

INCLUSIVE EDUCATION IN UZBEKISTAN. ANALYSIS AND DESCRIPTION OF THE PRINCIPLES OF INCLUSIVE EDUCATION

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ABSTRACT

This article talks about the definition and classification of inclusive education principles. Also, information on its implementation in Uzbekistan will be analyzed.

Keywords: education, system, correction, principle, comprehensive approach, competence, recognition, flexibility, Discrimination, disability.

INTRODUCTION

The implementation of the educational system always requires the basis of certain laws and principles. The implementation of the inclusive education system is based on the following principles:

- Recognition of inclusive education.
- The principle of inclusive education being open to all.
- The principle of availability of connection.
- Principle of decentralization.
- The principle of a comprehensive approach to inclusive education.
- The principle of flexibility in inclusive education.
- Principle of qualification.

1). The principle of recognition of inclusive education.

The essence of this principle is that since 1990, several declarations and decisions have been made on the world level regarding the education of children with special needs in the system of general education institutions. Many countries of the world recognized them. But to date there are many problems in their implementation. In some countries, when laws or decisions on general education are adopted, the issue of the education of children with disabilities is not included in it. But recognition of inclusive education will not depend only on legislation. Fighting discrimination and social prejudice is the most important thing. In other words, the first thing to do is to promote inclusive education among the population.

2). The principle of inclusive education being open to all.

Over the past twenty years, significant work has been done on the education of children with special needs in the system of general education institutions. However, the introduction of the inclusive education system is mainly at the urban level, and in rural areas, children with special needs are still excluded from education, or parents in rural areas face difficulties to ensure that their children with disabilities attend special institutions in cities. Therefore, it is necessary to ensure that the involvement of children with special needs in inclusive education covers all children with special needs in all regions.

3). The principle of availability of connection.

At the heart of the word "connectivity" is the quality of public buildings, especially the ease of access to schools for children with disabilities. A child should not be excluded from regular school because they cannot enter the school building (because the stairs are not wheelchair accessible) or because the school toilet is not wheelchair accessible. Creating such facilities does not require much money. A new school building should be built from the time it is planned, taking into account the needs of children with disabilities. Alatta Facilities that are good for children with disabilities do not cause any problems for children with normal development. Creating physical connections serves to solve the main problems of inclusive education.

4). The principle of decentralization.

The content of this principle is expressed using the following two aspects:

A). Inclusive education services should be an integrated part of the general education system.

B). Tasks in the inclusive education system should be decentralized to place responsibility and control on local education authorities, and opportunities should be adapted to local conditions. Decentralization is important for optimal integration. This is especially true in rural areas. The tasks of inclusive education enable children with disabilities to be with their parents, to receive education in schools close to them, just like their peers. This is important in the formation of their personal qualities. Denying the normal development of a child with a disability can lead to more serious situations than a child with a disability.

5). The principle of a comprehensive approach to inclusive education.

Children with disabilities should be approached not only from the point of view of disability, but these children should be treated comprehensively. This requires planning education for children with special needs, taking into account the needs that may arise throughout their life. In addition, in inclusive education, it is necessary to carry out in parallel the work of acquiring knowledge and skills, training for the profession, along with eliminating, correcting, and compensating the existing defects of the child with disabilities. At the heart of this principle is an early approach to children with special needs. The education of children with special needs should not end before they receive primary and secondary special education. Vocational education and higher education of children with disabilities also needs to be implemented. Because one of the tasks of the inclusive education system is to comprehensively develop children with special needs and ensure all their rights.

6). The principle of flexibility in inclusive education.

The essence of this principle is that the curriculum, programs and textbooks should be flexible to the capabilities of children with special needs. The child's needs for special education should form the basis of any integration activity. Because the levels and types of individual needs vary, such activities need to be flexible and variable.

7). Qualification principle.

Highly qualified teachers are required to teach in classes where children with special needs are taught in an inclusive manner. In addition, the teacher of the inclusive class must have advanced qualifications in the field of defectology.

Principles of organizing the educational process in schools (institutions) where inclusive education has been introduced.

- Principles of special education:

- Correction orientation;
- Complex (clinical-genetic, neurophysiological, psychological/pedagogical) approach to identifying the defect, teaching;
- Identify the defective function early and correct it from a medical/psychological point of view;
- Providing general secondary education, orientation to the profession and adaptation to preparation for social life;
- Differential classification and approach;
- Ensuring continuity of education.

What is the need for inclusive education?

Education of children in need of special assistance includes such responsibilities as helping to adapt their problems of reading and writing to social life, effective implementation of these tasks, practical assistance to special field workers and parents of disabled children.

The main problems of children in need of special assistance cannot be solved by educating them away from the environment in which they live, from their families. It is difficult to achieve social integration if the society does not take responsibility for its members, if the limited rights and opportunities are not returned.

Solving the problem of equal rights in the education of children with special needs is one of the urgent problems of today. But even today, many children are left out of education for various reasons. It is necessary to consider the organizational, scientific and methodological measures of involvement in inclusive education, that is, to develop activities related to the training and improvement of the qualifications of specialists. There are two main factors for attracting children with special needs to general education institutions:

First, children with special needs can interact with healthy children. If inclusive education is organized appropriately, children with special needs will be protected from the social side, and healthy children will feel the importance of recognition of social justice and equality, and children with disabilities will be treated more kindly and attentively.

Secondly, the fact that children with disabilities have the right to study and be educated side by side with their healthy peers.

The success of these works should be reflected in the laws of each country. Because the laws guarantee the implementation of providing them with the necessary material and spiritual resources. It is required and mandatory for parents, neighborhoods, pedagogues, and specialists to work together in the education of children with disabilities.

Children with special needs can work together with their healthy peers, learn, learn and develop at the level of their abilities. If inclusive education is organized appropriately, children with special needs are protected from the social side, feel that they have equal rights in social life, and that they can learn together with their peers.

Although existing defects in children are corrected to a much higher level in segregated-special, closed institutions for children with special needs, but as a result of children falling into a narrow circle in the school community, they face great difficulties in adapting to social society and functioning as children with normal development in the future. Special schools have major disadvantages in these aspects. In addition, it does not correspond to the point of view of democracy that children with special needs live separately from the general public. Because children with special needs have all rights.

The issue of inclusive education remained in the center of attention in the 90s. Based on integrated education programs in South Africa and Southeast Asia, final working papers were studied. As a result, the Ministry of Education of all countries adopted inclusive working methods as an alternative to separate departments under special schools.

The need for inclusive education arises from the following beneficial aspects for society and children with special needs:

- inclusive education allows children with special needs to always be in their family neighborhood and in the circle of relatives;

- inclusive education can serve as a catalyst for improving the quality of education for all;

Placing children in boarding schools far away from their family and thoughts prevents their right to participate in the life of the community;

- a child who is far from his thoughts, family, and parents' love grows up hard. Because the family is the main center of education.

The inclusion of children with special needs in general education institutions encourages students to develop new teaching methods that are more child-centered and more inclusive. And the benefit of this affects every child.

There are misconceptions and attitudes towards children with disabilities in society. The lack of information about them and the fact that they are given closed education and training in special institutions from a young age may be the reason for this. Losing or reducing such an attitude is a very difficult task. But it is known from experience that compared to adults, children understand differences and similarities faster. If children with special needs receive education together with children of normal development, it would ensure that all children with disabilities would realize that they are children like themselves and not be discriminated against.

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