

## ISSUES OF QUALIFYING CHILDREN FOR INCLUSIVE EDUCATION

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### ABSTRACT

*The government has approved documents aimed at developing inclusive education for children with special needs in Uzbekistan. In particular, the procedures for opening basic correctional classes for children who need special education in general education schools were established. Inclusive education means that all children are educated in the same school and in the same classroom - in the same environment. This article highlights about the Issues of qualifying children for inclusive education.*

**KEYWORDS:** *Inclusive Education, School, Knowledge, Education, Teacher, Innovation, Classroom, Quality, Government, Funds.*

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### INTRODUCTION

The government has approved documents aimed at developing inclusive education for children with special needs in Uzbekistan. In particular, the procedures for opening basic correctional classes for children who need special education in general education schools were established. Inclusive education means that all children are educated in the same school and in the same classroom - in the same environment. That is, a child with disabilities should be able to study with the same attention as healthy children. For example, if a parent wants to send a child with a disability to a general education school or a special boarding school, the conclusion of medical experts may not allow it. But this procedure is contrary to the Convention on the Rights of the Child, because all children have the right to choose the type of education. Also, we need to fundamentally change the mindset of our society, because parents of healthy children and teachers of general schools often do not agree that children with disabilities study together with all children. Another important issue is related to teacher training, lack of specialists and lack of necessary conditions in the buildings of general education schools. Without solving these problems, transferring children with disabilities to schools with poor conditions and negative attitudes will have a negative impact on their development. "The general aspects of the development of the educational system are characterized by processes related to the creation of equal conditions for students. In this regard, it is necessary to pay special attention not only to the student's material lifestyle, but also to his physical and mental capabilities. Especially in this direction, it is necessary to create appropriate conditions in the organization of training for persons with disabilities. It is necessary to create a systematic algorithm in inclusive education, since the development of this process is continuous - it includes stages related to preschool education, general education, secondary special education and higher education. In each country,

the inclusive education system is formed based on the traditions, customs and prevailing values. Also, the mentality of different peoples and the legislative aspect aimed at improving the educational system will have an effective effect on establishing a priority direction in this regard. In this sense, it is appropriate to note the role of the regulatory and legal mechanism that serves to ensure the effectiveness of the reforms implemented in our country in this regard. The process of improving inclusive education in Uzbekistan has a step-by-step system. In accordance with the President's decision "On measures to further improve the system of education for children with special educational needs", the concept of inclusive education development in the public education system in 2020-2025 is the main link of this stage. In the "Roadmap" for the implementation of the concept of development of inclusive education in the public education system in 2020-2025 in 2020-2021:

— Developing and approving a list of medical instructions that allows children with special educational needs to be sent to general secondary and professional educational institutions with an inclusive education system;

— Improvement of the system of early identification and support of children with special educational needs;

— Organization of vocational training courses for students of specialized educational institutions and development of the procedure for issuing certificates;

— To include "Special pedagogy" in the classification of higher education directions and specialties;

— A number of tasks related to the processes of providing educational institutions where children with special educational needs receive education with special literature and methodological manuals have been defined.

These are important because they are aimed at strengthening the organizational and economic aspects of improving inclusive education in Uzbekistan. But in the development of this direction, it is necessary to pay special attention to the processes related to the socialization of education. It should not be forgotten that pedagogical aspects have the main place in the organization of inclusive education in accordance with relevant foreign experiences. Experience of foreign countries In European countries, the USA and other developing countries, the development of this field takes on a social character. For example, in Germany, a certain proportion of students in inclusive education receive mixed education in regular classrooms. However, they are also kept with the conditions related to the individual educational process, and they have the opportunity to receive the necessary medical assistance and correct defects during their studies. In higher education, on average, 4-8% of all students are students with disabilities. In accordance with German law, students with disabilities are provided with special technical and assistive devices deemed necessary for everyday life. They are continuously provided with social and medical assistance through state social services. Students with disabilities must pay a portion of these costs if their parents' income is above the median income. Each university has a network of consulting services or bureaus, where the student is assisted in all necessary educational and organizational matters. Students with disabilities may use support services during their studies. Students with physical and other disabilities often have the right to extend the term of submission of semester work, to replace the written exam with an oral one or vice

versa, as well as to take the exam individually. In many European countries, inclusive education has similar features to the German system. The process of educating people with disabilities has a positive effect on their future participation in work, maintaining free social relations with society. In the United States, inclusive education has long been part of the mainstream education system. There, the normative legal documents of education are defined as mandatory for all categories of children. In this regard, auditoriums were created for students with mental retardation and hearing impairment. Advanced psychological and pedagogical concepts of American scientists form a large layer in special pedagogy and are the basis of inclusive education. Based on the experience of inclusive education in many countries with different levels of economic and social development, the following can be indicated as the main directions of its introduction:

- Focus on the individuality and flexibility of the educational process;
- Diversification of educational services;
- To expand the opportunities to educate children with disabilities without long separation from their families;
- Development of teacher training programs in inclusive education, etc.

In addition, regular activities are being carried out within the framework of the system of preparing audio lectures and Braille-based textbooks for the blind. Taking into account the expected nature of income from education in the market conditions, the development of inclusive education imposes certain obligations on the state. Meeting the local needs of socially vulnerable families and children requires a continuous funding process. The general characteristics of funding have a direct impact on the quality and effectiveness of teaching. In accordance with the analysis of situations related to students with disabilities in the development of the inclusive education system in Uzbekistan, it was noted that strategic tasks for assisting children with disabilities and additional measures related to their practical implementation are determined on a regular basis. Acceleration of inclusive education reform, which is considered as a component of the current reforms in the field of education, requires that the education process, often, be oriented towards meeting the educational needs of each child. The inclusive education system differs from the integrated education system in terms of its content, purpose, tasks and programs of action. In our opinion, in the future, within the framework of reforms related to the development of inclusive education in Uzbekistan, the following tasks occupy a special place:

- To expand the provision of information to the population about the inclusive and integrated education system;
- Disclosure of the legal basis of inclusive education;
- To study the problems facing this direction and find ways to solve them;
- To study the basics of supporting this education;
- Analysis of the principles of introducing the inclusive education system;
- To study the theoretical, practical and legal situation regarding the implementation of this system;

- Setting goals and objectives of inclusive educational institutions;
- Getting to know the teacher's work and purpose;
- Getting to know the tasks of employees of inclusive educational institutions;
- To determine the level of cooperation of experts with parents;
- Study of reforms carried out in inclusive educational institutions;
- To study the stages of involvement in this study, ways of implementation, analysis of work experiences. Inclusive education does not isolate students from society. They will have the opportunity to generalize the skills they have acquired. The family-kindergarten-school-vocational college-higher education-employment system will create a foundation for parents to bring students with disabilities to general education institutions and higher education institutions easily and safely in the future.

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