

IMPROVEMENT OF DIRECTIONS FOR INCREASING THE QUALITY AND EFFECTIVENESS OF INCLUSIVE EDUCATION IN HIGHER EDUCATION INSTITUTIONS

<https://doi.org/10.5281/zenodo.10514753>

Dildora Nutfieva

Tashkent State University of Economics- place of work

Abstract. *This article presents thoughts and opinions on inclusive education and improving its quality and effectiveness in higher education institutions.*

Key words. *Society, children, disability, upbringing, science, inclusive, education, pedagogue, deaf people.*

Social changes taking place at the current stage of society's development lead to changes in views on education and upbringing of children, which will bring about serious changes in the education system of our country. There are trends in the integration processes of general and special education, as a result of which the problem of educating children with disabilities is one of the main ones. The state system of early diagnosis and support for children with special educational needs is becoming relevant for scientific study and implementation. Accordingly, it is necessary to provide psychological, medical and pedagogical help and support to children of different age groups and categories, their immediate environment, as well as other participants of the educational process.

As part of the project implemented in 2014-2016 in cooperation with the European Union on inclusive education, test sites were established in 5 regions of the Republic. 153 medical-psychological-pedagogical commissions and 1350 teaching staff were trained in inclusive education services. 3 training modules were included in the curricula of educational institutions for the retraining and advanced training of pedagogues on the implementation of inclusive practice in the educational system. More than 2,000 children with disabilities and their parents were provided inclusive education services. As a result of efforts to ensure social security, correction and rehabilitation of children with various developmental disabilities and in need of treatment and rehabilitation, the general secondary education of about 500 such students in the last five years lim was ensured to return to schools. Currently, about 64,700 students are covered by inclusive education in more than 5,900 general secondary schools."

In Uzbekistan, regardless of family circumstances, all children attend state comprehensive schools. It is guaranteed by the state. But until recent years, we could not boast that children with disabilities were studying on equal terms with other healthy children. According to the statistics of 2020, about 13 thousand students were covered by inclusive education in more than 3.2 thousand general secondary education schools in our

country. In order to eliminate the shortcomings in this regard, serious attention was paid to inclusive education from 2020.

In particular, the concept of inclusive (harmonized) education was introduced for the first time in the new version of the Law "On Education" adopted on September 23, 2020. A plan for the introduction of inclusive education in general education schools of Uzbekistan was determined. According to it, by 2025, 40 percent of children with special education needs will be enrolled in regular schools. Intensive practical efforts are being made for this. The UN Convention on the Rights of the Child and the Declaration on the Rights of Persons with Disabilities are used in the study of international experience. Another big initiative aimed at the protection of people with disabilities is the proposal of the head of our state at the 46th session of the UN Human Rights Council to create a regional council on the issues of the full realization of the abilities of persons with disabilities. It can be said.

In order to implement the principle of integration of science, education and development in the Republic of Uzbekistan, the concept of development of the higher education system until 2030 was adopted under the leadership of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev. The purpose of this concept is to deepen reforms in the field of higher education while continuing to train competitive highly qualified personnel based on advanced foreign experience. In this concept, special attention is paid to the introduction and development of the foundations of inclusive education. Including:

- increasing the types of educational services provided to students with disabilities and improving their quality;
- extensive development of inclusive processes in education, introduction of adaptive technologies;
- creation of additional conditions for students with disabilities in student residences and buildings of higher educational institutions;
- to provide educational institutions with the necessary literature and teaching-methodical manuals for students of this category, to take measures to financially encourage and support students from the strata of the population in need of social protection.

On December 1, 2017, the decree of the President of the Republic of Uzbekistan "On measures to fundamentally improve the system of state support for persons with disabilities" was announced, according to which persons with disabilities were given a number of privileges when entering the university. In particular, starting from the 2018-2019 academic year, an additional 2 percent quota was allocated for admission to the national higher education institutions of the I and II groups. At the same time, the minimum points scored in the entrance exams for persons with disabilities to enter the higher education system were also lowered to 56.7 points (30% of the maximum possible 189 points). However, despite the existing privileges for the admission of persons with disabilities to higher educational institutions, the percentage of admission of this category of persons to higher educational institutions remains very low, and this is primarily due to

the fact that most universities in the country are not ready to train these persons. depends. The lack of a friendly environment for the disabled causes separation and discrimination of persons of this category by higher educational institutions. The lack of a favorable environment for the education of persons with disabilities in universities is manifested, first of all, in the following:

- The architecture of the buildings and the infrastructure of the facilities adjacent to the buildings are not adapted to the training of persons with disabilities;

- The educational buildings of most higher educational institutions in Uzbekistan are four stories and higher, but if we study in the regional section, most of them do not have elevators, and in those that do, the elevator does not work or needs to be repaired, which in turn is a defect in the musculoskeletal system. causes difficulties for the disabled to move around the building;

- In connection with the sharp increase in the quotas for admission to higher educational institutions of the country, most universities are facing a shortage of classroom funds, as a result of which it is necessary to arrange the class schedule in each pair and change the auditorium to hold classes of group students. , which causes each pair of classes to be taught in different auditoriums on different floors. In this case, the absence of high stairs and ramps is a serious obstacle for students in wheelchairs to enter and move around the building;

- lack or lack of special educational and teaching-methodical literature intended for teaching persons with disabilities in many higher educational institutions of our republic;

- A very serious problem of inclusive education in Uzbekistan is that educational institutions are not provided with highly qualified personnel;

- Common areas of many higher educational institutions in our republic (kitchen, library, toilet) are not adapted to the needs of disabled people, they are not equipped with special equipment, which makes it difficult for students with disabilities to use these areas;

- Most of the professors and teachers of the country's higher educational institutions do not have special qualifications for teaching people with disabilities;

Today, for many people with disabilities, university education should consist not only of acquiring relevant knowledge, but also of acquiring life and social skills, and higher education institutions, in turn, should be ready to provide this.

General secondary education in the form of inclusive education for children with disabilities as a result of the efforts of our government to provide social guarantees for children with various developmental disabilities and in need of treatment and rehabilitation, correctional and rehabilitation works will help to increase the return to schools, of course. This will help students become independent and mature individuals in the future.

REFERENCES:

1. Sh.Mirziyoyevning "O'zbekiston Respublikasi Xalq Ta'limi tizimini 2030- yilgacha rivojlantirish Konsepsiyasini tasdiqlash to'g'risida"gi 2019-yil 24-aprelda PF-5712-son Farmoni (Qonun hujjatlari ma'lumotlari milliy bazasi, 29.04.2019-y., 06/19/5712/3034-son)
2. Rs. Shomakhmudova, "Special and inclusive education, international and national experiences" - educational methodical guide. Tashkent 2011.
3. "Inclusive education" - teaching methodology guide. Tashkent 2019.
4. Shomakhmudova .R.Sh Inclusive education (International and Uzbekistan experiences) Tashkent-2011
5. Khodjayev. B General theory and practice of pedagogy Tashkent-2017 (188 pages)
6. Ахмедов А. А., Хайдаров Б. К. Инновационная технология при выполнении современных лабораторных работ по физике //International scientific review. – 2016. – №. 4 (14). – С. 181-184.
7. Бескемпірова, Гүлжан, and Феруза Азамовна Курбанова. "ИНТЕРПРЕТАЦИЯ ДУХОВНОГО РАЗУМА В РАССКАЗЕ ТАХИРА МАЛИКА "ПРОЩАЙ, ДЕТСТВО!". SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM 2.16 (2023): 100-103.