



Inclusive Teaching Problems in Uzbekistan

Jalilova Dildora Sheralievna

teacher in the Department of Social,
Natural and Pharmaceutical disciplines
Tashkent Pharmaceutical Institute

Zayniev Bekhruz

Student of Uzbek-Russian faculty
Tashkent Pharmaceutical Institute

ABSTRACT

The article deals with the problem of introducing inclusive education in the Republic of Uzbekistan, presents the results of a study conducted within the framework of the fundamental project "Creating a system of high-quality, continuous inclusive education in the Republic of Uzbekistan". The purpose of the article is a theoretical and statistical analysis of the inclusion of children with disabilities in educational institutions and the identification of barriers to their successful inclusion

Keywords:

integration, inclusion, teacher, special education, inclusive education, children with disabilities.

Introduction

Currently, in the world, special education for children with disabilities is replaced by such concepts as inclusive education.

Inclusive (French *inclusif* - including, from Latin *include* - I conclude, include) or included education is a term used to describe the process of teaching children with special needs in general education (mass) schools.

Inclusive education is the most modern term, which is explained as follows: it is the reform of schools and the redevelopment of classrooms in such a way that they meet the needs and requirements of all without exception. International experience shows that the development of an inclusive education system is a long-term strategy that requires an integrated approach for its implementation, consistency, continuity and stage by stage¹.

The idea of inclusive education came to Uzbekistan in 1996. The main idea of inclusive

education implies that not a child should be prepared for inclusion in the education system, but the education system itself should be ready for the inclusion of any child. Inclusive education is based on the philosophy that all children, regardless of the severity of impairments, are an integral part of the educational system.

Children with disabilities in the Republic of Uzbekistan 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 than general education.

Materials And Methods

In the Republic of Uzbekistan, along with special education, there is integrated education, work is underway to create conditions for the development of inclusive education. According to the Law of the Republic of Uzbekistan "On Guarantees of the Rights of the Child", Article 29 "Children with disabilities in physical and (or) mental development and

¹ Vygotsky L.S. On the psychology and pedagogy of children's disabilities//Vygotsky L.S. Problems of defectology. - M.: Enlightenment, 1995. - p. 19-40

children with disabilities have the right to education and upbringing in educational institutions according to educational programs developed specifically for them and to receive education corresponding to their physical, mental abilities and desires.

As noted by L.S. Vygotsky "... the rule according to which, for the sake of convenience, we select homogeneous groups of abnormal children is deeply anti-pedagogical. By doing this, we not only go against the natural tendency in the development of such children, but, what is much more important, we deprive the abnormal child of collective cooperation and communication with other children standing above him, we aggravate, rather than alleviate, the immediate cause of the underdevelopment of his higher functions".

To date, the number of children with disabilities in the regions of the republic is increasing, so for 4 years the number of children with various psychophysiological disorders has increased by 13,708 thousand. The largest number of children with disabilities was recorded in Andijan, Kashkadarya, Samarkand and Fergana regions.

Results And Discussion

Table No. 1 Number of children with disabilities in the Republic of Uzbekistan from 2014 to 2018²

№	By regions	Children with disabilities under 16		
		01.01. 2014	01.01. 2016	01.01. 2018
1	Republic	5245	5526	6265
2	Karakalpakstan	7596	8601	9806
3	Andijan	3202	3422	3679
4	Bukhara	3880	3951	4520
5	Jizzakh	7560	7696	9175
6	Kashkadarya	3363	3290	3190
7	Navoi	6546	6646	7412

² Data of the State Committee on Statistics as of January 1, 2018.

8	Namangan	7853	8485	9666
9	Samarkand	2501	2717	3293
10	Sirdarya	6926	7240	8398
11	Surkhandarya	7622	8118	9324
12	Fergana	5625	5324	5728
13	Khorezm	6546	6558	7346
14	Tashkent	3891	3956	4262
Total		78356	81530	92064

As the number of children with disabilities grows, so does the need to train teachers to ensure the full educational integration of children with disabilities.

In 2006-2009, the Ministry of Education, with the support of the Asian Development Bank, implemented the project "General Education for Children with Disabilities", within which two special boarding schools were selected in Tashkent, Kashkadarya and Surkhandarya regions" in order to visit children with minor disabilities in the development of some subjects in a comprehensive school. According to the results of the project, it was revealed that the specialists of speech pathologists and teachers of general education schools who took part in the study did not support the concept of inclusive education.

However, since 2014-2016 in Uzbekistan, within the framework of the project "Inclusive Education for Children with Special Needs in Uzbekistan", funded by the European Union, implemented in Tashkent, Samarkand, Namangan, Khorezm and Surkhandarya regions, 907 children with special educational needs were included in the system general education in 27 pilot schools and 27 kindergartens, with the total number of children benefiting from the project reaching 1,500. In addition, 1,350 members of the medical-psychological-pedagogical commissions and teaching staff were trained to provide inclusive educational services; 3 training modules on training, advanced training and retraining of teachers for the introduction of inclusive practices in the education system of Uzbekistan were developed and approved. Decree of the

President of the Republic of Uzbekistan dated December 1, 2017 "On measures to radically improve the system of state support for persons with disabilities", paragraph 31 provides for "the development of mechanisms for realizing the right of every child with a disability to receive inclusive education"³.

As Nurkeldieva D. notes, when studying children with disabilities in orphanages, "educators working in groups where there are children with special needs do not know how to correct violations of children with special needs at an early age. Educators and speech therapists have problems in providing quality developmental assistance to young children brought up in orphanages, as there are not enough teaching aids, guidelines, didactic materials on working with young children in the Uzbek language. Based on the results of the study, it can be concluded that today there is an acute problem of unpreparedness of mass school teachers (professional, psychological and methodological) to work with children with special educational needs, a lack of professional competencies of teachers in working in an inclusive environment, the presence of psychological barriers and professional stereotypes of teachers.

The lack of knowledge of teachers about the capabilities of children based on the forms of disability does not allow organizing the education of the child based on his capabilities, creating an individual training program for a special child, which ultimately leads to the disintegration of children in general education institutions.

Conclusion

Based on the foregoing, the following recommendations are made:

- introduction of the discipline "Technologies of work with inclusive children" into the curriculum of pedagogical institutes;
- improve the qualifications of teachers of preschool educational institutions, schools

and higher education institutions within the framework of a training seminar "Inclusive Education".

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³ Analysis of the social protection of children with special needs in the Republic of Uzbekistan. D.A. Nurkeldieva, Ya.E. Chicherina and others. Monograph. T.: Publishing House "Fan" of the Academy of Sciences of the Republic of Uzbekistan. 2017. p. -77