

PROCEDURE FOR INVOLVING CHILDREN IN INCLUSIVE EDUCATION

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ABSTRACT

In this article, the procedure for involving children in inclusive education and the content and essence of the Regulation "On the procedure for organizing inclusive education in general secondary education organizations". Information about children who should be included in inclusive education is given.

Keywords: Procedure for organizing inclusive education, Psychological-medical-pedagogical commission, collection of personal documents, blind-deaf-mute, basic correctional class, scoliosis, poliomyelitis, myopathy, osteomyelitis, amputation

INTRODUCTION

Inclusive education is used to bring children with mental and physical development problems into the general education process, in contrast to integration, in accordance with the Convention on the Rights of the Child, the rights of all children to education aimed at providing. Joint education of all children is carried out based on individualized education for each of them. That is when children with developmental problems in one way or another receive education together with all healthy children, they are equipped with knowledge, skills, and abilities within their capabilities. Cooperative education for all children has two positive qualities. If, through this process, it is ensured that children with special needs grow up together with their families and neighbors, seeing the opportunities for healthy children with developmental problems, they are also handicapped. rather, they realize that they are children with special development. For this reason, the idea of such education is built based on the slogan "From inclusive schools to an inclusive society".

Who should be covered by inclusive education?

All children. In our model, all children, unless they have a severe problem and do not have extreme difficulty in self-care do not give too much halal to those around them. In our current situation, children with milder problems - such as visually impaired, hearing impaired, and mildly mentally retarded - children with musculoskeletal problems (cerebral palsy without deep impairments) should start engaging. fit for purpose.

In the Regulation "On the procedure for organizing inclusive education in general secondary educational institutions", approved by the Cabinet of Ministers' decision No. 638 of October 12, 2021, physical, mental, sensory (Intuition) or children with mental disabilities (children with special educational needs) is defined as the procedure for organizing inclusive education. It is also recognized that an inclusive education class is a class organized in the form of equal and joint education of children with special educational needs at school with other (healthy) children.

This Regulation specifies the procedure for the admission of students to inclusive education classes and elementary basic correctional classes, and the admission and dismissal of students

to inclusive education classes and elementary basic correctional classes is regulated by regional public education. According to the conclusion of the Psychological-Medical-Pedagogical Commission established under the Ministry of Education, it is carried out with the consent of parents or their substitutes.

The referral of the psychological-medical-pedagogical commission is the basis for the admission of students to inclusive education classes and primary correctional classes.

Admission of students to inclusive education classes and elementary correctional classes is carried out before the beginning of the school year and during the school year. It is formalized by the order of the school director.

Personal documents are compiled and submitted to the school management by their parents or their substitutes for each student sent to inclusive education and primary correctional classes.

The student's collection of personal documents contains the following documents:

application of parents or their substitutes;

conclusion of the psychological-medical-pedagogical commission;

documents on education (for children studying in educational institutions);

a reference and description showing a detailed analysis of the duration of education from the place of study, mastering of academic subjects and behavior, measures taken to provide individual support to the student (in educational institutions for school children);

a detailed extract from the history of its development, signed by the chief physician of the hospital where the student lives.

The following categories of children are admitted to inclusive education classes and primary correctional classes:

children with hearing impairment (children with hearing loss up to 60 dB without additional developmental disorders);

children with visual impairment (children with visual impairment up to 0.1 without additional developmental disorders);

somatic diseases (children whose level of psychophysical and speech development does not correspond to their age);

children with severe speech defects (alalia, dyslalia, aphasia, rhinolalia, dysarthria, slowness of psycho-speech development, stuttering);

children with musculoskeletal disorders (cerebral palsy, scoliosis, poliomyelitis, myopathy, osteomyelitis, amputation, stunting - stunting);

children with musculoskeletal disorders with preserved mental development;

children with preserved mental development or mental retardation (cerebral palsy of children who can move on their own or can move with additional devices and wheelchairs);

mentally retarded children with potentially intact opportunities for intellectual development;

children with autistic spectrum disorders without severe behavioral and mental disorders;

children with preserved intellectual development, who are in a state of seizures (if the child takes anticonvulsant drugs, seizures do not exceed 1 time in 1 month).

The school has no right to refuse admission to children of this category.

The following categories of children are not accepted:

mentally retarded children (imbecile, oligophrenia at the level of idiocy);

children with severe behavior disorders, emotional-volitional (organic) defects;
children with musculoskeletal disorders who cannot move independently and provide self-service;
blind-deaf-mute children;
children suffering from frequently recurring epileptic seizures (epileptic dementia, frequent daytime and nighttime seizures);
children who are unable to hold their urine and feces due to damage to the central nervous system.

In Uzbekistan, regardless of family circumstances, all children attend state comprehensive schools. It is guaranteed by the state. Only those who want to can study in private schools by paying their own money. But it is impossible to brag about the fact that children with disabilities study on equal terms with other healthy children. There are many problems in this regard. The President's decision "On measures to further improve the system of education for children with special educational needs" adopted on October 13, 2020, indicates the main problems in this regard:

- in some educational institutions where children with special educational needs are educated, barrier-free environments and opportunities are not created for them;
- educational institutions where children with special educational needs are taught are not fully provided with the necessary literature, methodical manuals, equipment, and supplies for training in various professions;
- as a result of the lack of awareness raising among the public about the right to education of children with special educational needs, the essence of the inclusive education system, parents have their children with special educational needs does not have enough information about the possibility of teaching in general education institutions;
- insufficient attention is paid by local executive authorities to solving problems related to involving children with special educational needs in inclusive education;
- disciplines related to the methodology of inclusive education are not included in the educational programs of HEIs in the field of pedagogy;
- the lack of inclusion of inclusive education programs in textbooks on pedagogy and methodology, as well as the fact that future pedagogues do not practice in educational institutions where children with special educational needs are involved, has a negative impact on the quality of their professional training .

In such a situation, more than 21,200 students are educated in 86 specialized schools, more than 6,100 in sanatorium-type boarding schools, and 13,300 in home conditions. According to the statistics of 2020, about 13,000 students are covered by inclusive education in more than 3,200 general secondary schools in Uzbekistan.

By the decision of the President, the issue of gradual introduction of inclusive general education until 2025 was raised. In this, tasks such as creating a barrier-free environment for children with disabilities to come to schools, building newly built schools with similar conditions, training pedagogic personnel, and improving the educational base have been defined.

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