

Rakhimova Khurshidakhan Sadikovna

*Kokan State Pedagogical Institute "Special pedagogy" department
associate professor, PhD*

surdopedagog.akbarova@mail.ru +998916958212

Najmiddinova Nargiza Rustamovna

Special pedagogy Sign language 2nd stage student

INCLUSIVE EDUCATION IN UZBEKISTAN

Abstract: The article provides information on the need for inclusive education in Uzbekistan and the implementation of inclusive education. In Uzbekistan, regardless of the family situation, there are sources for the openness of education for all children.

Keywords: disabled, inclusive, barrier-free environment, program, special education, declaration, infrastructure, special specialists

Educational opportunities for children with disabilities are the main priority. It is necessary to identify the defects of all children with disabilities early and find an opportunity to involve them in education. Thus, based on all the above-mentioned legal regulations, and international forum conferences, children with special needs were recognized as full and equal members of society, and a special new approach to their education was developed. These forms of education were called inclusive and integrated education.

It can be understood from the content of the Declaration "On the Rights of Persons with Disabilities" that full participation in the life of society is guaranteed for disabled citizens. However, in this declaration, it was found that children with disabilities, their educational opportunities, and the rights of children with disabilities are covered in detail by all countries. In this regard, Suleymenova R.A. expressed the opinion that "if disabled children's opportunities to be involved in the social life of their communities and society as a whole are denied, their opportunities will be drastically reduced."

"Continuity of education is the key to the new global economy. "Education is of fundamental importance for development, social progress, and human freedom."

In order to ensure the right of every child with disabilities to live and be raised in his family, the priority form of education is general, that is, inclusive education. This allows children with limited educational opportunities to live in a family, enjoy the love of their parents, and receive general education among their peers in their neighborhood.

As the "Convention on the Rights of the Child" guarantees all the rights of children with special needs, the principle of "all rights for all children" is recognized.

In this regard, the "Convention on the Rights of the Child" states about the education of children with special needs: "Education, which is considered as a means of identifying the special needs of a disabled child and leading to his integration into social life and development as a person, It was noted that it is necessary to assist". According to this law, it is very important for children with special needs to fully participate in the life of society, to grow up in harmony with national beliefs and culture, and to contribute to the development of society by enjoying its wealth and beauty.

Children with special needs, like all children, have equal rights to live in the same community and receive education together. Separate education limits this right and deprives people of opportunities for self-expression. Due to their limited opportunities, special education for children with special needs limits their socialization and makes it difficult for them to be ready for an independent life. Integrated, inclusive education has been an urgent issue of human rights. Many children are still in

favor of their parents' education in special boarding schools, where they believe that there are favorable conditions for the child. However adults with disabilities, describing themselves as having experienced the conditions of inclusive education, demand the abolition of separate education. Because "after getting out of a comfortable, privileged environment, where everything is ready, the struggle to adapt and find one's place will last for many years. Ensuring the equal rights of every child in education, the concept of inclusive education, which serves to prevent any discrimination and discrimination, is one of the long-awaited innovations.

With this in mind, it is currently seen at the level of unified and inclusive state policy. For the process of transition to integrated education, the following is required:

- Changes in attitudes towards children with special needs in education;
- Family's readiness for this;
- creation of conditions that ensure children's rehabilitation at the primary stage by shortening the time of children's education in special school education;
- provision of special school education with qualified specialists, provision of necessary equipment for quality and speedy implementation of correction and rehabilitation process;
- to achieve special school education and family cooperation, to make the family active in the rehabilitation process (through additional home training, repetitor, special psychologist consultation).
- Preparation of general education schools for joint-inclusive education:
- Creation of special infrastructure;
- Provision of special specialists;
- Provision of appropriate technical and educational equipment (special lamps, hearing aids, Braille equipment set, special desks for wheelchairs, etc.).

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 Presidential Decree "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 among the public about the right to education of children with special educational needs, the essence of the inclusive education system, the parents of their children with special educational needs do not have enough information about the possibility of teaching in general education institutions;
- local executive authorities do not pay enough attention to solving problems related to involving children with special educational needs in inclusive education;
- subjects related to the methodology of inclusive education are not included in the educational programs of higher education institutions 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, hurts 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 the gradual introduction of inclusive general education until 2025 was raised. Tasks such as creating a barrier-free environment for children with disabilities to come to schools, building new schools with similar conditions, training pedagogues, and improving the educational base have been defined.

LIST OF REFERENCES:

1. Sadikovna, Raximova Xurshidaxon, et al. "OG'IR NUTQ KAMCHILIGINI BARTARAF ETISHDA MUTAHASSIS VA OILA HAMKORLIGI." E Conference World. No. 3. 2023.
2. Sadikovna, Raximova Xurshidaxon, and Akbarov Sarvarjon Sodiqjon o'g'li. "INKLYUZIV TA'LIMNING MAQSAD VA VAZIFALARI." E Conference World. No. 3. 2023.
3. Sadikovna, Rakhimova Khurshidakhon, and Sattorova Dildora Mirzaakbarovna. "THE ESSENCE OF THE CONTENT OF "INCLUSIVE" AND "INTEGRATED" EDUCATION." Galaxy International Interdisciplinary Research Journal 11.12 (2023): 431-435.
4. Sadikovna, Rakhimova Khurshidakhon. "IMPROVING EDUCATIONAL WORK FOR CHILDREN WITH HEARING IMPAIRMENT." Open Access Repository 9.12 (2023): 397-402.
5. Sadikovna, Rakhimova Khurshidakhon. "Theoretical Foundations For Teaching Future Surdopedagogs To The Development Of Speech Of Children With Cochlear Implants." Onomázein 62 (2023): December (2023): 2408-2416.
6. RAKHIMOVA, DAUGHTER OF AMATJANOVA MOKYUNUR OIBEK, and KHURSHIDAKHAN SADIKOVNA. "FORMATION OF WRITTEN SPEECH OF CHILDREN WITH HEARING DEFECTS IN INCLUSIVE EDUCATION." Confrencea 12.12 (2023): 478-484.
7. SADIKOVNA, SATTOROVA DILDORA MIRZAAKBAROVNA RAKHIMOVA KHURSHIDAKHAN. "THE FIRST INSTITUTIONS OPENED FOR THE DEAF IN THE HISTORY OF DEAF PEDAGOGICS. THE IMO SIGN AND ORAL EDUCATION SYSTEM IS IMPLEMENTED FOR THEM." Confrencea 12.12 (2023): 461-468.
8. Sadikovna, Rakhimova Khurshidakhon. "MENTAL CHANGES IN CHILDREN WITH AUTISM SYNDROME." Galaxy International Interdisciplinary Research Journal 11.12 (2023): 1278-1282
9. Turgunovna, Yuldoshova Dilbar, and Oppoxo'jayev Xojixuja Azimjon o'g'. "Pedagogical Mechanism Of Preparing Future Teachers For Professional Competence Formation." Onomázein 62 (2023): December (2023): 2186-2191
10. Feruza, Tursunova, and Qosimjonova Xurshida. "THE NEED TO EDUCATE STUDENTS BASED ON ANTHROPOCENTRIC APPROACH IN THE PROCESS OF INCLUSIVE EDUCATION." Miasto Przyszłości 48 (2024): 1520-1523.
11. Sadikovna, Rakhimova Khurshidakhon, and Abdullayeva Halimakhan. "SPECIALIST AND FAMILY COLLABORATION IN ELIMINATING SEVERE SPEECH DEFECTS." Galaxy International Interdisciplinary Research Journal 11.11 (2023): 1066-1070.

12. Шатунова, Ольга Васильевна, et al. "Проблемы создания инклюзивной образовательной среды в школах Республики Узбекистан." Педагогика, психология, общество: от теории к практике. 2023.
13. Sodiqovna, Rakhimova Khurshidahon. "Use Of Innovative Technologies In The Formation Of Speech Skills In Children With Hearing Disabilities." Euro-Asia Conferences. Vol. 1. No. 1. 2021.
14. Sadikovna, Rakhimova Khurshidahon. "Objectives and tasks of cochlear implantation." ACADEMICIA: An International Multidisciplinary Research Journal 12.4 (2022): 671-675.
15. Almagul, Kalykbayeva, and Rakhimova Khurshidakhan Sadikovna. "PRELIMINARY CONSIDERATIONS ABOUT CHILDREN IN NEED OF SPECIAL HELP." Academia Science Repository 4.7 (2023): 35-39.
16. Sadikovna, Rakhimova Khurshidakhon. "DEVELOPMENT PROSPECTS OF COCHLEAR IMPLANTING." Galaxy International Interdisciplinary Research Journal 11.11 (2023): 319-322.
17. Sadikovna, Rakhimova Khurshidakhon. "THE CONTENT OF PREPARING CHILDREN WITH COCHLEAR IMPLANTS FOR SCHOOL EDUCATION THROUGH CORRECTIVE-PEDAGOGICAL ACTIVITIES." (2023).
18. Oppoxo'jayev, Xojixuja, and Nozima Yakubova. "METHODS USED IN FORMING NATIONAL ETIQUETTE SKILLS IN PRIMARY CLASS STUDENTS OF SPECIAL SCHOOLS." Молодые ученые 1.2 (2023): 103-107.
19. Oppoxo'jayev, Xojixuja, and Ozoda Samayeva. "INKLYUZIV TA'LIMGA JALB QILINGAN O'QUVCHILARDA TAYANCH KOMPETENTSIYALARINI SHAKLLANTIRISH USULLARI." Молодые ученые 1.2 (2023): 99-102.
20. Oppokkhujayev, Khojikhuja, and Ziyoda Shavkatova. "PEDAGOGICAL CONDITIONS FOR THE FORMATION OF NATIONAL ETIQUETTE SKILLS IN ELEMENTARY SCHOOL STUDENTS OF A SPECIAL EDUCATIONAL INSTITUTION." International Conference on Multidisciplinary Research. Vol. 1. No. 1. 2023.