japan, Italy, and Finland in inclusive education and analyzed how they can be adapted to education in Uzbekistan. The results of the analysis show that foreign countries have teachers and teaching assistants who are specially trained to organize inclusive education, and methods adapted for this education, and most importantly, cooperation with society is excellent.

Although the organization of inclusive education in Uzbekistan is consolidated on the basis of certain documents, there are some obstacles in practice: first of all, the lack of qualified personnel, insufficient provision of technical equipment, limited methodological tools, and the difficulty of integration into society. During the study, real situations were analyzed and it was determined that a phased, systematic, and customized approach to the transition to inclusive education is necessary.

Based on the results of the research, it is appropriate to focus on the following aspects:

1. It is necessary to introduce the activities of assistant teachers based on the Italian experience.
2. An individual learning plan should be developed for each child who needs special assistance.



3. It is necessary to improve the knowledge and skills of special educators and create special conditions for them.
4. It is necessary to create adapted methodological materials for students in inclusive education.
5. It is necessary to prepare society for inclusive education and work in this regard.
6. It is necessary to modernize technological tools based on Japanese experiences.
7. It is necessary to introduce a monitoring system that regularly evaluates the work being done in inclusive education.

In conclusion, it can be said that analyzing foreign experiences and incorporating them into the Uzbek education system will ensure the development of inclusive education, equality for all in education, and the formation of feelings of humanity and justice among students.

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