

Conditions and methods of implementation of inclusive education in Uzbekistan.

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Abstract: The purpose of the proposed article is to analyze the process of implementing inclusive education, the problem of creating opportunities for access to education, improving the provision of inclusive education coverage, creating an educational and methodological base for teachers, parents and the public, creating conditions for further correctional and rehabilitation work.

Taking into account the priorities and shortcomings of inclusive education in the republic, the article provides an extensive development of the process of creating barrier-free conditions for disabled children, the teacher's work process, psychological, pedagogical organizational and methodological approaches in the organization of the educational process: the organization of joint work of families, schools, teachers.

Keywords: barrier-free space, children with autism, ramps, index plaques written in Braille.

More than 780,000 people with disabilities live in Uzbekistan. Of these, the disabled of group I make up 8.5%, group II – 71% and group III – 20.5%. Among persons with disabilities, children under the age of 16 make up 97,000 people. Therefore, social support for this segment of the population should be comprehensive. The reform of the education system in Uzbekistan is rapidly underway. In recent decades, due to the strengthening of integration processes, and part of which is the implementation of the idea of inclusive education.

In the Republic of Uzbekistan, inclusive classes have been opened in 250 schools of the republic from 2021 to 2022.

Inclusive education involves the inclusion in the educational system of all categories of students, including children with disabilities (hereinafter referred to as HIA), whose main task of education and upbringing is their integration into society and maximum preparation for social and labor adaptation. Inclusive education requires the creation of a system of conditions that ensure the education of children with special needs. One of these most important conditions is the creation of an educational and methodological base for teachers, parents and the public, special educational literature, correctional material, adapted programs for students, psychological readiness, awareness of inclusive education for children with disabilities of teachers, the parent community of makhallas for the introduction of inclusive education.

Today, the inclusive process in education is understood as a specially organized educational process that ensures the inclusion and acceptance of a child with disabilities into the environment of ordinary peers in a general education institution, training according to adapted or individual educational programs taking into account his special educational needs.

Inclusive education of children with special needs together with their peers is teaching different children in the same class, and not in a specially designated group (class) at a comprehensive school.

Inclusive education is an internationally recognized tool for the realization of everyone's right to education, as well as the main direction in the transformation of the special education system in many countries of the world.

Inclusion is the involvement of each child in the educational process with the help of an educational program that corresponds to his abilities; satisfaction of individual educational needs of the individual, provision of conditions for its support [1].

Thus, inclusive education is a new promising strategic direction of educational policy and practice, largely affecting the foundations of general education.

When building an inclusive model of primary school education, it is necessary to take into account several important aspects.

1. A legislative framework that takes into account all the parameters of inclusive education, including the main aspects of personnel training from preschool to higher education, taking into account all the needs for the qualitative introduction of inclusive education in the republic.

2. Legal awareness of the population:-adults; children.

3. Competent implementation of laws on inclusive education adopted by the state:

-the requirement for special requirements of the infrastructure of schools (ramps to the entrance to the school, to the entrance to the school, facilities for the movement of children with strollers in the corridors, inscriptions on the walls in the corridors, on the railings of stairs indicating the directions of movement for blind children, special sanitary units adapted for wheelchair users and blind children);

- requirements for the interior of streets (sidewalks, street signs in Braille fonts, sound and light design of traffic lights) that protect children and adults with disabilities from traffic problems;

- requirements for the design of an inclusive classroom, the necessary tools and accessories for children with disabilities: special desks for wheelchair users, a device for writing in Braille fonts for the blind, additional lighting for a visually impaired student, an auditory simulator for a non-hearing student, a blackboard lined in a cage and in a ruler, an electronic board, a computer.

Staffing of inclusive education.

Based on international experience, for the high-quality organization of inclusive education in primary schools, it is necessary to train a teacher with the qualification of an inclusive school teacher. Preparation of a special curriculum, creation of special educational and methodological literature, new modules on special subjects.

It is necessary to emphasize the fact that the training of an inclusive teacher specialist is a new direction in higher education, which requires the preparation of a special curriculum, which includes several blocks:

- a medical unit that includes a clinic for visual, hearing, musculoskeletal disorders, intellectual development disorders.

- general pedagogy and general psychology block

- a block of special pedagogy, including sign language pedagogy, typhlopedagogy, oligophrenopedagogy, speech therapy;

-a block of special psychology including sign language psychology, typhlopsychology, oligophrenopsychology;

Block teaching methods of teaching primary education

-a block of special training methods for the deaf and hard of hearing

-a block of special training methods for the blind, visually impaired

- a block of teaching methods in auxiliary schools and teaching children with ASD.

The specialty "Teacher of inclusive education" is currently the most relevant and in demand in the school education system;

This is one of the complex and versatile specialty, which is unique and universal, which makes it possible to work in all areas of special schools (in schools for the deaf and hard of hearing, in schools for blind children, in auxiliary schools, in correctional classes and inclusive schools.

Of no small importance is the training, advanced training of professors, university teachers in the field of training in the field of training for inclusive schools, as well as an inclusive approach in teaching students with disabilities.

Methods of teaching in an inclusive classroom

While we do not have a universal teacher, inclusive education, an elementary school teacher must possess the following knowledge and skills:

1. Study of each student with HIA, starting from the personal medical record and the conclusion of the IPC. Collect anamnestic data and a medical report. Determining the place where you should sit:

- hard of hearing, a student with an implant, deaf with devices should sit in the first row at the first desk by the window. This makes it possible to see and hear the speech of all classmates, teachers at the blackboard and anywhere in the classroom.

This will ensure systematic listening throughout all lessons, which will enable the perception and acquisition of speech by imitation.

The visually impaired should sit in the first row at the camp, where you can turn on additional lighting (lamp). A blind (blind) student should be placed in one of the last desks, closer to the closet, so that he can take out his writing instrument and write without disturbing anyone. After the lesson, he will be able to put his device in place on the shelf of the cabinet.

This order of boarding a student is one of the methodological mandatory individual approach in teaching children with disabilities.

Considering the fact of updating the content and teaching methods, all parents today are becoming incompetent and often unable to help their children.

In connection with the introduction of a new approach to teaching the introduction of new programs in secondary schools, it is necessary to organize the training of parents on the basis of the National Program. To increase the competence of parents to work with new textbooks in all subjects.

Methods and topics of work with parents

Working with the parents of the main contingent of students is important for creating a tolerant attitude among parents, which will affect the behavior and attitude of children in the classroom.

1. Familiarization of parents with the concept of inclusive education.
2. Familiarization of parents with the history of problems of each student with HIA.
3. Discussion of the friendly, mutually supportive relationship between parents and children.
4. helping to create a friendly environment in the classroom and a tolerant, mutually supportive attitude towards each other.

Methods and topics of work with parents of children with disabilities.

When working with parents of children with disabilities, emphasis is necessarily placed on the fact that inclusive education and its success, success and adaptation of a student at the initial stage is possible only with the active participation of parents and one of their relatives.

Making visual materials, handouts on topics, fixing prepared answers and preparing the student for active participation and answering a question on the topic.

For fruitful joint work of the teacher, the defectologist, the teacher conducts the following activities:

1. Teaching parents how to work with textbooks to prepare. homework.
2. Conducting conversations and discussing problems in training, consulting 2 times a week.
3. Discussion of the behavioral aspects of the child
4. Questions of learning learning material and control at home daily
5. The question of making up the duty at the first stages

Here it is necessary to pay special attention to the organization of rest according to need in the middle of the lesson (without distracting the attention of other students and the teacher; Helping the student in case of difficulty of any actions, etc..

Planning the work of a special teacher (defectologist)

A special teacher (defectologist) in inclusive education is one of the main figures normalizing an individual approach in teaching children with disabilities.

A defectologist teacher draws up his work plan based on a book for teachers proposed by the Education Center of the Ministry of Education for each class. A book for teachers, where lesson plans for all subjects are painted.

1. At the initial stage, he attends lessons in all subjects. Studies the teaching methods of the teacher and the state of participation of students with disabilities.

2. Every day after lessons, individually with each student fixes the material passed. Then prepares students for the passage of a new topic:

- the basic concepts that are not available to the student are provided in a visual and handout material:
- for a visually impaired student in an enlarged form with inscriptions in large fonts;
- for a blind student, convex drawings are presented to perceive the sensation of fingers and hands and inscriptions under the picture written in Braille
- for a student with a hearing problem, the image of objects, concepts that are inaccessible to perception or reproduction in the form of an answer. Each image must be signed.
- for an autistic student, together with his mother, the main names and concepts are selected in the drawings, based on the state of speech.

Considering the difficulties of psychology and adaptation in the classroom, in the classroom, at first (in the first grade) there is an urgent need for parents to be present at the lesson. Initially, you can sit next to the child and support, include in the process, then separately from the student, providing the necessary assistance as needed.

For full inclusion and assimilation of educational material, creating the opportunity to continue the teacher's work at home, it is advisable to prepare visual and handouts to prepare together with parents.

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