

INCLUSIVE AND INTEGRATED EDUCATION AS ONE OF THE MAIN DIRECTIONS OF EDUCATION POLICY

Makhmudova Madinakhan Sobirkhanovna
Ph.D. Associate Professor of the Department of Education
Kokond University

ABSTRACT

One of the most urgent problems today is the issue of important tasks and the situation in the system related to children in need of social protection.

After Uzbekistan gained independence, deep reforms and changes took place in the system of social protection of children, as in all areas.

In the course of the development of Uzbekistan as a legal state, the President defined the rule of law as the main factor in protecting the interests of every citizen regardless of his gender, nationality, race, and age.

Today, we must emphasize that every child in our country is treated as a citizen of our country who fully enjoys all rights. The reforms implemented by the Ministry of Public Education are based on the principles of the "Convention on the Rights of the Child" ratified by the state.

This is:

- non-discrimination issues
- survival and development
- personal interest of the child
- child's outlook

includes aspects such as

In the process of applying these principles in practice, it is known that this task is not easy.[1]

In this regard, the following can be cited as an example:

For example, the majority of children educated in boarding schools are disabled children. In the recommendations of international organizations, it is said that the inclusive method should be applied as the main method in deinstitutionalization. So, can it be said that teaching a deaf student far from home violates his rights under the convention? We answer yes. Because we are depriving the child of the principle of "non-discrimination" and the right to live with his family. If we leave the child to study in a class of 35 students in a rural secondary school located near his home, we will violate the principle of his "personal interests". The child does not get enough attention here. Due to the absence of defectologists in the school, the student cannot learn as in a special institution, as a result, he lags behind in development and cannot prepare for a profession. In addition, the principle of "Personal opinion" of the child is violated in this place.[2]

The research carried out by the Resplika Children's Social Adaptation Center in cooperation with the Ministry of Public Education shows that 99 percent of deaf children do not want to study in general education institutions. Pupils are educated there in special boarding schools. The same situation can be observed in boarding schools for mentally retarded students in our Republic. Therefore, it is necessary to carefully study the environment when introducing inclusive education to deinstitutionalization. After all, our main goal is to ensure the rights of

every child to live in his family and to receive quality education among children. For this, we need to solve complex issues, to carry out this work in different directions.[3]

In order to increase the efficiency of the work carried out in the way of social protection of children, it is necessary to carry out constant monitoring of the implemented programs. In this direction, important works are being carried out by the Ministry of Public Education. In particular, in order to monitor the social protection of groups of children in need of protection, inter-organizational information is created, and with the participation of regional, city, district departments of public education, state health, labor and social protection of the population, information on each disabled child is collected. data bank is created. Every household was studied by the employees of public education departments and disabled children were identified. As a result, 4750 children were attracted to study. Also, the results of monitoring will be an impetus for the development of measures to improve the educational and medical services in the continuous education system, to identify erroneous diagnoses, and to increase the productivity of medical-psychological-pedagogical commissions. As a result of studying the situation, it can be proudly stated that today there is almost no child in our republic who is not involved in education.

The education of children with disabilities is an area of the higher education system that requires extremely high attention, and children with disabilities are a social stratum of society, since most of them grow up in low-income families.

Inclusive education is the inclusion of children with disabilities in the same education as most children with all necessary means. Only then can all children with disabilities achieve active participation in society.

Inclusive education is effective not only in terms of education, but also in terms of the spiritual and physical growth of children, as well as the economy of means.

The Ministry of Public Education focuses on teaching special education on the basis of inclusive and integrated education as one of the main directions of education policy. An inclusive approach to education is not only pedagogically, emotionally and psychologically convenient, it is also much cheaper and effective for the country.

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