



Development of Inclusive Education in Uzbekistan

Soraxon Norqulova Gulmurod qizi

A.Qodiriy State named Jizzakh Pedagogical University, External Department, "Pedagogy-psychology and music distance education in the directions" teacher of the department

Abstract: This article discusses such issues as the education of children with special needs, current issues in this area, the structure of the implementation of the policy of inclusive education, opportunities for education in public schools with special educational needs. Particular attention is paid to the following legal and social foundations of this process.

Keywords: Children with special needs, inclusive education, primary school students, inclusive model, special education, integrated learning, home schooling, inclusive approach to learning.

In order to introduce the idea of inclusive education in Uzbekistan and to solve its problems, the organization of various measures and propaganda activities through the media have become somewhat more active.

In 2001-2003, in cooperation with the UNESCO organization, the XTV Republican Education Center held a seminar on the topic of "Inclusive Education", and based on its recommendations, the "Inclusive Education Resource Center" was established. The Charter of the "Resource Center for Inclusive Education" was developed and the following tasks were defined in it:

- development of criteria and requirements for the selection of children with developmental problems from an early age into general education and provision of inclusive classes and groups with teaching-methodical complexes;
- providing practical and methodological support to local inclusive education resource centers;
- organization of various forms of activities and advice to parents of disabled children on raising their children, preparing them for school and social life;
- organization of inclusive classes and groups in general educational institutions in order to provide education and vocational training to children and adolescents with disabilities.
- In 2002, an international forum was organized in cooperation with the Ministry of Public Education, UNESCO, UNICEF international organizations to implement the essence of the Dakar Declaration "Education for All" in Uzbekistan. Experts of the international UNESCO organization participated in the forum to the participants of the forum

The goals, tasks and relevance of the National Action Plan "Education for All" were brought to the discussion of relevant administrative bodies and various state and non-state organizations. Based on the current issues and resolutions adopted at the forum, a training seminar was held on the procedure for developing the National Action Plan program "Education for All" in Uzbekistan. Based on the issues discussed at the seminar, the plan of the 2003 "Education for All" National Action Program was developed.

The plan of this program was developed on the basis of the recommendations of the universal declaration adopted in Dakar in 2000, in which politicians, heads of ministries and agencies,

pedagogues, public figures, all persons involved and interested in the problems of development of continuous education system in the Republic of Uzbekistan participated.

Measures for the implementation of the National Action Plan "Education for All" are included in the program for 2001-2015. Section VI, Section IX of the program is directed to special education, in which development of the legal and legal basis for attracting children with special needs to general education institutions; updating the material and technical base of the special and inclusive education system and content; improvement of educational and methodological support; training and improving the qualifications of pedagogic personnel; ensuring the active participation of the society in the introduction of inclusive education, actively carrying out propaganda work through the press and information media, and a number of other issues were noted.

In order to further develop these works, at the republican seminar on inclusive education held in 2002, experts, specialists, scientists from foreign countries, the Ministry of Public Education, local regional public education departments and departments responsible for education representatives, heads of the Diagnostic Center, general and special education pedagogues, representatives of public organizations and others took part.

In this seminar, UNESCO expert Professor David Mitchell of Wakaito University (New Zealand) participated and said, "The true essence of organizing inclusive education is not limited to the organization of separate classes or groups in the general education system, but to treat them like normally developed children. "It is to create all the conditions for them to receive education," he said. He also exchanged ideas with international work experiences in the implementation of inclusive education.

On September 19, 2005, the "Temporary Regulation on Inclusive Education for Children and Teenagers with Disabilities" was approved by Order No. 234 of the Ministry of Education and Culture. This Regulation defines the goals and tasks of the inclusive education system.

On the basis of the "Temporary Regulation on Inclusive Education for Children and Adolescents with Disabilities", the legal and social foundations of the inclusive education system were created in our republic. Paragraph 4 of the Regulation provides for the organization of the educational process in the inclusive education system. the following issues are noted:

- In all general education schools where inclusive education is organized, a friendly attitude towards children and adolescents with disabilities is formed.
- Correctional programs for children and adolescents with disabilities are taken into account as an addition to the state educational standards in comprehensive schools with inclusive education, conditions are created for the implementation of special correctional work (specially equipped correctional room, special infrastructure).
- In general education schools where inclusive education is implemented, classes are held for 35 minutes in the preparatory group and first classes, and for 45 minutes in other classes.
- Children and adolescents with disabilities are evaluated according to the established procedure based on their knowledge, personal characteristics and abilities.
- In the course of education, along with modern didactic principles, special principles are also taken into account.
- Corrective education is organized according to the needs of students.
- Students are admitted to the general education school where inclusive education is implemented based on the application of the parents and the conclusions of the "Medical-psychological-pedagogical commissions" and are approved by the order of the heads of the educational institutions.

The number of students integrated in the classes of the general education school, where inclusive education is implemented, will not exceed 4, and the total number of students will be up to 25.

Also, this Regulation describes in detail the cooperation of inclusive education participants, inclusive education specialists with parents or other legal representatives, and participation in international cooperation.

In order to further improve this educational system and speed up its implementation based on the above-mentioned legal foundations of inclusive education, a major international conference was held in Tashkent on December 14-15, 2005 on the topic of "Education for All" National Action Program Implementation Stages. conference was held. Representatives of representative offices of international organizations in Uzbekistan will also participate in this conference with their speeches. Reza Hosseini, representative of UNICEF, Bari Lain, representative of UNESCO, representatives of international organizations "MERCY PROJEKT", "Operation Mercy", representatives of the state of Costa Rica are among them.

The following tasks were discussed and defined at the international scientific-practical conference on the topic "Education for All" Stages of Implementation of the National Action Program:

- Promotion of the essence of the National Action Program "Education for All";
- Development of normative and methodological documents on the organization of inclusive education of children with disabilities in the Republic;
- creation of modern methods of early diagnosis of disabled children;
- increasing the effectiveness of psychological-medical-pedagogical commission, diagnostic centers, psychological services;
- revitalizing the activities of the organizations of the Ministry of Health, Labor and Social Protection in the field of identification, registration, treatment and social protection of children with disabilities;
- to strengthen the cooperation of state and non-state organizations in providing education to children with disabilities and their social protection;
- introduction of ways to overcome the obstacles encountered in the process of inclusive education.

Not only the representatives of this field of our Republic, but also the representatives of the neighboring countries of Kazakhstan, Kyrgyzstan, and Russia participated in the conference and managed to familiarize the participants with the models of the inclusive education system implemented in their countries and the achievements made in this field. were

The achievements and problems of the implementation of the National Action Plan program "Education for All" were discussed by the participants in groups on the following topics on the agenda of the conference:

"Early diagnosis of defects and provision of corrective pedagogical assistance as an important factor of integration of children with special needs".

"National model of integration of children with special needs in Uzbekistan".

"Social rehabilitation of families of disabled children".

- One of the urgent tasks facing our society is to educate the young generation, who will create the future of our great Motherland, as well-rounded people. The family plays the main role in the implementation of this work, that is, in the formation of a healthy generation. Today, every family ensures that a child's healthy upbringing, given to him in his early years, will make him a healthy minded creator of tomorrow.
- In the adopted decisions and programs on "For a healthy generation", "Family Code", "Education", prevention of disabilities, improvement and improvement of their environment, first identification of disabilities, classification, special education issues of correction, career orientation, physical

training, training of personnel to work with disabled people through educational and correctional-pedagogical works are covered.

- The concept (instructions) for the organization of "Childhood" disability issues, care for them, adaptation to life adopted in our republic was developed based on global experiences, to solve the current problems of activating the elimination of the defect and aims to implement.
- The system of special education in Uzbekistan needs to be developed based on universal human values and using the achievements of civilization. Eliminating barriers between public and special schools and pre-school institutions, creating a new type of education.
- Early detection and sorting of disabled children living in every family and neighborhood.
- Conducting propaganda work among young people and newly married families through the media. Creating awareness of disability issues.
- Identification of disabled children, improvement of learning.
- Organization of special coaching homes for children with complex disabilities living in families and improvement of correctional work.
- Involvement of children and adolescents with physical and mental disabilities in socially useful work in family cooperation.
- Assistance to disabled children in our republic is carried out in three directions: through the ministries of public education, health and social welfare.

Under the Ministry of Public Education:

- there are pre-school educational institutions, auxiliary schools, and boarding schools for mentally retarded children. Children aged 3-6 are admitted to special preschool institutions. Orphans are admitted to orphanages, and children with parents are admitted to kindergartens. Children are prepared for school in special kindergartens.
- auxiliary school, boarding school accepts children from 7 years old.
- The number of students in classes is up to 12. Oligophrenopedagogue, doctor, psychologist, speech therapist, educators work in special institutions. Completing to institutions is carried out by T.P.K.
- there are educational institutions, boarding schools for deaf and hearing-impaired children. 1.5-year-old children are admitted to kindergartens, and 3-year-old children to kindergarten. There are 10-12 children in groups, and 8 children in a group of children with complex disabilities.
- children from the age of 7 are admitted to boarding schools. There are 10-12 students in the class, and 5-7 students in the class of children with complex disabilities. Deaf pedagogue, doctor, otorhinolaryngologist, speech therapist, educators work in special institutions. Completing to special institutions is carried out by TPK.
- there are pre-school educational institutions for blind and visually impaired children, boarding schools.
- children from 2-3 years old are admitted to preschool educational institutions. There will be 10-12 children in the groups. In institutions, children are prepared for school education;
- in special boarding schools, blind and visually impaired children are admitted to the school from the age of 7. The purpose of these institutions is to restore and develop impaired visual functions of children as much as possible, educate and treat children;
- there are boarding schools for blind, visually impaired, and mentally retarded children. There are 12 students in classes, and 5-7 students in complex classes. Children are sent to these institutions by TPK. In the institutions, typhlopedagogists, ophthalmologist doctors, psychologist educators work;

- there are boarding schools and listening classes for children with mental retardation. Children are sent to special institutions by TPK. Defectologist, speech therapist, psychologist, educators work in institutions.
- there are pre-school educational institutions and boarding schools for children with musculoskeletal injuries. Children who can move independently (children with cerebral palsy) are admitted to these institutions. Children are sent to special institutions by TPK. Children from 3 to 6 years old are admitted to pre-school educational institutions, and students from 7 years old to boarding schools. Teachers, tutors, speech therapists, defectologists, massage therapists work in the institutions.
- children from 3 to 6 years old in speech kindergartens, a group of children whose speech is not developed in general, prepares children for education in general education schools or speech schools. The group of stuttering children is prepared for education in general education or speech schools.
- there are logopedic points at polyclinics, where prevention and elimination of speech defects are carried out.

There are pre-school children's homes and pre-school departments in mixed boarding schools belonging to the Ministry of Social Welfare. Children from 4 to 10 years of age are admitted to orphanages. There are orphanages for blind, deaf and dumb children. The main goal of educational work in pre-school and preparatory groups for children with profound mental retardation at the level of imbeciles and idiots is to compensate for their mental and physical disabilities and prepare them for work.

The need to identify children with developmental disabilities as early as possible and send them to appropriate institutions is that most children with various developmental disabilities study in general education schools and have difficulty mastering the program of this school, they cannot master it.

The tasks of defectologists are that children should be given the opportunity to be educated and brought up in conditions suitable for their intellectual and cognitive abilities and the characteristics of their emotional and volitional spheres.

The correct selection of special schools is one of the most important tasks of the state public education system. It is the duty of admission-selection commissions to carry out qualified selection of children who should be brought up and educated in certain types of special schools.

Comprehensive study of the child in all aspects can be successful if it is carried out in the course of the child's activity. The methods and materials used in studying and examining a child should take into account their age and individual characteristics. The members of the commission should establish contact with the child and better understand his personal qualities.

Admission to auxiliary schools is carried out on the basis of the model regulation of the medical-pedagogical commission of children and the manual for admission of children with mental and physical disabilities to auxiliary schools. The commission should check no more than ten children in one day. The medical-pedagogical commission works throughout the year.

The members of the commission are approved by the department of public education. The members of the commission include a doctor-psychoneurologist, a pedagogue-defectologist, a psychologist, and a speech therapist. As the chairman of the commission, the representative of the public education department (representative of the Ministry of Public Education in the Republican Commission) is appointed as the deputy chairman of the commission - the representative of the health department (in the Republican Commission - the representative of the Ministry of Health).

Medical examination includes ophthalmological, otolaryngological, somatic, neurological and psychiatric examinations. It is expedient to conduct a medical examination of the child in the commission.

Methods of examination at the Medical Pedagogical Commission:

1. Medical examination.
2. Psychological examination.
3. Pedagogical examination
4. Logopedic examination.

After a comprehensive examination, the child provides an examination report, which contains short analytical data, clinical, pedagogical, speech therapy examination data, a general conclusion, and information about other disorders. The type of school recommended for the child, as well as the necessary treatment, will be shown. The protocol is recommended for the kindergarten, boarding school where the child will be sent.

According to the statistics received from the Ministry of Public Education in 2010, there are currently 9765 general secondary schools in our republic, and a total of 5390490 students study in them. There are 26,836 children with various developmental problems (disabled) among the students of general education schools, and currently 11,700 students across the Republic are educated individually at home. 8,850 of them are children with cerebral palsy (CSP), polomyelitis, scoliosis, speech defects, nerve, kidney, eye surgery and other diseases. 3,650 of them are disabled, that is, 2,901 are mentally retarded, 408 are visually impaired, and 351 are hearing impaired. 6918 children receive treatment and education in 23 sanatorium-type boarding schools. 11,844 students with speech disabilities in 237 general education schools, 995 children with various developmental disabilities in 122 special preschool educational institutions, 11,340 children with disabilities in 937 integrated groups of preschool general education institutions brought education. Every year, about 360 graduates of special schools and boarding schools continue their studies at academic lyceums, vocational colleges, and about 40-50 blind, paralyzed school graduates are admitted to family educational institutions. .

During the study, it was found that the number of children studying at home individually due to illness decreased from 11,700 to 10,825. The reason for the decreasing number of children studying in special schools is the gradual introduction of inclusive education in the general education system.

Today, inclusive education has been implemented in more than 400 general education and pre-school educational institutions.

A total of 37069 teachers (1024 of them have family defectology education) and 2163 educators (168 of them have higher education of defectology) work in the special educational institution.

Currently, 86 special schools and boarding schools for 18,130 students are operating in the republic. There are 8 types in these special institutions; blind (blind at all), visually impaired, hearing-impaired (blind) and hearing-impaired, mentally retarded, retarded mental development, impaired locomotor organs, children with complex speech defects they receive education. Their education is carried out on the basis of 13 types of curriculum, taking into account the individual characteristics and abilities of children and the deferential approach. In the educational process of special schools, the implementation of activities such as restoring children's health, treatment, rehabilitation, adaptation to social life, correctional education, training for social work is part of the type of children's illness.

The Law of the Republic of Uzbekistan "On Education" provides guarantees for all citizens to receive compulsory free secondary special, professional education in a general secondary (9-year) educational institution. According to Article 23 of the Law "On Education", there is a special educational institution for children and adolescents with physical and mental development deficiencies, as well as children undergoing long-term treatment. will be increased according to the wishes of the parents and based on the conclusion of the psychology-medical-pedagogical commission. This approach creates a legal basis for the development of inclusive education.

Currently, in our republic, the education of children with disabilities is carried out in the following manner;

- correctional education in special schools, boarding schools;
- special preschool education;
- in integration classes at secondary schools;
- in integration groups and logopedic groups in general preschool educational institutions;
- inclusive classes and points in general education institutions;
- alone at home;
- in secondary special vocational colleges and family education system.
- non-governmental pedagogical correction rehabilitation centers;

The need for inclusive education stems from the fact that it has the following beneficial aspects for society and children with special needs;

- ✓ Inclusive education allows children with special needs to always be in the circle of their family, neighborhood and relatives.
- ✓ Inclusive education can serve as a catalyst for improving the quality of education for all;
- ✓ Placement of children in boarding schools far away from their places of residence prevents their right to participate in the life of their home, family, and society;
- ✓ A child who is far from home, family, and parental love grows up hard, because the family is the main center of education.

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