



CONTRIBUTION TO THE DEVELOPMENT OF INCLUSIVE EDUCATION IN UZBEKISTAN

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ABSTRACT

The article analyzes the reforms in the education system of the country and their importance, issues of raising inclusive education, the pedagogical significance of the concept of development of inclusive education in the public education system. It makes the case that inclusively minded ordinary schools are "the most successful means of eliminating discriminatory attitudes, fostering an inclusive society, and achieving education for all." Additionally, it implies that these institutions may both give the majority of kids an effective education and boost the effectiveness of the entire educational system.

Introduction: Have you ever considered that some kids have limited movement owing to paralysis, weak eyes, deaf ears, and are unable to hear or see the beauty we experience every day or the events taking place in the world around them. But despite the fact that this youngster could have grown up to be totally healthy and had a life filled with all the pleasures, they were denied it because of the effect of unfavorable conditions. Children who are physically or intellectually handicapped for a variety of causes cannot be excluded from society. Due to their disability, these kids have few opportunities. Given them limitations, they need correctional support.

One of the most pressing difficulties facing any nation is the need to carry out correctional educational, educational, and developmental work with impaired children, adapt them to social society, and raise them to adulthood so they may at least partially serve themselves and the society. After all, as our president Sh. M. Mirziyoyev once said, "The spirituality of any nation is determined by its concern to its disadvantaged citizens living in this society." One option to help kids with difficulties is through inclusive education, which accepts all students at all grade levels— pre-school, primary, secondary, etc.—regardless of their needs or ability. The right to education applies to all. Access to school for children with disabilities must be based on equality and without prejudice. This refers to the freedom from segregation and the right to receive all the assistance they require. Legal, structural, linguistic, linguistic, social,

and attitudinal impediments must all be addressed. Children with disabilities should be given the opportunity to completely develop their abilities and potential through education, which should also support their full participation in society and teach them about human rights, diversity, tolerance, and environmental respect. The general education system must never exclude children with disabilities. In their local communities, children with disabilities must have access to inclusive, high-quality, and free education.

Theoretical background: „Inclusive education seeks to address the learning needs of all children, with a specific focus on those who are vulnerable to marginalization and exclusion. The goal is to promote opportunities for all children to participate and be treated equally¹”

Andie Fong Toy

„We make accommodations for one another in every life. If a person sprains an ankle, crutches are provided to help the person walk. If a room is dark, we can use a flashlight to shed light. In a classroom, we give students learning accommodations.”

²Nicole Eredics

Discussion : Since the rights of children with special needs are supported by the full implementation of these tasks, "Inclusive education" has advanced to the level of international law, including UN 1989. This is reflected in the "Convention on the Rights of the Child" in 1994, the Dakar Declaration, the Salamanca Declaration, and the Work Plan (1994). Many youngsters with special needs, though, are not included in education. The lack of parental involvement in their children's lives is the primary cause, followed by the absence of or the distance to educational institutions in the area. A child with special needs would be in a very sad situation in this case. It is known that if the child does not receive education and the defect is not corrected, the level of the defect will become more severe, secondary defects will appear, and his ability to care for himself will become more challenging because the child's opportunities are limited as a result of the existing defect. No talents are developed. It becomes challenging to integrate into social life. In other words, he is still "handicapped". In turn, the growing population of disabled individuals impedes the advancement of this civilization. The need for implementing inclusive education is growing in popularity in order to prevent such negative effects and fully protect the rights of children who require special help.

The goal of inclusive education is to give children who require special assistance due to mental or physical retardation the same rights as children who are developing normally and to help them fully and quickly integrate into society. It involves teaching these children in the general education system so that they can take advantage of the opportunities that are available to them.

The Republic of Uzbekistan has elevated the implementation of these objectives to the status of official state policy. It was then decided to strengthen Article 20 of the Law on Education³, which states, "Inclusive education is aimed at ensuring equal access to education in educational institutions for all students, taking into account the diversity of special

¹Said Ms. Andie Fong Toy, Acting Secretary General of the Pacific Islands Forum Secretariat.

²„The Inclusive class”, Nicola Eredics.

³ Law of the Republic of Uzbekistan. On Education, article 20: Inclusive Education

educational needs and individual capabilities ." This was done by studying international legal regulations on inclusive education as well as the inclusive education experiences of developed foreign countries. The President of our Republic deems the issue of inclusive education as the most crucial state policy objective, and measures to further enhance the system of education for students with special educational needs. No. PQ-4860⁴, which was incorporated into Cabinet of Ministers Decision No. 638, "On Approval of Regulatory Legal Documents on Education of Children with Special Educational Needs." As a result of these efforts, the Regulation "On the Procedure for Organizing Inclusive Education in General Secondary Education Organizations," 2020–2025, covers all facets of inclusive education, methods of implementation, goals and tasks, and improvements in this field. "ROADMAP" for the implementation of the concept of development of inclusive education in the system of public education in 2020-2021 defines the concept of development of inclusive education in the public education system in 2020-2025. Ongoing effort on implementation is extensive.

Analysis and Results By completing the tasks outlined within the concept's framework, the following outcomes are anticipated:

- inclusive education's strategic role in the growth, rehabilitation, and integration of people with special educational needs into society is confirmed;
- the integrity of the educational environment for kids with special educational needs is strengthened, and the necessary conditions for their integration into society are provided;
- mechanisms for advocating for inclusive education are strengthened.
- The inclusive education system's goals of general convenience, continuity, and quality of instruction are met, as well as the degree of student development, flexibility, and variability.

In accordance with the practical results of the concept, inclusive and elementary correctional classes were organized in more than 130 general secondary schools from the last 2021-2022 and the current 2022-2023 school year.

In the study of the practical results of inclusive education, Uchtepa district No. 109 of Toshkent city, Chilonzor district No. 163, Sergeli district No. 55, Almazor district No. 134, Samarkand city No. 81, Yunusabad district No. 70, The state of implementation of inclusive education in state comprehensive schools No. 324 of Shaikhontakhur district, No. 135 of Yakkasaray district, No. 81 of Samarkand city, Samarkand region was studied. 6 children with disabilities were involved in inclusive education in the 55th general secondary school of Sergeli district based on the order of the Sergeli District Public Education Authority. All regulatory documents for the introduction of this form of education have been kept. Based on the interview with the teacher and the questionnaires, there is a need for methodological support for the organization of the educational process for the teachers of inclusive classes, there is a great need to improve the qualifications of teachers in this regard, during the observation of the lesson process in inclusive classes it was found that there is a great need to reduce the number of students. In addition to the stated difficulties, significant progress has been made in the introduction of inclusive education in the 55th UO'TM. The son of Uralov Azizbek Oybek, a student of the 1st grade with a cochlear implant, is mastering the requirements of the general education program. Easily communicates verbally with others.

2 cochlear implant students were admitted to the 1st grade in the 2021-2022 school year by the decision of the district KTB in the 109-UO'TM of Uchtepa district.

⁴ Law of the Republic of Uzbekistan

In the 1st grade of the 163-UO'TM of Chilonzor district, 2 students with disabilities were involved in inclusive education as an experiment. 8 students with disabilities were involved in inclusive education, 2 cochlear implant students Mustafayev Sirojiddin

Chorshanbi's son, Faizullayev Foziljon Sirojiddin, is learning the school program well. Enters into oral communication with healthy peers. Three students with special needs, Abdusattorova Kholida Sanjar, Hamidova Sabina Khurshidovna, Abdumajidova Dinara Dilmurod, have been admitted to the 1st grade of Yunsabad district general secondary school No. 70. A notable success in the process of inclusive education was made possible by Barno Mirvaliyevna's specific assistance and care for children with special needs, as well as the expertise and experience of the class teachers. For instance, the first inclusive grade student with a cochlear implant and daughter of Abdusattorova Kholi Sanjar has slightly developed speech, is able to communicate with others, and is doing well academically.

General Secondary School 324 in Shaikhontakhur district, which has a long history of promoting inclusive education, now has 20 students with special needs enrolled. Six of them are in elementary school, while fourteen are in high school. The educational process is properly organized in inclusive classes. But it was discovered that the primary issue facing teachers in these inclusive schools is a lack of systematic manuals. There are now 20 students with special needs enrolled in Shaikhontakhur district's General Secondary School 324, which has a long history of facilitating inclusive education. Six of them are in the elementary grades, and fourteen are in upper ones. In inclusive classes, the educational process is structured appropriately. But it was discovered that the primary issue facing teachers in these inclusive schools is a lack of systematic manuals.

When the first-grade teacher Dekhkanova Mukhayo Muzaffarovna's inclusive education work experience and educational process were examined, the following successes were discovered:

- Dexkanova Mukhaiyo Muzaffarovna adapted all educational programs for children with special needs;
- Individual plans were created for each child with special needs;
- indicators of the decrease in the number of children with special needs in inclusive education ever;
- Students who have special needs are valued and positioned differently in the classroom;
- they have a high degree of mastery of the program's criteria;
- and their communication skills are developing.
- A good rapport was established between the class's students.

Sultan Mominov, Shoista Akhmedova, and Gulmira Alimova, employees of the Ministry of Public Education and the Republican Laboratory of Inclusive Education under it, are also showing great dedication in increasing the effectiveness of inclusive education in our country. Along with the achievements, there are many problems and obstacles in the implementation of inclusive education. Solving problems and obstacles is a necessity. Because every child with special needs living in our society is also our child. "Whose child are they?" it is inappropriate to ask the question. After all, their perfection is our perfection, and their tragedy is our tragedy.

A governmental strategy known as inclusive education aims to break down barriers between children with disabilities and those who are able-bodied, enabling children with special needs to integrate into society regardless of their economic disadvantages or developmental

problems. is a system of education that stands for inclusiveness in the educational process. One of today's most pressing issues is the education of children with impairments. In order to provide education in a special or general education system according to the degree of development, opportunities, characteristics, and talents of children with special needs, an inclusive education system is now being established in the Republic.

The analysis and preliminary evaluation of children with disabilities started in the Republic of Uzbekistan in 1966. Approximately 250,000 Uzbek youngsters with impairments are in need of education right now.

All children's rights, including those of children with special needs, are supported and protected by the UN's 1989 adoption of the Convention on the Rights of the Child. defined.

The key provision of the Convention for kids with exceptional needs is Article 2⁵. It underscores that all children are entitled to the protection of this Convention's provisions regardless of their race, religion, nationality, ethnicity, or social origin.

The opportunities implemented in Uzbekistan are being created for the education of children with limited opportunities. It is to make them take a profession in the future, as well as find their place in the society and form them as a mature person.

The following activities are being implemented in the field of special education in Uzbekistan. creation of a flexible and multifaceted educational system for children in need of assistance; centralizing education management based on the growing importance of special education at local and regional levels;

creation of conditions for diagnosis and diagnosis of diseases from a young age for children in need of assistance;

improvement of educational materials for children in need based on national educational standards;

strengthening of the modern-technical base of educational institutions;

expanding cooperation with international organizations specializing in working with disabled children;

publishing various books and methodological literature intended for blind children;

providing disabled children with special wheelchairs, hearing devices, glasses, sports equipment, work equipment, stationery, special furniture and medical equipment;

training of personnel in the field of special education;

In May 2005, the Republican Children's Social Adaptation Center and the "You Are Not Alone" Republican Public Children's Fund hosted an international conference titled "Effective forms and methods of giving help to socially disadvantaged children."

On the proposal of the National Commission of Uzbekistan on UNESCO matters, a national curriculum on "Inclusive techniques in the field of special education" was successfully implemented in Tashkent in November 1996.

A regional symposium on this subject was convened in Bukhara in October 1998.

The Uzbek Ministry of Public Education founded the Resource Center for Inclusive Education in 2001. Established in 2001 in the educational center under the Ministry of Public Education of Uzbekistan.

⁵ Law of the Republic of Uzbekistan

Also, in the 2021-2022 academic year, compulsory secondary education in specialized educational institutions will be carried out in 11-year (intellectual) developmentally disabled (assistant) schools and 9-year boarding schools.

Also, vocational training courses are organized for them, and certificates are given to the graduates. The President's decision on measures to further improve the system of education for children with special educational needs, adopted in October 2020, was adopted.

Conclusion It is important to remember that in our nation, the objective is to assist abnormal kids with little options in finding their position in society. It is essential to alter attitudes about children who are different through this educational system. They are being forced to collaborate with their parents. In all ways, it is to uphold their rights. Its purpose is to showcase the skills and passions of unusual kids. Additionally, it aims to prepare students for adulthood in society.

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