

---

## ORGANIZATIONAL AND LEGAL BASIS OF IMPLEMENTATION OF INCLUSIVE EDUCATION IN UZBEKISTAN

Durdona Irgasheva

Teacher of school 71, Syrdarya district, Syrdarya region Syrdarya, Uzbekistan

**ABSTRACT:** Children with disabilities are in great need of social protection, help and support as a social support. The state and the society will protect the rights and interests of this category of children, provide material and moral support, create a legal framework, improve the infrastructure, introduce allowances, payments and benefits so that they can enjoy equal opportunities with other children. Among them, the role and importance of creating a system of social institutions that help the interests of children with disabilities, their formation and development as individuals, and ensuring their active operation is incomparable.

**KEYWORDS:** Inclusive education, legal framework, implementation, pedagogy, methodology, didactics.

### INTRODUCTION

A number of articles of the Constitution of the Republic of Uzbekistan state that "all citizens have the same rights and freedoms and are equal before the law, regardless of gender, race, nationality, language, religion, social origin, faith, personality and social status" (Article 18), it is also stated that "the rights of minors, incapacitated and single elderly are under the protection of the state" (Article 45).

In the Law of the Republic of Uzbekistan "On Guarantees of Children's Rights", adopted on November 23, 2008, "every child has the right to education", "the state guarantees the child free compulsory general secondary education and secondary special education", "the state protects children with disabilities and physical and (or) provide financial assistance, counseling and other support to families raising children with mental disabilities, "organize the formation and development of the system of rehabilitation of children in need of social protection" and support the right of children in need of social protection to integrate into society strengthened as guarantees.

The newly revised Law of the Republic of Uzbekistan "On Education" states that "children with physical, mental, sensorial or mental disabilities, as well as children who need long-term treatment, are placed in state specialized educational institutions, general secondary and secondary special educational organizations in an inclusive form, or individually at home." orderly education" (Article 9), "training of persons with physical, mental, sensory or mental disabilities is carried out on the basis of special educational programs" (Article 34). Also, Article 55 of this law

was fully devoted to the issues of "Education and education of children (individuals) with physical, mental, sensory or mental disabilities." In its article 20, "Inclusive education is aimed at ensuring equal opportunities to receive education in educational institutions for all learners, taking into account the diversity of individual educational needs and individual capabilities." Inclusive education is organized in educational organizations for children (individuals) with physical, mental, sensory or mental disabilities. The procedure for the organization of inclusive education is determined by the Cabinet of Ministers of the Republic of Uzbekistan" inclusive education has received official legal approval for the first time.

Strengthening state support for persons with disabilities as one of the urgent tasks related to the priority directions of the development of the social sphere in the "Strategy of Actions on the five priority areas of development of the Republic of Uzbekistan in 2017-2021" approved by the Decree of the President of the Republic of Uzbekistan No. PF-4947 dated February 7, 2017 was selected.

Also, according to the 66th goal of the "Development Strategy of Uzbekistan for 2022-2026" approved by the Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 (Formation of an effective system of support for persons with disabilities, increasing their quality and level of life) to prevent discrimination based on the sign of disability, to ensure equal conditions in the realization of the rights, freedoms and legal interests of persons with disabilities and the inevitability of responsibility for their violation, to implement generally recognized international norms and standards in the field of ensuring the rights of persons with disabilities into national legislation, medical and labor expertise and introduce transparent, modern methods and criteria for determining disability, increase the level and quality of medical and social assistance to persons with disabilities, strengthen the interaction of persons with disabilities with their families, society and the state to create the necessary conditions for them to be in a comfortable environment, to freely use city passenger transport, social and other infrastructure facilities, to improve the inclusive education and employment system, which ensures the involvement and active participation of persons with disabilities in the socio-economic life of society, and to step into the social model of determining disability Tasks such as "step transition" were defined.

Improving the quality of educational services provided to children with disabilities in the "Concept of Development of the Public Education System of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan No. PF-5712 dated April 29, 2019, including the provision of educational institutions where children with disabilities are taught with the necessary literature and methodological manuals providing boarding schools with special equipment for the adaptation and integration of children with disabilities was determined among the main goals and directions of development of the public education system [10].

Today, Uzbekistan is on the way to actively apply the universally recognized international principles of guaranteeing the rights of persons with disabilities, as well as the goals and standards stipulated in international legal documents, taking into account the specific characteristics of our country. In particular, in order to "comprehensively and harmoniously

develop children with disabilities in our country, to support their social activity, their interest in work, to attract them to education, science, technology, art and sports, the priority of the interests of children with disabilities is considered a priority in all actions performed towards them" its legal basis was established in the Law of our country "On the Rights of Persons with Disabilities".

The decision of the Cabinet of Ministers dated October 13, 2020 "On measures to further improve the system of education for children with special educational needs" No.

In the decision, the following problems of the introduction of inclusive education in our country were indicated:

in some educational institutions where children with special educational needs are educated, barrier-free environment and opportunities are not created for them;

educational institutions where children with special educational needs are taught are not fully equipped with the necessary literature, methodical manuals, equipment and supplies for training in various professions;

parents do not have enough information about the possibility of educating their children with special educational needs in general education institutions as a result of the lack of public awareness about the right to education of children with special educational needs, the essence of the inclusive education system;

insufficient attention is paid by local executive authorities to solving problems related to inclusion of children with special educational needs in inclusive education;

subjects related to the methodology of inclusive education are not included in the educational programs of HEIs in the field of pedagogy;

The fact that inclusive education programs are not included in the textbooks of pedagogy and methodology, as well as the fact that future pedagogues do not practice in educational institutions where children with special educational needs are involved, has a negative impact on the quality of their professional training.

In such a situation, more than 21,200 students are educated in 86 specialized schools, more than 6,100 in sanatorium-type boarding schools, and 13,300 in home conditions. According to the statistics of 2020, about 13 thousand students are covered by inclusive education in more than 3.2 thousand general secondary schools in Uzbekistan.

In the "Concept for the Development of Inclusive Education in the Public Education System in 2020-2025" approved by this decision, the following main priority tasks for the development of inclusive education in Uzbekistan, improvement of the system of education and upbringing of children with special educational needs, and improvement of the quality of educational services provided to them were envisaged:

developing and approving requirements for the buildings of educational institutions attended by children with special educational needs;

implementation of measures aimed at providing these educational institutions with the necessary literature, educational tools, material and technical base and equipment for training in various professions;

organization of an inclusive education system, providing educational institutions with special equipment (lifting devices, ramps, fences, etc.), as well as with appropriate personnel (special teachers, specialists in psychological and pedagogical control of children);

gradual provision of boarding schools with special equipment for adaptation and integration of children with special educational needs, etc.

The decision approved the regulation on inclusive education of children with special educational needs in general educational institutions, and it provides for the following:

goals and objectives of inclusive education;

the procedure for organizing inclusive education and elementary remedial classes in schools and the educational process for children with special education needs;

the procedure for admitting children to inclusive education and primary remedial classes;

measures to control and manage the quality of education in inclusive education and primary remedial classes.

Also, the "roadmap" for the implementation of the concept of inclusive education development in the public education system in 2020-2025 in 2020-2021 was approved, in which a total of 33 measures were determined in 3 directions.

"On the procedure for organizing inclusive education in general secondary education organizations" approved by the decision of the Cabinet of Ministers dated October 12, 2021 No. 638 "On approval of normative legal documents regarding education of children with special educational needs" It is to create a barrier-free, adapted educational environment for students with special needs by using special tools and methods at school, involving special pedagogues, to provide quality general secondary education that serves their effective adaptation and full integration into society. Schools are for children with special educational needs and their parents. provides all-round assistance to mothers in receiving correctional pedagogical assistance and career orientation" and their duties

"creating a single adapted social environment that excludes any discrimination for students with different development opportunities, ensures equal treatment of all children; formation of a tolerant attitude towards the problems of students with special educational needs in the public and all participants of the educational process;

development of mental and social potential of children with special educational needs along with healthy children in the educational process; creating an opportunity for all students to master general secondary education programs in accordance with state educational standards; all-round development of students, emotional-volitional sphere, activation of cognitive activities, social skills and creating conditions for capacity building;

It was defined as providing counseling support to families raising children with special educational needs and raising the awareness of parents in the field of education and upbringing of their children, using pedagogical technologies, educational methods and tools, and supporting them psychologically and pedagogically.

### REFERENCES

1. Богдан Н.Н., Могильная М.М. Специальная психология: учебное пособие. Владивосток: Изд-во ВГУЭС, 2003. - 220 с.
2. Гонеев А.Д. и др. Основы коррекционной педагогики: Учеб. пособие для студ. высш. пед. учеб. заведений. М.: Академия, 2002. - 272 с.
3. Епифанцева Т.Б. Настольная книга педагога-дефектолога/ Под ред. Епифанцева Т.О.; - Ростов н/Д: Феникс, 2007. – 486с.
4. Назарова Н.М. Специальная педагогика: Учеб. пособие для студ. высш. учеб. заведений / Л.И.Аксенова, Б.А.Архипов, Л.И.Белякова и др.; Под ред. Н.М.Назаровой. — 4-е изд., стер. - М.: Издательский центр «Академия» - 400 с., 2005.
5. Подласый И. П. Курс лекций по коррекционной педагогике. Для средних специальных учебных заведений. — М.: Владос – 332 с. , 2002.
6. Сорокин В.М. Специальная психология: Учеб. пособие / Под научн. ред. Л.М. Шипицыной — СПб.: Речь, 2003. — 216 с.
7. Nigmatov, A. N., Abdireimov, S. J., Rasulov, A., & Bekaeva, M. E. (2021). Experience of using «gis» technology in the development of geoecological maps. International Journal of Engineering Research and Technology, 13(12), 4835-4838.
8. Nigmatov, A. N., et al. "Experience of using «gis» technology in the development of geoecological maps." International Journal of Engineering Research and Technology 13.12 (2021): 4835-4838.
9. Расулов, А. Б. (2020). ON THE ROLE OF SUSTAINABLE DEVELOPMENT IN ENVIRONMENTAL PROTECTION. ГЕОГРАФИЯ: ПРИРОДА И ОБЩЕСТВО, 1(3).
10. Saparov, K., Rasulov, A., & Nizamov, A. (2021). Making geographical names conditions and reasons. World Bulletin of Social Sciences, 4(11), 95-99.
11. Rasulov, A., Madjitova, J., & Islomova, D. (2022). PRINCIPLES OF TOURISM DEVELOPMENT IN DOWNSTREAM ZARAFSHAN DISTRICT. American Journal Of Social Sciences And Humanity Research, 2(05), 11-16.
12. Odiljon, T. (2022). Methodology for assessing the tourist potential of the nature of the Fergana Valley using GIS technologies and experimental methods.

13. Rasulov, A. (2022, December). USE OF FOREIGN EXPERIENCES IN ENSURING EFFECTIVENESS OF GEOGRAPHY EDUCATION. In Conference Zone (pp. 175-180).
14. Kulmatov, R., Rasulov, A., Kulmatova, D., Rozilhodjaev, B., & Groll, M. (2015). The modern problems of sustainable use and management of irrigated lands on the example of the Bukhara region (Uzbekistan). *Journal of Water Resource and Protection*, 7(12), 956.