

PRESENT AND FUTURE OF SPECIAL EDUCATION

Fayziyeva Ubayda Yunusovna

Department of Special Pedagogy of Chirchik State
Pedagogical University Associate Professor

Abduazizova Shaxzodabonu Abdulnosir qizi

Student of the Department of Special Pedagogy of
Chirchik State Pedagogical University

ABSTRACT:

In this article, the opportunities available to children with disabilities in the past, the views on special approaches in the modern era, the research conducted by European and Russian scientists on this topic, the development of special education in Uzbekistan, the current and future stages of development of special pedagogy are described.

Keywords: Special pedagogy, PQ-4860, inclusive education, “Modern school”, hearing impaired children, ramp.

Introduction

Special pedagogy is the science of raising and teaching children with disabilities in physical and mental development. Special pedagogy develops on the basis of the general principles of pedagogy, taking into account the specific educational activities of children with disabilities in physical or mental development. The main task of special pedagogy is to create the scientific and theoretical foundations for the organization of education of children with disabilities in physical or mental development, as well as to prepare appropriate defectologist personnel. Special pedagogy also consists in the development of such issues as the study of children psychopedagogically and clinically, the identification of the causes of the defect, pedagogical classification and classification into types, the individual treatment of children in the conditions of special educational and educational institutions, the preparation of defective children for physical labor.

Children's education *bòyicha* presents information based on existing experiences, thoughts, relationships deeply embedded, existing evidence. Children with disabilities are taught by *ròyhat*, developed by Ibn Sina, Abu Nasr Farabi, Muhammad Khwarazmiy, Beruniy, Ahmad Farganiy, *ròyhat*, developed by *ròyhatnish* methods, Mir Alisher Nawai's thoughts on internal human experiences, child-raising, and emphasized educational views in all his works, Abdulla Avlani's pedagogical views were developed by contemporaries M.G.Davletshin, R.A.Asqarkhòjayev, M.Vohidov, E.(19) And (19) And (19).B.Shoumarov, K.General and special psychology by mamedovs, the materials of the research carried out on the psychology of the family *bòyicha* were revealed. Of the major psychologists around the world, J.Piaje, E.Segen, A.Petseld, Luria, L.S.Vigotsky, Kashenko, Korsunsky, T.A.Vlasova, S.Pevzner, W.V.Lebedinsky, P.P.Blonsky, L.A.The decision of the president was made based on our

scientific views, arguments, the possibility of creating conditions for the introduction of inclusive education in Uzbekistan.

Special pedagogy is divided into such areas as surdopedagogy, oligofrenopedagogy, tiflopedagogy, logopedia, depending on the study of children of any defect. Each of these forms a general pedagogical network and all together defectology. In Uzbekistan, specific pedagogical work was carried out. In particular, Q. For defectology faculties of pedagogical institutes. Q. Mamedov, M. I. Sootov and P. M. "Fundamentals of Oligofrenopedagogy" by the poolovas, L. R. Muminova and M. Y. Ayupova's "Logopedia" guides were created. In addition to these, S. A. Aytmetova, M. Y. Ayupova, D. A. Gordiyenko, C. Q. Mamedov, L. R. Mouminova, P. M. Puchalova, V. S. Rakhmonova, M. I. Sootov, R. A guide, a program, lecture texts, methodological recommendations and articles on the theoretical and practical issues of identifying, correcting and eliminating defects in children with physical or mental developmental disabilities of Shomahmudova and others have been published.

In our republic, there is special education for all children with disabilities, and this system ensures that children are educated in special schools, boarding schools. Currently, the attitude towards the education of children with special needs is radically changing. From a humanitarian point of view, the system of special-segregated education began to be denied in many countries around the world. In addition to the fact that the system and content of special education in these countries are not in sufficient demand, violations of many aspects of childhood documents are noted. Therefore, in many countries, the issue of education in secondary schools has been raised to the level of public policy in order to qualitatively educate children in need of special assistance, develop compensatory opportunities and improve social adaptation.

PQ-4860 resolution of the president of the Republic of Uzbekistan "on measures to further improve the educational system for children with special educational needs" was adopted in October 13, 2020, aimed at improving inclusive education in Uzbekistan, the formation of the ridge of education for children with special educational needs and improving the quality of educational services provided to them. With this decision, the concept of the development of inclusive education in the public education system was adopted in 2020-2025. A "roadmap" for 2020-2021 has been approved for the implementation of the concept. It is noteworthy that in 2023-2025 it was established that the inclusive education system will be introduced in 51% of secondary schools. It is envisaged that children with a 40% chance of this form of Education will be involved. It is not for nothing that this decision is made, of course. To ensure the implementation of this decision, the order of the minister of public education No. 240 of October 17, 2020 "on measures to further improve the educational system for children with special educational needs" was issued. On the basis of XTV Order No. 113 of 9.04.2021, a "laboratory of Inclusive Education" was established within its established state units under the psychological and pedagogical Republican Diagnostic Center. The concept is being phased out based on the results achieved, target indicators and a separate "roadmap" approved annually from 2022, based on the main routes for the relevant period. Constant monitoring of the performance of "road maps" as well as target indicators (indicators) is carried out by the Cabinet of ministers. This concept is envisaged to be implemented in two stages:

A) during 2020-2022:

- The regulatory framework in the field of inclusive education system has been improved, qualified pedagogical personnel have been trained, retrained and trained for the inclusive education system;
- The material and technical base of the institutions where inclusive education was introduced was strengthened, they were provided with special devices (lifting device, ramp, handle, etc.), necessary literature, methodological manuals, equipment and equipment for training in various professions;
- Modern ICT and innovative projects have been introduced into the field of inclusive education;
- A positive social environment has been formed among the population by explaining the meaning and essence of the right of children to knowledge, inclusive education, with special educational opportunities;
- Measures have been implemented aimed at discriminating against children with special educational needs, preventing them from being treated negatively;
- The inclusive education system was introduced into the activities of individual educational institutions as an experiment;

b) during 2023-2025:

- Inclusive education system will be introduced step by step in other general secondary education institutions;
- * Measures are implemented to ensure the right of every child with special educational needs to receive inclusive education;
- In inclusive education, teaching methods will be improved, and the principles of individualization in the educational process will be introduced in stages;
- In the process of inclusive education, measures are taken aimed at spiritual and moral education of students, their physically healthy and energetic formation;
- The number of specialized public educational institutions (schools and boarding schools) (next-specialized educational institutions) is optimized for children with special educational needs, depending on the physical and mental needs of students and the geographical location of educational institutions.

For the first time in our republic, the “laboratory of Inclusive Education” was established at the center of diagnosis under the state administration, the following was established to the task of the laboratory:

- Creating conditions for inclusive education in secondary schools, developing criteria for determining the quality and effectiveness of inclusive education, and monitoring their implementation;
- To develop and improve the methodological support of inclusive education (programs, methodological recommendations for leaders, educators and specialists, etc.);
- * Development and improvement of technologies for all subjects of Inclusive Education, subject to psychological and pedagogical and social development;
- * Organization of psychological and pedagogical qòllab support work for students of education in inclusive conditions;
- * Inclusive education bòyicha to carry out scientific research, promote and practice advanced

foreign experience;

- Comprehensive education system is implemented in public educational institutions, in which those who are studying to create a database and constantly update it;

Creating an unobstructed environment in schools state program “Modern School” implemented in 2020-2022 bòyicha transition to “inclusive education “ is being carried out, creating the appropriate conditions for our students to feel free and like their environment in the context of inclusive education is included in the project:

1. Special devices for children with limited movement(ramps, sidewalks, a special table and a place for a kolyaska, a special table and a chair, accommodation for a wheelchair).
2. The placement of special lighting for a weak-sighted student in classrooms, the font of which is provided with enlarged textbooks;
3. Griffel complete for blind student, embossed visual material, audio learning material;
4. Insulated wall room from special noise for correction training with deaf and weak hearing aids, equipping with an individual sound amplification device;
5. For Blind Children, signs with inscriptions and arrows adapted to their movement on the stairs, perillas, Braille tablets on the walls.
6. Special toilets for blind and stroller students, etc.k.

The legal framework for the introduction of inclusive education in Uzbekistan on the basis of today's requirements has been fully created and effectively introduced. Cooperation of state and non-state educational institutions is also underway in this regard. Based on the documents of this state, starting from the 2020-2021 academic year, a total of 44 classes were initially opened in 30 schools in all regions of the Republic, in which 77 students with special needs began to receive education.

Conclusion

In our republic, it is important to improve and improve the educational conditions of children with special educational needs, to develop inclusive education based on the requirements of today, to train personnel in accordance with the requirements of the present time.

References

1. Кузьмичева, Е.П. Развитие устной речи глухих школьников / Е.П. Кузьмичева, Е.З. Яхнина, О.В. Шевцова. – М.: Энас, 2001. – 136 с.
2. Методика обучения глухих устной речи / Ф.Ф. Рау [и др.]; под ред. Ф.Ф. Рау. – М.: Просвещение, 1976. – 279 с. 4.
3. Назарова, Л.П. Дидактическая система развития слухового восприятия учащихся в целостном образовательном процессе школы слабослышащих / Л.П. Назарова. – С-Пб: ЛГОУ, 2001. – 129 с. 5.
4. Сурдопедагогика / И.Г. Багрова [и др.]; под ред. Е.Г. Речицкой. – М.: Владос, 2004. – 655 с.
5. Surdopedagogika /U. Fayziyeva, F. Qodirova SANO-Standart nashriyoti 2012 yil
6. Kar, Zaif eshituvchi bolalar maktabida ona I o‘qitish metodikasi / “Tafakkur” nashriyoti.