

INCLUSIVE EDUCATION IN THE EXPERIENCE OF THE WORLD AND UZBEKISTAN

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Abstract. *This article discusses the emergence of the concept of inclusive education, a new form of education for children with disabilities, and the application of this form of education in Uzbekistan.*

Keywords: *Inclusive education, "inclusive", world experience, education of children with special educational needs, exclusion, segregation, integration, international law.*

Аннотация. *В данной статье основное внимание уделяется возникновению концепции инклюзивного образования, новой формы обучения детей с ограниченными возможностями, а также применению этой формы образования в Узбекистане.*

Ключевые слов: *Инклюзивное образование, «инклюзив», мировой опыт, образование детей с особыми образовательными потребностями, эксклюзия, сегрегация, интеграция, нормы международного права.*

Introduction

Today, the concept of inclusive education occupies a wide place in the world as one of the concepts of special education for children with disabilities. The word inclusive is derived from the French word «inclusive» which means «to include». The concept of inclusive education is a term used to describe the process of teaching children with special needs in general education (public) schools. According to the definition of IDA (International Disabilities Association), «Inclusive education is a system that all students with disabilities and able-bodied can learn together, receiving all the support necessary for their needs» [8: 11 p]. The concept of inclusive education is a modern term, which as a type of education means that all learners receive education on equal terms, regardless of their abilities and capabilities. This concept also includes providing safe and accessible education for children with special educational needs and removing barriers that hinder them. That is, inclusive education is the provision of equal rights in educational institutions for all learners, taking into account the differences in special educational needs and individual capabilities. In short, it means that all children are educated together in the same schools. Inclusive education is one of the issues raised to the level of state policy in all countries.

Materials And Methods.

In recent years, special attention paid to the education of children with special educational needs increases the scope of scientific research in this field. World scientists have conducted a lot of research in this field, and a number of scientific works are being carried out. M. Mason, R. Rieser, J. Morris analyzed the inclusive education system in Great Britain through their research, while M. A. Winzer, Z. Weygand, D. L. Ferguson P. Haug, L. Wislie are people with limited opportunities around the world. attempts to illuminate the history of the special education system. In recent years, a number of researchers have been working on the introduction of inclusive education in Uzbekistan, the analysis of achievements and shortcomings in the field. Researchers such as B.Abdullayev, S.Abdullayeva, K.G.Muhammadowa, L.Romanova, G.Nam, Sh.Ikromova gave analytical information about the activities of inclusive education in Uzbekistan.

In writing this article, scientific works of scientists and researchers in the field, existing legal documents, as well as materials published by international organizations such as UNESCO, UNICEF, USAID, IDA were used as statistical and analytical sources.

Results And Discussion

In general, special schools for children with special educational needs began to take root on the basis of charitable institutions for blind, deaf and disabled children in the middle of the 18th century. One of the first special schools in the world is the Institut National des Jeunes Aveugles in Paris, which was founded in 1784 [9: 12 p]. It was the world's first school for blind students. At the end of the 18th century, Scotsman Thomas Braidwood established a school for the blind in Edinburg [6: 23 p].

However, until the end of the 19th century, the issue of educating children with special educational needs did not gain much importance. For example, in Great Britain until 1870, not only the disabled, but also very few healthy children had the opportunity to receive education [5: 8 p]. Of course, one of the main reasons for this was that the schools were mainly funded by volunteers or run by the church and could only reach a very small number of children.

From the end of the 19th century, even during the introduction of new systems of compulsory education and assessment of students' knowledge, the issues of education of children with disabilities were somewhat left aside. However, in Britain, through a series of legislation issued by the Royal Commission in 1889 and later, many responsibilities began to be imposed on local education authorities. In 1892, the first special school for «weak» pupils opened in Leicester, in 1905 the first special school for «handicapped» children opened in Manchester, and by 1918 there were 60 day schools and 35 boarding schools for physically «defective» pupils were available. Despite the above-mentioned initiatives and reforms, the level of exclusion (children with disabilities who are not covered by education. Such children are not involved in education and their rights to education are not ensured.) was quite high.

International experience shows that the development of an inclusive education system is a long-term strategy, and its implementation requires consistency, continuity and a step-by-step comprehensive approach. In particular, in the world experience, it is possible to highlight 3 periods that have different approaches to the education of students with disabilities in developed countries:

- Segregation of learners until 1970s (separating children with special needs from general education and educating them in special schools and boarding schools);
- integration of learners during the 1970s-1990s (establishment of separate classes in general education schools for children with special needs);
- Inclusive education in recent years (children with special needs study in the same class with other children in general education schools.)

The basis of the emergence of an inclusive form of education for children with disabilities can be logically connected with the «Universal Declaration of Human Rights». Article 26 of this declaration states that everyone has the right to education and that there should be no restrictions on it. International laws adopted later include the Convention on the Rights of the Child (1989), the Declaration on the Rights of Persons with Disabilities (1975), the Universal Declaration on Education for All (1990), the Salamanca Declaration and Work Plan (1994), the Dakar Declaration (2000) played an important role in creating the system and legal framework of this new type of education.

Gradually, the Regular Education Initiative (REI) movement began in the United States, calling for the integration of special and general education into a single system in which all children attend regular public schools. But in some countries, the issue has been controversial, and some countries, including Australia and New Zealand, have left the issue open, but at the same time put a stronger emphasis on parental choice. At the same time, another social movement «Inclusive schooling movement» appeared in the USA aimed at creating equal educational opportunities for all children. Proponents of inclusive education advocate for school restructuring and curriculum reform to be inclusive of all students, as existing curricula continue to divide learners into independent and disadvantaged categories. was

But at the same time, one of the open issues was whether teachers and students are ready for a new type of education. In the early 1980s, UNESCO conducted a survey on teacher education in 14 countries covering all regions of the world [7: 18 p]. Studies have shown that regular classroom teachers are willing to take on responsibility for children with special needs, but are unsure whether they have the skills to do the job. Most of the teachers believed that they should improve their skills in teaching children with special needs. These results indicated the need for professional development of regular classroom teachers through teacher trainers.

Therefore, UNESCO has created a project to develop materials and teaching strategies that meet the needs of teachers in inclusive schools, led by Professor Mel Ainscough, who is currently at the University of Manchester [7: 42 p].

The idea of inclusive education entered Uzbekistan in 1996. The main idea of inclusive education is not to include a child in the education system, but the education system itself should be ready to include any child. Inclusive education is based on the philosophy that all children, regardless of the severity of their disabilities, are an integral part of the education system.

Children with disabilities in the Republic of Uzbekistan have the right to choose between general education schools and specialized schools. There are 86 specialized boarding schools in the republic, and the state pays no less attention to their development than general education. As evidence of this, a number of legal documents can be cited, including the Law «On Social Protection of the Disabled» (1991), the Constitution of the Republic of Uzbekistan (1992), the Law «On Education» (1997), «National Training Program» (1997), «Education for All» National Program Plan (2003), «Interim Regulation on Inclusive Education for Children and Adolescents with Disabilities» (2005), Law of the Republic of Uzbekistan «On Guarantees of Children's Rights» (2008), Decree No. PD-5270 (2017), Decree No. PD-5712 (2019) «On the concept of development of the public education system until 2030», «Education of children with special educational needs Decision No. PD-4860 (2020) «On measures to further improve the education system», «Concept for the development of inclusive education in the public education system in 2020-2025» (No. PD-4860 on the basis of the decision) serve as a legal basis for the introduction and creation of the foundations of this mechanism in Uzbekistan.

Also, a number of cooperation programs are being implemented with the world community on the development of inclusive education. In particular, in November 1996, based on the initiative of the National Commission of Uzbekistan for UNESCO, a national curriculum on «Inclusive methods in the field of special education» was successfully implemented in Tashkent. In October 1998, a regional conference on this topic was organized in Bukhara in cooperation with UNESCO, UNICEF, the World Health Organization and the International Labor Organization. During 2014-2016, in cooperation with the European Union, a project was implemented to train teachers in the practice of inclusive education, and inclusive education

curricula were developed for students and parents, 5 pilot resource centers and 15 pilot schools were established [4: 6 p].

In October 2022, for several weeks, researchers from the University of Notre Dame, working under the SHARE cooperation agreement by USAID, together with local experts, conducted a diagnostic systematic analytical study in Tashkent, Syrdarya and Namangan regions [4: 4 p]. The main goal of this research is to evaluate the state and quality of education of children with special educational needs in Uzbekistan, and it was carried out for the purpose of analyzing the level of development of this field in Uzbekistan for the United States Agency for International Development. Of course, this research is based on various political initiatives implemented in Uzbekistan in recent years, project programs on training teachers in the practice of inclusive education and «Inclusive education in the public education system in 2020-2025 «Development concept» initiatives, identified existing achievements and shortcomings in the field, and made important suggestions and conclusions for future actions.

Conclusion

In conclusion, it can be said that inclusive education is recognized by the entire world community as a new form of education for children with special educational needs, and this education has already paid off in the experience of developed countries. Despite the reforms implemented in the field in Uzbekistan, there are certain obstacles in the activities of parents, teachers, and administrators to provide quality education for children with disabilities, and to provide quality education to children with disabilities there is a need to make serious and decisive changes.

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