



WHAT DIFFICULTIES DOES A STUDENT WITH DISABILITIES FACE WHEN STUDYING AT A UNIVERSITY IN THE CONTEXT OF THE DIGITALIZATION OF SOCIETY

L.Yu.Abdukadirova

Lecturer, Department of Psychology, Fergana State University

Article history:	Abstract:
<p>Received: March 1st 2023 Accepted: April 3rd 2023 Published: May 10th 2023</p>	<p>This article reveals psychological problems of professional training of students with disabilities in the digital world in which students with disabilities face such difficulties as limited access to technology, information; limited access to work and education; safety in the digital world; establishment of social interaction, etc. It is shown that students with disabilities or students in HIA can become victims of cyberbullying, fraud, online abuse. The author concludes that many challenges for people with disabilities (DOD) in education can be overcome by adapting websites and applications based on the needs of students with disabilities; providing training courses to improve digital skills; teaching techniques to protect against cyberbullying and fraud, as well as providing support in case of online violence; development of special online courses and job creation.</p>

Keywords: Students with disabilities, students in HIA, digitalization of society, vocational training, difficulties of students with disabilities in the digital world, virtual and augmented reality technology, artificial intelligence, cyberbullying, website, application, online courses, online work.

One of the basic principles of civilized societies is respect for the dignity and equality of every person. People with disabilities (DOD) may face obstacles that make their lives more difficult, but this does not make them any less valuable as individuals. Therefore, civilized societies have mechanisms and programs that help people with disabilities overcome these obstacles and have equal opportunities in life. This can include accessibility to public places and transportation, adaptive technology, special services, and training and employment programs. In addition, community care for people with disabilities not only supports their self-esteem and integration into society, but also enriches society as a whole. When people with different abilities and experiences work together, it can lead to new ideas and innovations, strengthening the community connection and improving the quality of life for all citizens.

In this regard, one of the priorities of the modern state, in relation to its citizens is the care of persons with disabilities. For Uzbekistan, this area of activity is also important, as the number of persons with disabilities is 2.1% of the population. In this regard, the Law of the Republic of Uzbekistan "On the rights of persons with disabilities" (No. ZRU-641 15.10.2020) [1], Presidential Decree "On measures to further improve the education and training of children with special educational needs" No. PP-4860 of 13.10. 2020 [2], the Decree of the President of the Republic of Uzbekistan "On additional measures to comprehensively support persons with disabilities, to promote their employment and further increase social activity" from 21.12.2021 № PP-57 [3] and other documents regulating the rights, assistance to persons with disabilities, creating conditions for their full development, socialization and self-actualization.

Since the 2018-2019 academic year, persons with a group 1 disability (persons who have completely lost the ability to work and need outside help, care) or a group 2 disability (persons who have completely lost the ability to work and do not need outside help, care) began to be allocated an additional 2% quota for admission to public universities of the country according to the Decree of the President of the Republic of Uzbekistan Sh. M. Mirziyoyev, from 01.12.2017, № UP-5270 "On measures to radically improve the system of state support for persons with disabilities". [4]. Thus, for persons with disabilities there are wide opportunities to receive higher education on a budgetary basis. At the same time, students with disabilities receive a stipend from the state.

In 2022, according to Oybek Isokov, chairman of the Association of Persons with Disabilities of Uzbekistan, 960 students with disabilities graduated from universities in various specialties, and about 7.5 thousand students with disabilities began to receive higher education in the country in 2022 [5]. Thus, it should be noted that inclusive education has been introduced in the higher education system of Uzbekistan.

Many researchers, including the author of the article [6,10,11,12,13], consider it appropriate to apply the concept "students in difficult situations" ("students in HIA") in relation to students with disabilities due to the fact that persons with disabilities in difficult life situations are constantly, which makes them vulnerable when studying at

university, causes the risk of isolation, exclusion (exclusion from society) or low academic achievements, and, as a consequence, possible exclusion from the student.

Despite the creation in Uzbekistan of wide opportunities for higher education for persons with disabilities, there are a number of problems associated with the fact that their professional training takes place in the context of the digital world. In the 21st century, the key digital technologies are various gadgets, Internet of Things (IoT), wireless Internet (Wi-Fi 6 and 5G), unmanned cars, artificial intelligence and machine learning, virtual and augmented reality (VR and AR), 3D printing, robotics, cloud computing, blockchain and cryptocurrency. In education, these technologies are used for distance learning, homework, presentation preparation, programming, and creative problem solving. Virtual and augmented reality technologies contribute to a better perception of educational material and make learning more interactive. Artificial intelligence algorithms help in career guidance and in the learning process [14, 26].

The digital world presents many challenges for people with disabilities, as they may have difficulty using technology and accessing information. Some of the challenges that students with disabilities face in the digital world include:

1. Accessibility of technology: Not all technology is accessible to people with disabilities. For example, people with visual impairments may have difficulty using computers and smartphones without special devices or software that make it easier to read and navigate the screen. Also, many technologies are not adapted for people with disabilities, which can make them difficult to access.

2. limited access to information: Many websites and online platforms may not be accessible to people with disabilities due to lack of adaptation. This can make it difficult to obtain information and use online resources [23].

3. Safety in the digital world: People with disabilities can become victims of cyberbullying, fraud and other forms of online abuse, which can worsen their psychological state.

4. Social interaction: The digital world can be challenging for people with disabilities, who may have difficulty interacting socially in real life. Online communities and social media can provide an alternative, but can also cause feelings of alienation and loneliness [29].

5. Limited access to work and education: People with disabilities may have difficulty accessing online education and work, which are increasingly only available through digital platforms.

Overall, the digital world presents a number of challenges for students with disabilities, and measures must be taken to improve the accessibility of technology and online resources for this category of students. Some of these measures may include adapting websites and apps to ensure accessibility for people with disabilities, using special hardware and software to facilitate the use of technology, and providing training courses to improve digital skills.

It is also important to focus on digital safety for students with disabilities. This could include teaching techniques to protect against cyberbullying and fraud, as well as providing support in the event of online abuse.

Finally, special programs and projects should be developed to provide access to online education and work for students with disabilities. This could include the development of special online courses and training programs, as well as the creation of jobs accessible to graduates with disabilities.

Thus, in the context of the digitalization of society, taking care of the vocational training of people with disabilities, in addition to supporting their self-esteem and integration into society, is also a factor for the spiritual and material enrichment of society as a whole. The joint activity of people with different abilities, capacities and experiences, while creating equal opportunities for all participants in the process, regardless of physical and psychological features, can lead to new positive changes, ideas and innovations, contributing to the strengthening of connections in society and improving the quality of life of all citizens.

LIST OF REFERENCES

1. Закон Республики Узбекистан, от 15.10.2020 г. № ЗРУ-641. <https://lex.uz/ru/docs/5049549> Постановление
2. Президента Республики Узбекистан «О мерах по дальнейшему совершенствованию системы образования и воспитания детей с особыми образовательными потребностями» № ПП-4860 от 13.10.2020 года. <https://www.lex.uz/ru/docs/5044745>
3. Постановление Президента Республики Узбекистан "О дополнительных мерах по всесторонней поддержке лиц с инвалидностью, оказанию содействия их занятости и дальнейшему повышению социальной активности" от 21.12.2021 г. № ПП-57. <https://lex.uz/docs/5789986>
4. Указ Президента Республики Узбекистан «О мерах по кардинальному совершенствованию системы государственной поддержки лиц с инвалидностью» от 1 декабря 2017 года № УП-5270. <http://lex.uz/docs/3436196>.
5. «Давлат ташкилотларида ногиронларга нисбатан ишончсизлик бор». ОТМни битирган юзлаб ногиронлар ишсиз қолмоқда. <https://www.gazeta.uz/uz/2022/10/06/nogironlar/>
6. Абдукадирова Л. ТЕОРЕТИЧЕСКИЙ АНАЛИЗ ПОНЯТИЯ "ТРУДНАЯ ЖИЗНЕННАЯ СИТУАЦИЯ" // Педагогическое мастерство. Научно-теоретический и методический журнал // № 5, 2019. С.
7. Абдукадирова Л. Ю. ТЕОРЕТИЧЕСКИЙ АНАЛИЗ ПОНЯТИЯ "ТРУДНАЯ ЖИЗНЕННАЯ СИТУАЦИЯ" // Педагогическое мастерство. Научно-теоретический и методический журнал. - 2019. - №. 5. - С. 23-31.
8. Абдукадирова, Лаура Юльбарсовна. "ТЕОРЕТИЧЕСКИЙ АНАЛИЗ ПОНЯТИЯ "ТРУДНАЯ ЖИЗНЕННАЯ СИТУАЦИЯ"" Педагогическое мастерство. Научно-теоретический и методический журнал 5 (2019): 23-31.

9. Абдукадилова, Л. Ю. (2019). ТЕОРЕТИЧЕСКИЙ АНАЛИЗ ПОНЯТИЯ "ТРУДНАЯ ЖИЗНЕННАЯ СИТУАЦИЯ". Педагогическое мастерство. Научно-теоретический и методический журнал, 5, 23-31.
10. Анцыферова Л.И. Личность в трудных жизненных условиях: переосмысливание, преобразование ситуаций и психологическая защита // Психол. журн. 1994. Т.15, №1. С.3-19.
11. Битюцкая Е.В. Трудная жизненная ситуация: критерии когнитивного оценивания // Психологическая наука и образование. 2007. Том 12. № 4. С. 87–93.
12. Леонов Н.И., Хасан Ф.Х. Копинг-ресурсы иностранных студентов в трудной жизненной ситуации. Вестник Удмуртского университета. Серия «Философия. Психология. Педагогика» 2019. Т.29, вып. 3, С. 291-297.
13. Табурова, Т.С. Отношения со значимым Другим как ресурс совладания личности с трудной жизненной ситуацией / Л.Д. Дёмина, Т.С. Табурова // Известия Алтайского государственного университета. - №2. – 2010. - С. 60-62.
14. Тошболтаева Н. И. ШАХС ТАРАҚҚИЁТИДА ТАФАККУРНИНГ АҲАМИЯТЛИЛИГИ МАСАЛАЛАРИ //Scientific Impulse. – 2022. – Т. 1. – №. 5. – С. 1191-1195.
15. Тошболтаева, Нодира Иброхимжоновна. "ШАХС ТАРАҚҚИЁТИДА ТАФАККУРНИНГ АҲАМИЯТЛИЛИГИ МАСАЛАЛАРИ." Scientific Impulse 1.5 (2022): 1191-1195.
16. Тошболтаева, Н. И. (2022). ШАХС ТАРАҚҚИЁТИДА ТАФАККУРНИНГ АҲАМИЯТЛИЛИГИ МАСАЛАЛАРИ. Scientific Impulse, 1(5), 1191-1195.
17. Abdukadirova L. Y. Basic scientific and theoretical approaches on learning coping behavior of students who are in difficult life situations //International Journal of Psychosocial Rehabilitation. – 2020. – Т. 24. – №. S1. – С. 543-550.
18. Abdukadirova, L. Yu. "Basic scientific and theoretical approaches on learning coping behavior of students who are in difficult life situations." International Journal of Psychosocial Rehabilitation 24.S1 (2020): 543-550.
19. Abdukadirova, L. Y. (2020). Basic scientific and theoretical approaches on learning coping behavior of students who are in difficult life situations. International Journal of Psychosocial Rehabilitation, 24(S1), 543-550.
20. Djuxonova N., Qovlonbekov A. OILAVIY NIZOLAR VA ULARNING TAVSIFI //Conference Zone. – 2023. – С. 289-296.
21. Djuxonova, N., and A. Qovlonbekov. "OILAVIY NIZOLAR VA ULARNING TAVSIFI." Conference Zone. 2023.
22. Djuxonova, N., & Qovlonbekov, A. (2023, February). OILAVIY NIZOLAR VA ULARNING TAVSIFI. In Conference Zone (pp. 289-296).
23. Laura A. The main approaches to the study of the difficult life situation in socio-psychological research //European Journal of Research and Reflection in Educational Sciences. – 2019. – Т. 2019.
24. Laura, Abdukadirova. "The main approaches to the study of the difficult life situation in socio-psychological research." European Journal of Research and Reflection in Educational Sciences 2019 (2019).
25. Laura, A. (2019). The main approaches to the study of the difficult life situation in socio-psychological research. European Journal of Research and Reflection in Educational Sciences, 2019.
26. Parpiyeva O. R. et al. Innovative Educational Technologies, Their Nature, Types And Theoretical Fundamentals //Texas Journal of Multidisciplinary Studies. – 2022. – Т. 9. – С. 123-126.
27. Parpiyeva, Odinoxon Raxmanovna. "Innovative Educational Technologies, Their Nature, Types And Theoretical Fundamentals." Texas Journal of Multidisciplinary Studies 9 (2022): 123-126.
28. Parpiyeva, O. R. (2022). Innovative Educational Technologies, Their Nature, Types And Theoretical Fundamentals. Texas Journal of Multidisciplinary Studies, 9, 123-126.
29. Yuldasheva M. B. Feeling loneliness as a psychological security problem //Человеческий капитал как фактор социальной безопасности. – 2022. – С. 331-335.
30. Yuldasheva, Makhliyo Bakhtiyorovna. "Feeling loneliness as a psychological security problem." Человеческий капитал как фактор социальной безопасности. 2022.
31. Yuldasheva, M. B. (2022). Feeling loneliness as a psychological security problem. In Человеческий капитал как фактор социальной безопасности (pp. 331-335).