Section 10. Sociology

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INFLUENCING INCLUSIVE EDUCATION IN UZBEKISTAN AND DEVELOPMENT OF UNIQUE TENDENCIES

Abstract. The article discusses reforms in Uzbekistan aimed at educating and educating mentally retarded, widely-respected individuals, and particularly the education of children in need of social protection, as well as the issues envisaged by the Law of the Republic of Uzbekistan “On Education” the problems of socio-psychological adaptation in the process of education of children with disabilities and ways to overcome them, There are some conclusions and recommendations on the inclusion of inclusive education for children with disabilities, its advantages, key stages and further improvement of inclusive education.

Keywords: children’s rights, social protection, capacity limitation, integration, inclusive education, individual education, socialization, rehabilitation of children with disabilities, social and psychological adaptation, psychological training.

Introduction

From the very beginning of the declaration of Uzbekistan as a sovereign state, the protection of the rights and legitimate interests of citizens, in particular the rights of the child rights as an integral part of human rights, has been identified as one of the priorities of state policy. Particularly at the moment when the education of children with special needs becomes one of the most pressing issues, it is important for Uzbekistan to provide social support to people with special needs, to improve their health, to effectively educate and educate people with disabilities, to integrate them into general education and inclusive education. a number of measures are being taken. In order to implement a continuing education system in the concept of inclusive education, ministries of education, higher and secondary education and other administrative bodies are supporting inclusive education.

Reforms in Uzbekistan for the education of children in need of social protection.

Consistent reforms are being carried out in Uzbekistan to educate children with disabilities who are in need of social protection, in order to bring up harmoniously developed and well-educated people. Based on the universally recognized principles of international law, the national human rights

framework has been radically updated. On December 9, 1992, Uzbekistan joined the Convention on the Rights of the Child, recognizing the international community’s recognition of the rights of the child as a supreme value [1]. After joining an important international document on the rights of the child, the implementation process in our country, that is, reforming legislation has been started in line with the Convention.

The main document determining the legal basis of education in our Republic is the Law of the Republic of Uzbekistan “On Education” [2]. The law specifically mentions the issue of education and upbringing of persons with disabilities. Paragraph 23 of this Law regulates the training, education and rehabilitation of children and adolescents with physical or mental disabilities in specialized institutions.

Issues related to the education and training of persons with disabilities are discussed further in the Law of the Republic of Uzbekistan “On social protection of persons with disabilities in the Republic of Uzbekistan” [3]. Particularly, article 22 of the law deals with education and upbringing of children with disabilities in home-based settings. As noted here, education and upbringing of disabled children can be undertaken at home or at home and in the absence of special pre-school and school facilities, as well as with the con-

sent of parents. Relevant educational institutions are obliged to assist parents in educating children with disabilities. Great attention is being paid to the issue of social protection of children with disabilities in Uzbekistan, the dramatic change in their education and upbringing is acknowledged as one of the urgent tasks of the state and requires special support – the level of development, disability, to be trained in a special or general education system according to their abilities an inclusive education policy is being implemented to improve the quality of education. In implementing this policy, a large-scale reforms are being carried out in the country, a range of benefits, privileges and conditions for the disabled.

The policy on the development of integrated (inclusive) education in Uzbekistan is based on the following principles:

- Recognition of integrated (inclusive) education as an important element of sustainable development, rehabilitation, adaptation and integration of children with disabilities;
- Integrity of inclusive education for all, the adaptation of the education system to the pupils' developmental abilities, peculiarities and learning needs;
- Establishing mechanisms for coordinating and coordinating the activities of educational institutions, parents, public organizations to integrate children with disabilities into general education;
- Development of educational curricula, educational-methodological complexes for integrated (inclusive) educational institutions;
- Establishing positive relationships with peers, peers, developing communication and tolerance for surrounding people;
- State support for quality education for children with disabilities in their needs and capacities.

Creation of necessary conditions for the education of children with disabilities and teenagers, their emotional and social status, as well as the level of their knowledge. Therefore, in the system of inclusive education in Uzbekistan special attention is paid to the following goals and objectives:

- Psychological development and social adaptation through the creation of necessary psychological and pedagogical, correctional facilities for the education of children with limited capacities in the educational institution, and implementation of capacitive general education programs and correctional work;
- Ensuring that students have equal access to education;
- Active involvement of society and family is disabled and healthy satisfy the needs of children, early social life adaptation;
- Realizing the right to live without parental care for children and teenagers with disabilities;

- Building a friendly and respectful attitude towards children and teenagers with disabilities.

Children with disabilities are only vulnerable to physical or psychological development, and in the public life their abilities are wide. However, it is important to bear in mind the importance of education, first of all, emphasizing that the child should be socialized, ie joining society.

It is not an easy process for children with disabilities to join society. Disabled children with physical disabilities often abandon social life. They tend to quit often, preferring not to leave the house. Especially important is the socio-psychological adaptation of children with disabilities in the learning process.

Whether children with special needs, whether it's special schools, pre-school facilities or classrooms or groups at general educational institutions, all forms of education and involvement in the education sector are in some ways the integration process, these children communicate with other children, including children at secondary schools, to ensure their social adaptation and harmony with society. However, choosing suitable conditions for study is the right of every child and parent. Therefore, specialists of the psychological and medical-pedagogical commission are responsible for studying the psychological state of the child and diagnostics, and a comprehensive child-focused examination of the child requires the development of recommendations for the education of children and the appropriate learning environment.

Hundreds of children with disabilities receive education in specialized boarding schools operating in our country. Although there are adequate conditions for children in special schools, there are still few deficiencies. For example, there may be problems with getting out of touch with the outside world, and the lack of confidence in the child can always be a problem, especially when it comes to the concept of «I'm disabled, unhealthy.» In fact, even if the child is really unhealthy, he can provide it with a healthy lifestyle, with the ability to study in a heterogeneous environment. It is important to say that the society is not a «detention» of the individual, but rather how society responds to it. To overcome the difficulties, it is important that the parents' personal abilities, experiences, support of their loved ones and social workers are important. Parents should be concentrated on the content rather than on the nature of the work that needs to be carried out [4.53–54].

Inclusive education is an educational system that can be adapted and adapted to individualized and adaptable circumstances for children and young people in need of special care. These findings are correlated with the help of specialized children and adolescents who are educated in healthy children and general education institutions. Inclusive education enables children with physical or mental disabilities to be educated with healthy peers.

Based on these ideas, in our country since 2007, the project «General Education for Children with Special Needs» has been introduced in inclusive education process[5]. The purpose of this project is to provide full-fledged education in general education institutions, as well as the opportunities for children with special needs, to create the necessary conditions for every child in educational institutions, and to achieve these objectives:

- Organization of the special commission on pedagogical and psychological study of children with special needs;
- Organization of joint educational, medical, social and correctional services;
- Conducting trainings, seminars and trainings for parents on prophylactic and rehabilitation activities in families and mahallas;
- Provide parents with methodological assistance in educating and mentoring children with disabilities;
- Development of correctional-pedagogical methods for teachers of inclusive education and development of methodological recommendations on their application [6, 76–77].

In the process of inclusive education, great demands are placed on general school teachers. Because, unlike usual, there are differences in the mental and physical state of the students in this process. In this process, the teacher should be able to explain the lesson to a vulnerable child, and the skills to apply to the hearing-impaired reader. Thus, general secondary school teachers are required to update their knowledge of science in each subject category (weak, blind, deaf, weak, limited mobility).

The main stages of transition to inclusive education.

The transition to inclusive education is done in several stages:

- The first step is to adapt the school. That is, school conditions should be in line with the physical and psychological state of each child. For example, children with traumatic stress disorders should have access to the outlet and their respective parts. Classrooms, kitchens and other places need special needs for children with special needs. Also, for hearing impaired students need hearing aids, magnifying glass for children who can not see, and school supplies. In short, the school needs to be enriched so as to cover children's disadvantages;
- The second step is training teachers. The method of individual training in inclusive education is crucial. That is, the teacher should be aware of the needs, abilities and shortcomings of each student. Thus, during the course each child is separately engaged. She should have a good conversation with children

who are incapable of hearing, learning techniques that are used to teach children who do not see them. In an individual approach, a teacher should engage more with children with disabilities and to support them. For this purpose, teachers need to be admitted to advanced training courses;

- The third stage is that it is important for them to be friendly towards children with disabilities and to help them. There should not be any contradictions or discrimination among them. Students need to be trained to make sure that they help their friend, who is unheard, blind, or mentally weak;
- The fourth phase – after the school has been completed, special boarding schools can move children to ordinary schools. If children are sent to ordinary schools after such preparations and adaptations, they will have no difficulty.

Children who are educated on inclusive education learn to play self-help by playing side-by-side with healthy friends, participating in activities, participating in various activities. The most important thing is that their desire to be healthy as their peers will help them to build confidence in the future and develop social adaptation.

Summary

It is our great achievement that the educational process in the whole world is developing in our country today. In this way, we will discover many talented young people. Limitability is not an impossibility. Therefore, it is possible for all children studying in special boarding schools to be able to reach many people by creating many opportunities. Therefore, it is advisable to take into consideration that there are some problems with the development of inclusive education for children with disabilities:

- Increasing the legal and medical knowledge of inclusive education for families with disabilities;
- Establishment of partnerships between mahalla activists, community, educational institutions and healthcare workers in creating adequate conditions for the development and rehabilitation of children with disabilities;
- Further improving the work on adaptation and improvement of education, medical and cultural-enlightenment institutions and services to ensure accessibility of children with disabilities;
- Improvement of favorable and favorable conditions for physical, intellectual and spiritual development of children with disabilities;
- Frequent open doors, roundtables, psychological trainings with parents, community activists, psychologists and other specialists to further stimulate

educational and training activities in inclusive educational institutions.

A wholesome society will not abandon any or even small factor for the sake of progress. On the contrary, it

tries to use all the facts wisely. As disabled children constitute a part of our society, the talent and capacity to use them inevitably have a significant impact on the development of our country.

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