

RESEARCH ARTICLE

Open Access

CHARACTERISTICS OF IMPLEMENTATION OF INCLUSIVE EDUCATION IN UZBEKISTAN AT THE PRESENT STAGE

Dilbar Nurkeldieva

Professor, PhD, Tashkent State Pedagogy named after Nizomi university,
Tashkent, Uzbekistan

Abstract

The article is devoted to the implementation of the inclusive education system in the Republic of Uzbekistan. Regarding this, foreign and local legal documents, statistical data on the operation of inclusive classes in general education schools are presented, and prospects for the successful introduction of inclusive education are reflected in the future.

Keywords Inclusion, inclusive education, concept of inclusive education, children with special educational needs.

INTRODUCTION

When Inclusion (from inclusion) is the process of involving people with physical and mental disabilities in full social life, as well as the development and adoption of specific solutions for this. When we call an environment, school or space inclusive, we mean that all people have equal access to it and can belong to it.

From the point of view of the inclusive approach, disability is a social problem, and the concept of "disabled" itself appears when a person with a disability is faced with the inability to perform certain actions due to limitations in the environment. In an inclusive society, we need to change the environment, not the person. Thus, inclusion becomes a concept that covers not only infrastructure, but also education, workplaces, and public spaces.

The main results and findings

Inclusive education means that all children, regardless of nationality, physical and mental

characteristics, are included in the general education system and study with their peers in regular schools in their place of residence. At the same time, specialized schools should not be closed - parents can choose which educational system they prefer for their children.

Mutual respect, tolerance, helping each other, teaching each other what they don't know, creating conditions that can develop the potential of all students are recognized as the main values of inclusive education.

According to the World Health Organization, about 1 billion people (or 15 percent of the world's population) have a disability, and more than 100 million of them are children. The rights of persons with disabilities are protected by the Convention on the Rights of Persons with Disabilities, adopted by the United Nations in 2006. In Uzbekistan, it was ratified by the Law of the Republic of Uzbekistan No. 695 dated June 7, 2021. According to this document, the countries that have signed it

must ensure equality, access, education and work, participation in cultural life and individual mobility to people with disabilities.

The main principles of the Convention include::

- respect for human dignity and freedom of choice;
- non-discrimination;
- effective participation in society;
- respecting the characteristics of persons with disabilities;
- equality of opportunities;
- gender equality.

In September 2015, the UN adopted a new sustainable development program with 17 goals to be achieved by 2030. All of them can be called inclusive because they are designed to ensure equal opportunities. Seven of them are directly related to people with disabilities, providing health care and education opportunities for the population. So, both on paper and in the plans of public organizations, there are calls to create an inclusive environment and community.

The Salamanca Declaration on Principles, Policies and Practices in Education for People with Special Needs, adopted in June 1994 and considered one of the main documents supporting inclusive education for children, states: . At the same time, creating positive communities, building inclusive societies and providing education for all; moreover, they provide a meaningful education for many children and increase the efficiency and ultimately the economic efficiency of the education system.'

The practice of inclusive education in our country goes back centuries. For example, we know from history that the great medieval scholar al-Bukhari was visually impaired, but this did not prevent him from studying in a madrasah.

In our republic, serious attention is paid to the

issues of children with developmental problems who need special support being brought up along with their healthy peers, mentally, morally, and physically matured and ready for social life. In recent years, the government has been taking steps to create an inclusive education system and to introduce an inclusive education policy in order to ensure that every child receives quality education that meets their needs. In a number of laws of our country, social support for children in need of special assistance, education, being among healthy children, demonstrating their abilities and potential, and achieving spiritual maturity are defined.

In particular, in order to create the legal basis for the introduction of inclusive education based on today's requirements, the concept of inclusive education was included in the newly revised Law of the Republic of Uzbekistan "On Education" for the first time.

PF-5270 of the President of the Republic of Uzbekistan dated December 1, 2017 "On measures to fundamentally improve the system of state support for persons with disabilities", PF-5712 dated April 29, 2019 "On the Concept of developing the public education system until 2030". No. PF-6108 dated November 6, 2020 "On measures to develop the fields of education and science in the new development period of Uzbekistan", No. PF-60 dated January 28, 2022 "Development strategy of New Uzbekistan for 2022-2026 on" decrees, approved by the Decree of the President of the Republic of Uzbekistan No. PQ-4860 of October 13, 2020 "The Concept of Development of Inclusive Education in the Public Education System in 2021-2025, No. 638 of the Cabinet of Ministers of the Republic of Uzbekistan of October 12, 2021 "Education of Children with Special Educational Needs The decision "On approval of normative legal documents related to education" and other documents define the tasks of personnel issues,

modernization of educational content, implementation of inclusive education, methodical and didactic provision of the process.

In order to develop inclusive education in Uzbekistan, to improve the educational system for children with special educational needs and to increase the quality of educational services provided to them, the Presidential Decree of the Republic of Uzbekistan dated 13.10.2020 "On measures to further improve the system of education for children with special educational needs" Decision No. 4860 was adopted.

The decision approved the Concept of Development of Inclusive Education in the Public Education System in 2020-2025 and the "Roadmap" for the Implementation of the Concept of Development of Inclusive Education in the Public Education System in 2020-2025.

In the concept of development of inclusive education in the public education system in 2020-2025, the following tasks were defined to improve the quality of educational services provided to children with special educational needs:

- ✓ developing and approving requirements for the buildings of educational institutions where children with special educational needs are educated;

- ✓ implementation of measures aimed at providing educational institutions where children with special educational needs are educated with the necessary literature, methodical manuals, equipment and supplies for training in various professions;

- ✓ organization of an inclusive education system for teaching children with special educational needs, providing general education institutions with special equipment

(elevating device, ramp, handrail, etc.), as well as relevant personnel (special pedagogue, specialists in psycho-pedagogical observation of children);

- ✓ gradual provision of boarding schools with special equipment for adaptation and integration of children with special educational needs.

In the 2021/2022 academic year, the inclusive education system was introduced as an experiment in a total of 42 general education schools in the city of Tashkent and its districts. 76 students were admitted to inclusive classes in these schools.

An inclusive education laboratory was established at the Republican Vocational Guidance and Psychological-Pedagogical Diagnostic Center. The Laboratory of Inclusive Education issued methodological recommendations for leaders, psychologists and teachers on the topic "Criteria for determining the quality and effectiveness of inclusive education", "Using innovative technologies in the inclusive education of children with special needs" and 17 titles for inclusive classes, 28 types of adaptation programs for correctional 1st grades. Also, a training manual "Let's hear, see, speak beautifully" has been developed for correction work in inclusive classes.

The reality, however, is still a long way from the declared principles and inclusion. Almost 40 percent of the total population of Uzbekistan (32.6 million people) are school-age children under 16 years old. However, only 82,000 children are legally recognized as disabled children in Uzbekistan, which is 0.85% of the number of school-aged children. In 2015, 30,257 children with disabilities received education in general schools. However, 7,399 registered school-age children with disabilities are excluded from the general education system. 179,608 children

studied in special schools and boarding schools. 14,636 of them studied in special boarding schools, 3,324 in special schools. Only 6,600 children received legal disability status, while 9,638 children were taught at home by secondary school teachers.

A distinctive feature of inclusive education is that it focuses on children, not on the curriculum. This is achieved through pedagogy that meets the needs of every child, including children with disabilities and those who need additional support. It is important to encourage specialists to continue working and attract new teachers.

However, it cannot be said that the situation is not moving in a better direction. Inclusion is a powerful trend that is gradually changing the environment, pedagogy, attitude towards children, work and public space in Uzbekistan. Museums and exhibition halls strive to provide access to exhibitions for all people with disabilities, that is, to be inclusive.

CONCLUSION

For many years, the dominant medical approach to disability assumed that children with disabilities did not fit into mainstream schools and therefore required special education facilities, teachers and activities. It became a problem in the system that had to be solved so that the child would not interfere with others. In turn, the social approach in pedagogy and inclusion identified the educational system itself as a problem: the lack of a support system for children with disabilities, the inflexibility of programs and educational standards, and as a result, the unavailability of education for a large group of children.

Education, socialization and integration of children with developmental disabilities in general education or specialized educational institutions is under the constant attention of the state.

The government of Uzbekistan has set a goal of

achieving inclusiveness in at least 51% of the country's schools by 2025.

We hope that the efforts of our state to provide social protection, correction and rehabilitation of children with various forms of disabilities and in need of treatment and rehabilitation, and to ensure the return of children with disabilities to general education schools with inclusive education will be successfully implemented.

REFERENCES

1. Law of the Republic of Uzbekistan "On Education". T.: "2020
<https://www.lex.uz/acts/16188>.
2. The Law of the Republic of Uzbekistan "On Guarantees of Children's Rights". T.: 2008.
<https://lex.uz/acts/1297315>.
3. Decision of the President of the Republic of Uzbekistan dated 13.10.2020 No. PQ-4860 "On measures to further improve the system of education for children with special educational needs". <https://lex.uz/ru/docs/5044711>.
4. Nations U. Transforming our world: The 2030 agenda for sustainable development // New York: United Nations, Department of Economic and Social Affairs. – 2015.
5. UNESCO. The Salamanca Statement and Framework for action on special needs education: adopted by the World Conference on Special Needs Education; Access and Quality. Salamanca, Spain, 7-10 June 1994. – Unesco, 1994.
6. Meliyeva Sh.M. Inclusive education in Uzbekistan / Sh.M. Meliyeva // Education throughout life: continuous education in the interests of sustainable development. - 2013. - No. 2. - P. 32-33.
7. Makhmutkhodjaeva L.S. Issues of improving the inclusive education system in Uzbekistan / L.S. Makhmutkhodjaeva // Open education. -

2022. - Vol. 26. No. 2. - P. 52-68.

8. Muminova L.R. Experience of the Republic of Uzbekistan in the transition to inclusive education / L.R. Muminova, Z.F. Uzakova // Inclusion in education. - 2019. - Vol. 4. No. 2. - P. 15-24.
9. Muminova L.R., Nurkeldieva D.A. Inclusion: Results-oriented education// "Bola va zamon", 2019, No. 1, pp. 15-19.
10. Nations U. Convention on the Rights of Persons with Disabilities //European journal of health law. – 2007. – T. 14. – №. 3. – S. 281-298.
11. Alekhina S.V. Inclusive education: from policy to practice // Psychological science and education. 2016. Vol. 21. No. 1. P. 136-145.
12. Kadysheva O. Inclusive education in Uzbekistan is gaining new momentum. <https://nuz.uz/obschestvo/16523-mklyuzivnoe-obrazovashe-v-uzbekistane-nabiraet-novye-oboroty.html>.