

Inclusive Art Education of Uzbekistan in The Period of Independence

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Annotation. The article presents a situational analysis of the development of inclusive art education, examines various models of teaching children with disabilities. The importance of inclusive art education for children with health problems is revealed, the possibilities and benefits of inclusion are described. The author of the article substantiates the merits of inclusive education for children in art schools.

Key words: Inclusion, art, creativity, inclusive art education, inclusive education, inclusive model, special educational needs, remedial education, integrated learning, special (remedial) educational organizations, teaching models for children with disabilities, home teaching, educational route.

An indicator of the well-being of a civilized state is the attitude towards the elderly, disabled people and children, the implementation of family policy. In this regard, the priority task of the social policy of the Republic of Uzbekistan at the present stage is the life support of children, the protection of childhood, the creation of conditions for the humanization of education and upbringing, the preservation of the family as the main institution for raising a child. In historical development, the educational system of children with disabilities (HH) has gone from isolation to inclusion. Inclusion is an opportunity to empower students with disabilities to motivate them to go to school with other children - friends and neighbors. The basic principle of an inclusive school is that children with special educational needs should learn together with their healthy peers, despite the difficulties or differences between them, but in such a way that learning meets the needs and needs, interests of all students and each child individually. [Zagumennov, 2008, p. 56].

The head of state Sh.M. Mirziyoev adopted a resolution providing for the improvement of the education system and upbringing of children with special educational needs. The Concept for the development of inclusive education in the public education system in 2020-2025 was approved, as well as the Roadmap for its implementation. Also, the main regulatory legal acts regulating the issues of social protection of people with special needs in Uzbekistan are the Laws of the Republic of Uzbekistan "On social protection of disabled people" (new edition), "On the protection of citizens' health", "On guarantees of the rights of the child." Changes will also be made to the Law "On Education" to determine the status and content of inclusive education for children with disabilities who are unable to attend educational institutions. In addition, a significant step towards ensuring the rights of people with disabilities was the signing of the "Convention on the Rights of Persons with Disabilities" by the Republic of Uzbekistan on February 27, 2009, the purpose of which is to promote, protect and ensure the full and equal exercise of all human rights and fundamental freedoms by all persons with disabilities.

So, inclusive education is a process of development of general education, which implies its accessibility for all. The main idea of inclusion is to educate children with disabilities not in separate specialized institutions, but in ordinary general education schools, so that children with disabilities have the opportunity to study and attend educational institutions with their ordinary peers. Inclusive education is when special conditions are created for children with disabilities in general educational organizations so that they can include, accept and provide education for all children. [Staroverova, 2011, p.34].

In Uzbekistan, there is a Fund for the Support of Social Initiatives (hereinafter - FOP-SI) since 2007, it has been implementing the project "Inclusive Education in Uzbekistan". The main goal of the project is to create equal opportunities in education for children and adolescents with disabilities. The project "Inclusive Education in Uzbekistan" is aimed at promoting the model of continuous inclusive education in the republic through a phased introduction into the system of primary, secondary, secondary specialized and higher education, as well as creating conditions for improving the quality of inclusive education. Within the

framework of this project, the concept of "National Model of Inclusive Education" was developed, which is being introduced into the system of preschool and school education by creating mixed groups and classes on the basis of pilot kindergartens and schools in Termez, Karshi, Navoi, Samarkand, Jizzak, Gulistan, Tashkent, Andijan, Fergana, Kokand, Urgench and Nukus. The peculiarity of the national model of inclusive education is that it is built taking into account domestic and foreign experience. According to the SISF, at present over 600 children study and educate in pilot kindergartens, schools, lyceums and colleges in these cities in mixed groups and classes.

In Uzbekistan, the practice of inclusive education goes back centuries. It is known that the great scientist of the Middle Ages al-Bukhari had impaired eyesight, but was educated in a madrasah. What is inclusive education? These are conditions in which children who find themselves in difficult life situations, whether they are with disabilities or left without family education, can receive education in the same conditions as other children. Today in the Republic practically all pupils of the Mehribonlik children's homes study in general education schools. There are only two special schools at 28 orphanages. By the way, there have been changes in this direction, that is, if earlier special classes were created from pupils of orphanages, today this is not practiced. Children with disabilities have the right to choose between general education and specialized schools. There are 86 specialized boarding schools in the republic, the development of which the state pays no less attention to than general education. This is how the Uzbek experience in the development of education differs from many foreign ones, in which attempts were made to transfer all children with disabilities to general educational institutions.

The task of the teacher in inclusive art education is to give knowledge to children with disabilities on an equal basis with their healthy peers and at the same time find an individual approach to each child, taking into account his needs and abilities. Inclusive arts education is a process of development of general education, which implies the availability of education for all, including children with special needs. Inclusive arts education ensures equal treatment for all children, but creates an environment for children with special educational needs.

Thus, the main function of inclusive education is the successful adaptation of a child with disabilities to adulthood and the absence of discrimination from others.

It is quite obvious that in the educational process, spiritual and moral enlightenment should become the core of the formation of the moral personality of a young citizen of Uzbekistan. The concept of "spiritual and moral development of the personality" implies the consistent expansion and strengthening of the value-semantic sphere of the individual, the formation of a person's ability to evaluate and consciously build on the basis of traditional moral norms and moral ideals, attitude towards oneself, other people, society, the state, the Motherland, the world as a whole [1, p. 96].

Spiritual and moral education and development of orphans and children left without parental care is one of the priority directions of the educational process of the Mehribonlik children's home.

In our state, a social policy is being pursued to improve the lives of orphans, and today there are 26 Mehribonlik houses in Uzbekistan, where 2536 children are brought up without parental care [3].

In all the houses of "Mehribonlik", conditions are created that are close to those of the home. Out of 26 orphanages, 19 were reconstructed or overhauled, 3 of them were transferred to new buildings. All Mehribonlik homes are provided with special ISUZU buses. Two Children's Towns have been built in the cities of Andijan and Gulistan, where 150 children live and are brought up in family cottages. Each family has 6 to 8 children left without parental care. Family-type orphanages have been created, there are 6 of them in the republic, 3 in Navoi, and one orphanage in Bukhara, Khorezm and Surkhandarya regions.

As for the development of the system of inclusive art education in Uzbekistan, at present these issues are in the stage of analysis and development. Today, this is a rather complex problem associated with additional resources - personnel, training facilities, financial, budgetary allocations, as well as the lack of appropriate infrastructure - offices, equipment, a canteen and a number of special conditions. Speaking about the specifics of the system of additional art education for children with special needs and orphans in Uzbekistan, it is necessary to emphasize the diversity of forms, which is presented in addition to state organizations, by a number of international, public, charitable foundations, NGOs, etc.

Currently, in Uzbekistan, 264 out-of-school educational institutions are engaged in art education for children with disabilities, which are attended by 853 children. Considering the enormous creative potential

of children, since 1996, the Uzbek Society of Disabled People initiated the annual Republican creative competition "The World of Enchanting Colors" among children with disabilities. The main goal of the competition is to identify gifted children, as well as the integration of children and disabilities into society. The competition takes place in several stages, covering all regions of Uzbekistan. Among the participants, winners are selected, in which, in addition to prizes, nominations are awarded: the youngest participant, the most gifted participant, the most courageous participant. Today this competition is one of the largest in the republic, the number of participants in which covers from 2900 to 3200 children with disabilities.

Among the major campaigns dedicated to a socially vulnerable group of children is the International Charity Marathon "Mehrjon-1999", the first action of which took place in 1999. The organizer of the Marathon was the Board of Trustees "Mehrjon", created at the Center of Culture of Trade Unions of Tashkent region "Badiy Havaskor". 1200 children from 32 orphanages and boarding schools in Uzbekistan took part in the six-hour program.

An interesting and fruitful work is carried out by the scientific research art center for children with disabilities "SANVIKT", created in 1999 by the famous sculptor, member of the Academy of Arts of Uzbekistan G. Rajapova. In the center, children from 5 to 17 years old are taught painting, sculpture, small plastic, carpet weaving, painting, lacquer miniature, gold embroidery, ceramics and a number of other areas. Over the years, famous painters and sculptors of Uzbekistan have collaborated with the Center. Among a number of interesting projects of "SANVIKT" it is possible to highlight the organization and holding on the basis of the center of the summer art integration camp for healthy children and children with disabilities. Over the long years of work, about 200 children received training at the center, among whom 15 pupils entered the artistic secondary special and higher educational institutions of Uzbekistan.

The Association of Women with Disabilities, which has branches in many regions of the republic and unites about 3,000 women in its ranks, provides great support to children with disabilities. The head of the Association is Z. U. Rakhmatullaeva. Back in 2000, under her leadership, an educational and educational center for disabled women and children "Zukhra-Zie" was established, with more than 1000 women and 550 children becoming its members. The following courses were organized at the Center: gold embroidery, wood carving, soft toys, painting, pottery, English, and blanket sewing.

In 2002, with the support of the Global Ecological Fund, the project "Revival and development of folk crafts in the village" Sukok "of Parkent district of Tashkent region" was implemented, in which people with disabilities acquired skills in the following specialties: ceramics, woodcarving, gold embroidery. Today, the center has courses on cutting and sewing, beading, cooking, gold embroidery (embroidery), computer training.

Today, the National Association of Non-State Non-Commercial Organizations is actively operating in Uzbekistan. It should be noted that among the total number of NGOs in the republic, a significant component is organizations created by people with OP or families of children with disabilities. One of these organizations is the Umidvorlik Support Center for Children with Disabilities and Their Families, which was registered in 1997. The center was created at the initiative of parents of children with disabilities to assist in socialization, protection of the rights of children with OP and their integration into society. The Center currently unites nearly 150 families. In addition to a number of activities, the Center is the organizer of the annual festival of creativity of people with disabilities "Merry Summer", which has been held for several years since 2005 with the support of UNESCO.

Today, one of the largest funds in the republic, the target group of which is orphans, children left without parental care, children with disabilities, as well as children from low-income families, is the non-profit non-governmental Republican public children's fund "Sen Yolg`iz Emassan" ("You are not alone"), formed in 2002. On the basis of the "Sen Yolg`iz Emassan" Foundation, a Training Center was created, which includes a Media Center, a recording studio, a drama studio, a studio of modern and national dances, as well as a vocal studio and a studio of fine arts. RODF is the initiator of the annual Republican competition of drawing among the pupils of the houses "Mehribonlik" "All the colors of the rainbow". Among the major international actions of the fund is the organization of a concert performance by the children's creative team "Tomosha" and pupils of the "Mehribonlik" houses in the "Olympe de Gouges" hall of the Paris City Hall - this is a joint action with the "Friends of Uzbekistan in France" Association. In addition to the concert, an exhibition of fine works by children from the Mehribonlik homes was organized.

Such trips of children from Uzbekistan to France have become traditional. The Foundation's employees, in partnership with state, international and non-governmental organizations, are actively working to monitor and improve the sphere of social protection of children. Following these tasks, RODF initiated the annual, since 2004, International forums in various areas of social support for children. Based on the recommendations of the Forums, the republic adopted a number of legislative acts and regulations concerning the sphere of social protection of children.

Undoubtedly, the LIK Movement Theater is one of the brightest phenomena of the cultural life of Uzbekistan, the founder and artistic director of which is L.P. Sevastyanova. The theater was founded in 1982 as a youth ensemble of contemporary choreography and plastics. About two dozen plastic performances were staged at that stage of the theater's work. In 2000, as a volunteer, L.P. Sevastyanova began to conduct classes with children with disabilities. As a result of this work, since 2003, the joint creative activity of people with disabilities and professional actors of the Lik Movement Theater begins. Currently, the theater unites more than 30 participants, among whom 20 are children and youth with special needs (blind, deaf, dumb, cerebral palsy, wheelchair users, Down syndrome, mental retardation, children with growth hormone problems). Teaching in the theater according to the methodology developed by L.P. Sevastyanova not only contributes to the development of artistic skills, plastics and stage skills. This is an excellent means of rehabilitation, which has been repeatedly confirmed by medical professionals who recommend visiting and participating in this theater for children as an effective means of providing real help in a number of diseases, including such complex ones as cerebral palsy, progressive muscle dystrophy. In an integrated composition, the theater has created performances: "I dream that I walk" (2004), dance fairy tale "Rainbow Holiday" (2005), "Improvisations on the themes of life" (2006), "White seagulls over a blue lake" (2007), "Reflections" (2009). In an integrated cast with the play "Improvisations on Themes of Life", "LIK Movement Theater" became a Laureate of the International Festivals of Special Theaters "Protheatr" in Moscow (2007) and "Solar Wave" in Kiev (2008). In 2007, in France, within the framework of the project "Residence of Uzbek Artists in Le Rosier sur Loire", the theater performed at several festivals, and also held classes and staged a performance with patients of the Sesame Psychiatric Hospital in Angers. In 2009, the play "Azimuth" was successfully presented in Moscow at the IX International Festival "Four Elements" (music, theater, cinema, tradition) in the "Ethnic" competition. And in 2008 and 2009, Lik was exhibited at the theatrical market "PRO-Theater", within the framework of the "Golden Mask" Festival in Moscow.

One of the interesting projects implemented in Uzbekistan jointly with the Ministry of Labor and Social Protection of the Population, JICA and World Vision, from May 2008 to March 2009 - "CBR Model as an approach to inclusive community development". The CBR (Community Based Rehabilitation) concept was developed with the aim of improving the quality of life of people with disabilities with the help of the local community and has been applied in practice in more than 90 countries around the world. This concept is largely similar to the concept of mahalla development in Uzbekistan. Mahalla committees headed by respected aksakals - people of the older generation - play a special role in the life of society. In order to provide state support for measures to preserve and widely promote national spiritual values, the Republican Charitable Foundation "Makhalla" was created by the Decree of the President of the Republic of Uzbekistan. Among the tasks of the Foundation: to promote the ideas of humanism and mercy in relation to low-income families, disabled people, orphans and lonely elderly people, to provide them with material and spiritual assistance. Taking into account the special status of makhalla committees, which have serious moral and financial support from the state, as well as their role and influence among the population, this experience can be considered one of the most pronounced national segments in the field of additional art education.

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