



FAN, TA'LIM VA AMALIYOT INTEGRATSIYASI

ISSN: 2181-1776

Sitora Kadirova¹

¹Bachelor degree student Tashkent State University of Law (siitoriik@gmail.com)

CONCEPTUALIZATION OF INCLUSIVE EDUCATION AND LEGAL GUARANTEES IN
UZBEKISTAN

КОНЦЕПТУАЛИЗАЦИЯ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ И ПРАВОВЫЕ
ГАРАНТИИ В УЗБЕКИСТАНЕ

O'ZBEKISTONDA INKLUZIV TA'LIM VA HUQUQIY KAFOLATLARNI
KONSEPTIYALASHTIRISH

Abstract. The article examines the understanding of inclusive education. Its various functions and principles are analyzed, as well as the role of individualization of learning in general. The article highlights a number of key issues related to teaching in an inclusive environment. Legal ways to increase the role of inclusive education for children with special needs are identified.

Key words: inclusive education, individualization of learning, conceptualization of inclusive education, children with special needs, special pedagogy, legal foundations.

Аннотация. В статье рассматривается понимание инклюзивного образования. Анализируются его различные функции и принципы, а также роль

индивидуализации обучения в целом. В статье освещается ряд ключевых вопросов, связанных с преподаванием в инклюзивной среде. Определены правовые пути повышения роли инклюзивного образования детей с особыми потребностями.

Ключевые слова: инклюзивное образование, индивидуализация обучения, концептуализация инклюзивного образования, дети с особыми потребностями, специальная педагогика, правовые основы.

Annotatsiya. Maqolada inklyuziv ta'limni tushunish ko'rib chiqiladi. Uning turli funktsiyalari va tamoyillari, umuman, ta'limni individualizatsiya qilishning o'rni tahlil qilinadi. Maqolada inklyuziv muhitda o'qitish bilan bog'liq bir qator muhim masalalar ta'kidlangan. Maxsus ehtiyojli bolalar uchun inklyuziv ta'lim rolini oshirishning qonuniy yo'llari aniqlandi.

Kalit so'zlar: inklyuziv ta'lim, o'qitishning individualizatsiyasi, inklyuziv ta'lim kontseptsiyasi, alohida ehtiyojli bolalar, maxsus pedagogika, huquqiy asoslar.

Education of children with special needs is one of the main tasks for the country. This is a necessary condition for creating a truly inclusive society, where everyone can feel the involvement and relevance of their actions.

David Blunkett

Introduction. One of the important problems of education in a society with a complex stratification structure is its accessibility for a number of social groups with unfavorable starting conditions. Among them, a special place is occupied by children with disabilities. The quality of education for children with disabilities is hindered by multiple structural constraints related to social inequality in one way or another.

Conceptualization of inclusive education. Education performs two most important civilizational functions of personality development: its spiritual, moral, artistic, cultural development and its socialization, as well as its economic function – the reproduction of qualified labor resources for social production.

The intensification of the process of obtaining knowledge, the requirements for the quality and individualization of the process of obtaining education by various categories of students cause an urgent need to develop and implement a wide range of educational programs that allow everyone who wants to get exactly the education, at the time and in the place that seems most acceptable to him, regardless of gender, age, social origin and abilities. [1] The study of the role of education in this context is aimed at inclusive pedagogy, which in Uzbekistan has not yet reached its proper development.

Currently, in our country, the interpretation of inclusive education prevails only as the training of disabled people in mixed or correctional groups of educational institutions.

Our study of UN and UNESCO documents and the practical experience of European countries where inclusive education has reached a high level has allowed us to identify groups of people related to inclusion: people with disabilities, ethnic minorities, people with different sexual orientation, persons in prisons, marginalized sectors of society, including HIV-infected labor migrants, students, people who find themselves in difficult situations, gifted individuals, individuals with various intellectual and physical disabilities, etc. [2]

UNICEF defined inclusive education as follows: “[i]t is the process of taking into account and meeting the diverse needs of all students by increasing participation in learning, culture and community life, and reducing isolation from within and from the educational system. [3] This includes changes and modifications in content, approaches, structures and strategies, with a common vision that encompasses all children of the relevant age group, and a belief that ensuring the education of all children is the responsibility of the state.”

Therefore, inclusive education is a dynamic process that requires constant support and professional development of teachers. Inclusive education does not end with the creation of devices inside the classroom. This is a constant reflection and self-assessment within the entire school community of the barriers that children may face in accessing quality education, as well as ways to remove these barriers.

Principles of inclusive education. Clarifying the conceptual framework of inclusive education, it is necessary to understand that it is based on philosophy, conceptual foundations, laws and principles of general pedagogy. In addition to general laws and well-known didactic principles, inclusive education is subject to specific principles:

1. The value of a person depends not only on his abilities and achievements. Every person is unique!
2. Every person is able to feel and think!
3. everyone has the right to communicate and to be heard.
4. True education can only be carried out in the context of real relationships: all people need each other, all people need the support and friendship of peers and mentors.
5. for all learners, making progress may be more about what they can do than what they can't.
6. Diversity enhances all aspects of human life.

Summarizing the above principles, we can conclude that teachers should get rid of the biased attitude towards the child (to the student), see in each pupil his abilities and talents, be tolerant. It is this attitude to a person, regardless of his age, his achievements, physical abilities, race, ethnicity and social affiliation, that is implemented by inclusive pedagogy.

Teaching and learning in an inclusive environment. As explained in the Introduction, inclusive education is a dynamic process. therefore, it is not possible to provide a ready-made scheme with a set of basic skills and knowledge that all teachers must have in order to be able to teach in an inclusive environment. for example, in any

given year, there may be a visually impaired child in the classroom, and the teacher will need to be able to adjust her/his teaching style, content, and materials to the specific needs of visually impaired children. Next year, a child with a visual impairment is likely to move on to the next class, and a child with learning disabilities may appear in the class. The teacher will need to build the teaching in a completely different way. instead of focusing only on specific skills and knowledge of teaching methods, teachers should develop an analytical attitude and inclusive values. Teachers should believe that all children have the right to attend general education institutions, as well as analyze the school and school environment and think about how to make them accessible and meaningful to all their students. this is an ongoing process as the communities, cultures, interests, needs and abilities of children and teachers are constantly evolving. as a result, all children feel equally important in inclusive classes. There is also research that teachers who believe it is their responsibility to teach all children are more effective teachers overall. [4]

Are the educational needs of children with disabilities different or special? To answer this question, it is important to first explore the ways in which children can learn. All children, without exception, can learn, but their ability to learn at different points in life may differ, and their abilities may differ depending on the topic. Some children learn by listening to the teacher, while others may prefer to perform an exercise, use visual aids, or participate in group discussions. [5]

Situations in the classroom where the teacher uses only memorization, repeating the content of the material presented over and over again, the approach to learning is probably suitable only for a small group of students (those who prefer oral learning). Other children may have more difficulty in the following lessons. This does not necessarily mean that these children have learning disabilities.

Traditionally, in many countries where children with disabilities experience educational difficulties, it was believed that the ‘problem’ was within the child, which led to the diagnosis of the child’s special educational needs. this is also called the individual view of the student. [6] Educational difficulties are determined on the basis of individual characteristics, such as a child’s disability. this is based on the following assumptions:

- You can define a group of children who are special or different.
- These children need special training appropriate to their problems.
- It is best to teach children with similar problems together.
- Other children are normal and benefit from existing forms of learning.

Individualization of training and criticism of this approach. However, the individual view can be criticized. Thus, assigning a label or categorizing children, for example: “visually impaired children”, can reduce the expectations of teachers in relation to these children. [7] Excessive protection from teachers can lead to a lack of challenge and stimulation. For example, to avoid pressure on children with intellectual disabilities, they may be asked to draw while other children are doing writing exercises. This can be uninteresting, stigmatizing, and ultimately lead to very little educational achievement.

The division of children into categories or types supports the idea that these groups of children should be taught in the same “special” way, by different types of teachers, or even in a different environment. It is common practice, for example, to provide children with disabilities with additional tasks or special tasks to keep up with the rest of the class. Children are often separated from the classroom for these special tasks when other children have recess, art or sports activities. [8] This not only isolates children with disabilities, but also deprives them of activities that are essential for developing their social skills or other skills that are essential for their overall development. First of all, it stigmatizes children. [9] In addition, the presence of additional adults providing support to individual children within the classroom can be an obstacle to interaction between the child and the rest of the class, unless the additional adult is seen as a means to provide greater learning flexibility for all children.

Legal regulation of inclusive education in Uzbekistan. “We are all different, but all equal” – this principle is put at the forefront of the joint project “Inclusive education for children with special needs in Uzbekistan” of our republic and the European Union.

Uzbekistan has already developed a number of regulatory documents and approved relevant programs, which are important steps taken by the state on the way to quality education for all.

In addition, the Law of the Republic of Uzbekistan “On education” guarantees the right of every child to receive education, and the Law “On Guarantees of the Rights of the Child” provides additional benefits for children with special needs to receive education. Thus, the legislative framework created in our country during the years of independence is a necessary basis for the further development of inclusive education in the republic.

“Inclusive education is a living organism, a living process that implies a creative approach to the learning process, both on the part of teachers and parents. After all, every child requires an individual approach to himself, everyone has the right to learn and recognize his abilities in society,” said Stefania Alishauskiene, head of the project “Inclusive education for children with special needs in Uzbekistan”, funded by the European Union.

Moreover, UNICEF is working to integrate inclusive learning into the education system of Uzbekistan. the successes achieved include:

- UNICEF contributed to the development of draft regulations of the Ministry of Public Education on the role of speech pathologists and psychologists in inclusive education;
- UNICEF assistance ensured that the 5-year work plan for inclusive learning was integrated into the overall education sector plan.

Based on the successful experience of this organization, we can analyze ways to solve the problem of implementing inclusive education in our country at the local level.

1. Providing technical support to the Ministry of Public Education for the pilot implementation of inclusive education methods in selected regions;
2. Implementation of appropriate training programs in regional child development centers that pay special attention to children who do not attend school or are at risk;
3. Pilot implementation with the assistance of Special Olympics in Uzbekistan of special programs for teachers, parents and students aimed at ensuring that children with disabilities can study in regular schools.

Conclusion. Inclusive education aims to provide quality education to all children, regardless of their abilities and status. The principle of inclusivity also implies that children with disabilities should live in families and study with their peers in a regular school in order to receive positive emotional and social development. An inclusive education system ensures that a child in a wheelchair can study at any nearby school, those with learning difficulties will receive special assistance to learn to read and write, and a child who has stopped attending school will be assisted in returning to school.

Inclusive education today can rightfully be considered one of the priorities of the state educational policy of Uzbekistan. The transition to it is predetermined by the fact that our country has ratified the UN Conventions on the Rights of Children and the rights of Persons with disabilities. However, for such a transition to take place, we need not only relevant legal acts, but also the necessary conditions, favorable public opinion. The concepts and principles of inclusive education discussed above, in our opinion, can be useful in the domestic practice of educational integration.

References

1. Coleman J.S. et al. Equality of Educational Opportunity. Washington, 1966; Bloom B.S. All Our Children Learning: A Primer for Parents, Teachers and Other Educators. N.Y., 1981; Jenks C. et al. Inequality: A Reassessment of the Effects of Family and School in America. N.Y., 1972.
2. Ferguson D.L., Meyer G., Jeanchild L., Juniper L., & Zingo J. (1992) Figuring out what to do with groupings: How teachers make inclusion “work” for students with disabilities // Journal of the Association for Persons with Severe Handicaps. № 17. 1992. P. 218-226.
3. Education for all? Regional monitoring report. UNICEF. Florence. No. 5. 1998. p. 58.
4. Mel Ainscough. Special needs in the classroom. Educational guide for teachers. Paris: UNESCO, 2004.

5. Burke Rosanna and Mandia Mentis. The assessment framework for inclusive education: integrating assessment approaches, *Assessment in education: principles, policies and practices*: 21: 4, 384-397.
6. The Council of Action for Persons with Disabilities. *Learning about inclusive Education in Cambodia*. Phnom Penh: Disability Action Council, 2003.
7. David Mitchell. *What really works in special and inclusive education*.
8. UNESCO. *Special needs in the classroom. teacher's training manual*. Paris, 2004.
9. Shea T.M., Bauer A.M. *An Introduction to special Education. A Social systems perspective*. 2nd edition. Madison, WI: Brown & Benchmark, 1997.