

INCLUSIVE EDUCATION REFORMS IN UZBEKISTAN

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Abstract. *This article provides information on the introduction and use of inclusive education in general secondary schools, inclusive education reforms, education of disabled children alongside healthy children, and the conditions created for them.*

Key words: *inclusion, inclusive education, competence, education, individual planning, concept, integration, convention, intellect, behavior thieves, educational integration.*

In the scientific field, the term "inclusion" means "included" in English. Inclusive or covered education is a description of the educational process of persons with disabilities in general educational institutions, who, as a result, need special education. term used for. It is based on the ideology of providing equal treatment to all people, but nevertheless it ensures adaptation of the environment and the creation of compensation conditions. It should be noted that at the current stage of the development of society "Education in the Russian Federation is full Federal Law No. 273-F of December 29, 2012 on" legally formalizes the concept of "inclusive education" as the provision of equal access to education. For all students, their special educational needs and the variety of individual capabilities Taking into account the diversity, Chigrina A.Ya. said that inclusive education is a term used to describe the process of teaching children with limited opportunities in general education (public) schools and, as a result, need special education. The author emphasizes that inclusive education should represent a balance between the child's ability to master the general program in the presence of additional conditions and an individual program, and the importance of his social integration.

In turn, O.S. Kuzmina gives the following definition of "inclusive education", which means a "social-pedagogical phenomenon" in which the child is educated together with his peers with disabilities, and his special education consists of building an educational process. receives specific pedagogical support and remedial support related to meeting the needs of the student.

Today, 21,363 children are receiving education in 86 specialized state educational institutions for children with physical or mental disabilities in our country.13 thousand 868 students are given individual education at home. 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 draft Law of the Republic of Uzbekistan "On Education". In this regard, the President's decision "On measures to introduce new management principles into the public education system" adopted on September 5, 2018 is of great importance in the development of the system. On the basis of this document, the Ministry of Public Education further increases the efficiency of measures that provide social guarantees for children with various developmental disabilities who need treatment and rehabilitation, and to create an adaptive environment that serves their education. separate tasks were defined. The Deputy Head of the Children's Social Protection and Support Department of the Ministry of Public Education, Sukhrob Khalikov, told the reporter of UzA about the work being carried out within the framework of these tasks. "Within the framework of the project implemented in 2014-2016 in cooperation with the European Union on inclusive education, test sites were established in 5 regions of the Republic. 153 medical-psychological-pedagogical commissions and 1350 teaching staff were trained in inclusive education services. 3 training modules were included in the curricula of educational institutions for the retraining and advanced training of pedagogues on the implementation of inclusive practice in the educational system. More than 2,000 children with disabilities and their parents were provided inclusive education services. Efforts to provide social guarantees for children with various developmental disabilities and in need of treatment and rehabilitation, correctional and as a result of rehabilitation works, in the last five years, about 500 such students returned to general secondary schools. Currently, about 64,700 students are covered by inclusive education in more than 5,900 general secondary schools." .[1]

On October 13, 2020, the President of the Republic of Uzbekistan, aimed at improving inclusive education, forming a system of education for children with special educational needs, and improving the quality of educational services provided to them "On measures to further improve the system of education for children with educational needs" was adopted. With this decision, the concept of development of inclusive education in the public education system was adopted in 2020-2025. The "Roadmap" for the implementation of the concept for 2020-2021 was approved. It is noteworthy that in 2023-2025, the inclusive education system will be introduced in 51 percent of general education schools. 40 percent of children with disabilities are involved in this form of education. [2]

Two types of integration should be distinguished: educational and social. Educational integration is inclusion, i.e. "inclusive education", which ensures inclusion of a disabled child in one school. Educational environment with

typically developing peers. Social integration includes the child's integration into society, that is, his socialization. Social integration applies to all children with developmental disabilities without exception, regardless of the nature and structure of the disorder, special educational needs, age, as well as the type of institution in which they study. For the first time, the theoretical foundations of integrated education were developed by the famous Russian scientist L.S. Vygotsky. He said that a child studying in a boarding school is separated from his normally developing peers, family and society as a whole. L.S. According to Vygotsky, it is necessary to "break down" the walls of a special school, to ensure the cultural and historical development of a special child and to create conditions for him to "grow" into society. Each country should have its own policy to implement special inclusive education. This policy should reflect the main features of the national education system and the most important national goals. In addition to national policies, special inclusive education needs regional policies tailored to meet the needs of different communities and school districts. In addition, each school should identify its needs for special inclusive education reflecting its national and regional policies, the process of individual planning of education, the process of individual planning of education for children with disabilities, assistants in schools in providing education for children with disabilities. It is required to have its own policy that includes staff, parents, participating institutions and services, as well as ongoing monitoring and reviews of resources for the disabled. It is necessary to have clear legislation regarding the education of disabled children in general schools, special schools or special classes.

We based the development of the inclusive education system on the following concepts and conceptual approaches:

- 1) An activity approach that considers a person as an active subject who changes the world and himself in the process of activity;
- 2) The student-oriented approach is based on the humanistic principle of the relationship between the teacher and the student, takes into account the subjective experience of the child and pedagogically supports his individuality;
- 3) A systematic approach, which considers inclusive education as a continuous process of multidisciplinary team cooperation;
- 4) Competence-based approach considers a person as a carrier of specific competencies;
- 5) Acmeology of personal and professional development of a person.

The joint efforts of scientists and practitioners who are developing the theoretical, methodological and practical-organizational foundations of inclusive education allow to identify, evaluate and solve the problems that arise in its implementation.

The conducted research allows us to draw the following conclusions:

1. Inclusion is the leading trend of the current stage of development of the educational system based on the humanistic paradigm of understanding the world in its diversity. At the current stage of the development of Russian society, inclusive education is an important condition for the realization of the right of a person with special needs to receive education and, subsequently, professional activity.
2. Inclusive education is a socio-pedagogical phenomenon, which is an educational process in which a disabled child studies together with healthy peers and receives certain pedagogical support and corrective support related to meeting his special educational needs. consists of construction (O.S. Kuzmina).
3. We based the development of the inclusive education system on the following concepts and conceptual approaches:
 - Activity approach, which views the person as an active subject who changes the world and himself in the process of activity;
 - The student-centered approach is based on the humanistic principle of the relationship between the teacher and the student, takes into account the subjective experience of the child and pedagogically supports his individuality;
 - A systemic approach considers inclusive education as a continuous process of multidisciplinary team interaction;
 - Competence-based approach considers a person as a bearer of certain competencies; Acmeology of personal and professional development of a person.
4. The modern Russian inclusive education system should use the best international experience to enable children and young people with special needs to exercise their right to education in any type of educational institution and receive the necessary specialized assistance.

Inclusive education means that the diversity of needs of children with disabilities must be matched by a continuum of services, primarily by an educational environment that is most appropriate for such children. This principle means that all children should be included in the social and academic life of the school where they live. Inclusive schools focus on educational

achievement unlike conventional schools abroad. The purpose of the inclusive school is to give all students (regardless of their mental and physical conditions) the opportunity to complete social life, to actively participate in the team, in society, thereby providing all-round influence and support to children. In Uzbekistan and foreign countries After analyzing the foreign experience of teaching disabled children, it can be noted that in a number of countries there is a clear agreement on the importance of integrating such children. Regardless of the country, no child is left out of the state's attention.

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