



SOCIAL SIGNIFICANCE OF INCLUSIVE EDUCATION IN THE EDUCATION OF DISABLED TEENAGERS

Sayora Xashimova Kholmurodovna

Samarkand State Institute of Foreign Languages
Humanities and information technology department teacher

[E-mail: sayyora72@mail.ru](mailto:sayyora72@mail.ru)

Article history:	Abstract:
Received: 6 th May 2024 Accepted: 3 rd June 2024	This article analyzes the favorable conditions created for teenagers with disabilities in the educational institutions of Uzbekistan, the possibilities of inclusive education for all teenagers, (children) with disabilities in basic schools.
Keywords: disabled, disability, adolescents, psychological education, social protection, socialization	

INTRODUCTION

Today in Uzbekistan much attention is paid to the issue of developing inclusive education, psychological education for teenagers with disabilities, and creating conditions for them to lead a full life.

In recent years, the social protection of low-income people, people with disabilities, young people, women and members of the older generation has become a priority of State policy," President Shavkat Mirziyoyev said. "In this connection, the Agency for Medical Assistance and Social Services has been set up, and a fund to support people with disabilities has been created [1].

According to the UN, more than 450 million people worldwide suffer from mental and physical disabilities. This is one tenth of our planet. It is worth saying that, according to the World Health Organisation, the number of such people in the world is about 13%, and more than 500 million people (i.e. every tenth person on earth) belong to the number of people with disabilities, of which 150 million are children. According to the United Nations and the World Health Organization, 20 per cent of the world's population is made up of people with various physical, mental, sensory and motor impairments. According to data from the Ministries of Health, Labour and Social Protection, Uzbekistan has children with various developmental disorders, i.e., 12 per cent with mental retardation, 5 per cent with hearing impairment (deaf children), 7.5 per cent with hearing impairment, 7.5 per cent with visual impairment, 5 per cent with visually impaired children, and 2.5 per cent with locomotor disorders. According to UNESCO, among them are 200 million children with special needs [2.5.].

MATERIALS AND METHODS

In the studies created in the field of inclusive education, the problems of child psychology were considered by L.S. Vygotsky, A.N. Leontiev, K.D. Myasishchev, N.N. Shmatko, A.N. Golubeva. Also studies were conducted by I.I. Mamaychuk, L.P. Koskova, O.S. Nikolskalar, V.S. Manova-Tomova, Yu.. [2.44.].

Uzbek scientists have also conducted scientific research on this issue, and to date, among the representatives of advanced psychology of our country - M. G. M.M.Jabborov, N.S.Safoev, Sh.S.Shoimov, R.Shomakhmudov and others, special areas of psychology such as personality psychology, family psychology, self-consciousness, creative thinking, and psychological peculiarities of development have been studied.

RESULTS

Education of disabled children in educational institutions, psychological and pedagogical peculiarities of raising a disabled child in a family, correction of his/her deficiencies and problems of inclusive education have been studied by such scientists as R. Shomakhmudova, A. Berdiyeva, O. U. Ablaev. M.F. Hakimova in the orientation of students with special needs in the profession, the problem of studying speech deficit in children and its elimination L.R. Mominova, H.M. Veretennikova, H.D. Kalbaeva, N.R. U.Y. Faizieva, M.S. Asanova[2.45.].

Uzbekistan's educational institutions create favourable conditions for adolescents (children and persons) with disabilities. All adolescents (children) with disabilities have the opportunity to receive inclusive education in general education schools. Adolescents with disabilities are provided in schools with qualified teachers, and attention is also paid to providing convenient infrastructure and teaching materials adapted to the needs of adolescents (children) with disabilities. There are 90 specialised schools and boarding schools for children with special educational needs, including: 50 for mentally retarded children, 19 for deaf and hard of hearing children, 17 for blind and visually impaired children, 3 for disabled children, 1 for children with disabilities. specialised boarding school for children with speech disorders. There are 21231 children with disabilities studying in boarding schools. [3.1.].

In accordance with Presidential Decision P-4860-son of 13 October 2020 on measures to further improve the system of education and upbringing of children with special educational needs, a framework for the development of inclusive education in Uzbekistan was adopted. To that end, in the 2021/2022 school year, for the first time in the country, a system of inclusive education was introduced as an experiment in one general education school (31 in all) in the cities of the provincial centre and the districts of Tashkent, where 82 children were educated.

In the 2022/2023 school year, new inclusive classes were created in 146 general education schools, with 395 children with disabilities studying there. In accordance with target 4.5 of the Sustainable Development Goals,

By 2025, it is planned to increase the share of general education institutions where inclusive education has been introduced to 51 per cent of the total number of schools, and the share of children with special educational needs studying in inclusive education to 40 per cent [4.2.].

In general education schools where inclusive education has been introduced, much attention is paid to improving the conditions for inclusive education, including for the purpose of training teachers working with children with disabilities, studying the experience in the UK, Japan and Finland.

At present, the main objective of the organisation of inclusive education in Uzbekistan is to create a quality educational environment for pupils with special educational needs with the involvement of special teachers, using special means and methods at school that promote their effective adaptation in society and harmonious communication. The main objectives of the organisation of inclusive education are to ensure general secondary education. - Creation of a single adapted social environment for students with different developmental needs, excluding any discrimination, ensuring equal treatment of all children; formation of a rhetorical attitude towards the problems of students with special educational needs among the public and all participants in the educational process; development of the mental and social potential of children with special educational needs along with healthy children in the learning process; all students creating opportunities for mastering general education all pupils to create opportunities to master general education programmes in accordance with state educational standards [5.1.].

2023 September 11, Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev PF-158-son "On the Strategy" Uzbekistan-2030 " was adopted, according to which the 23 goal in Annex No. 1 to this decree is to create a new system of support for persons with disabilities and create for them a favourable and conducive environment of the Republic of Uzbekistan. To this end, the task of introducing a system for assessing the state of existing infrastructure for persons with disabilities and creating a favourable and conducive environment [6.1.].

On 28 January 2022, Decree PF-60-son of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On the Strategy for the Development of New Uzbekistan for 2022-2026" was adopted. Goal 66 in annex No. 1 to this decree is to establish an effective system of support for persons with disabilities and to improve their quality of life and standard of living. To this end, preventing discrimination on the basis of disability, ensuring equal conditions for the realisation of the rights, freedoms and legitimate interests of persons with disabilities and ensuring inevitability of responsibility for their violation. improving the system for ensuring inclusive education and employment, [7.1.].

The educational process of minors with disabilities has its own peculiarities. The education and upbringing of adolescents with disabilities is organised not only in educational institutions, but also in families, and attention is paid to the upbringing of adolescents with disabilities. Families form attitudes towards adolescents with disabilities. This leads to the fact that adolescents with disabilities do not sufficiently develop skills in communication, socialising, self-care and other activities. Therefore, the socialisation of adolescents with disabilities is carried out by studying together with healthy adolescents, participating in various spiritual and educational activities, and taking part in various circles. Adolescents with disabilities dress (seasonally, depending on the nature of the visit, clean and tidy, gender appropriate, modern); address (speak their native language correctly and smoothly, be nice, listen to the interlocutor when speaking, do not say other people's words, speak clearly and within the topic); behave in public places (follow the rules, do not speak harshly, do not disturb others and lecture); with hygiene rules. Educational institutions, boarding schools are designed for children with disabilities. There, young people with disabilities learn not only academic education, but also communication with others, work, selflessness, appreciation of other people's work, reasonable defence of their decisions, and control over their health.

DISCUSSION

In the system of inclusive education for adolescents with disabilities, educational institutions create the necessary psychological, pedagogical and correctional conditions for the education of children and adolescents with disabilities, their mental development and social adaptation through the implementation of general education programmes and correctional work, guarantee the right of adolescents to equality in education, and remove barriers between disabled and healthy children with the active participation of society and the family.

Children with disabilities can perform the same tasks and tasks as children with normal development, but not to the fullest extent. Limited does not mean impossible. In any case, even with illnesses and disabilities, even if the child has problems, progress will continue. That is, the child's development will not stop. Children with disabilities require more attention and help than children with normal development. Therefore, the most important thing in the education of children is the constant protection of each child's rights, non-discrimination and a positive attitude towards them.[7.34.]

CONCLUSIONS

In Uzbekistan, much attention is paid to the psychological education, social protection and socialisation of adolescents with disabilities. Education, work and qualified medical services for persons with disabilities are important in their psychological upbringing and socialisation. Much attention is paid to the development of inclusive education based on the education of morals, morality and ethics in the psychological education of adolescents with disabilities

REFERENCES

1. Prezident Shavkat Mirziyoyevning O'zbekiston Respublikasi mustaqilligining yigirma sakkiz yilligiga bag'ishlangan tantanali marosimdagi nutqi // <https://president.uz/oz/lists/view/2846>
2. Shomakhmudova R.Sh., Nurmukhammedova L.Sh., Taganova D.R. Upbringing of children with disabilities in the family. (Scientific and methodological manual for parents). Tashkent, 2013, pp. 5
3. <https://www.uzedu.uz/y3/page/ogranicennymi-vozmnostami>
4. <https://lex.uz/docs/5679836>
5. Decree of the President of the Republic of Uzbekistan dated September 11, 2023 No. DP -157 on "Uzbekistan – 2030" strategy // <https://lex.uz/ru/docs/6600413>
6. Decree of the President of the Republic of Uzbekistan, dated January 28, 2022, No. DP-60 "On the development strategy of the New Uzbekistan for 2022 — 2026" [https:// https://lex.uz/docs/5841063](https://lex.uz/docs/5841063)
7. Shomakhmudova R., Berdiyeva A. Methods of teaching children with disabilities in inclusive education. Tashkent, 2008, pp. 34.
8. Азизкулов А. Циклы в научном творчестве //Материалы Первой Международной конференции "Циклы". Часть первая. Ставрополь: Сев-КавГТУ. – 1999. – С. 106.
9. Narboyevich A. A. Aristotle and Husayn Waiz Kashifi: Harmony in Moral Views //Texas Journal of Philology, Culture and History. – 2022. – Т. 11. – С. 27-29.
10. Khashimov S. J. Socio-philosophical interpretation of the development of environmental tourism //Школа Науки. – 2020. – №. 2. – С. 31-33.
11. Turayevich U. R., Qahramonovich H. N. ZAMONAVIY DUNYONING AXLOQIY MUAMMOLARI-ZO 'RAVONLIK FALSAFASI //Ustozlar uchun. – 2024. – Т. 57. – №. 4. – С. 422-425.
12. Ruzimurodov S. M. Ethnomadania, Ethnoesthetic Aspects Of The Formation Of A Healthy Lifestyle In Society //The American Journal of Social Science and Education Innovations. – 2021. – Т. 3. – №. 05. – С. 188-194.