

HIGHER INCLUSIVE EDUCATION FOR PERSONS WITH SPECIAL EDUCATIONAL NEEDS AS A SOCIO-PEDAGOGICAL PROBLEM

Gavhar Saparovna Abdullayeva

Doctor of Philosophy in Pedagogical Sciences (PhD)

Chirchik State Pedagogical Institute

Of the Tashkent region Chirchik, Uzbekistan

Аннотация

Высшее образование является одним из наиболее эффективных путей устройства жизни. Оно дает свободу жизненного выбора, духовную и материальную независимость, формирует мировоззрение и жизненные цели, развивает способность человека адаптироваться в меняющейся социальной ситуации, придает жизненную стойкость и гармонизирует существование, что особенно важно для молодежи с ограниченными физическими возможностями.

Abstract

Higher education is one of the most effective ways of organizing life. It gives freedom of life choice, spiritual and material independence, forms a worldview and life goals, develops a person's ability to adapt to a changing social situation, gives life resilience and harmonizes existence, which is especially important for young people with disabilities.

Ключевые слова: высшее образование, инклюзивное образование, доступная информационная среда, психолого-педагогическое сопровождение, профессиональная компетентность, адаптация системы высшего образования.

Keywords: higher education, inclusive education, accessible information environment, psychological and pedagogical support, professional competence, adaptation of the higher education system.

INTRODUCTION

Higher education is one of the most effective ways of organizing life. It gives freedom of life choice, spiritual and material independence, forms a worldview and life goals, develops a person's ability to adapt to a changing social situation, gives life resilience and harmonizes existence, which is especially important for young people with disabilities. However, today the

accessibility of higher education for the disabled, whose number generally does not decrease and accounts for from seven to ten percent of the total population, is an acute social and pedagogical problem. Therefore, there is a need to expand the accessibility of higher education for people with disabilities by adapting the higher education system, both to the needs of social development, and to the needs and life goals of people with disabilities.

METHODOLOGY

The analysis of pedagogical literature shows that the problem of accessibility of higher education is rooted in one of the main problems of pedagogy: the development of personality in specially created conditions. The term "accessibility" exists in the theory of pedagogy, expressing one of the principles of managing the activities of students. Davydov, L. Zankov, M. Skatkin, D. Elkonin).

Recently, the issues of higher education of persons with disabilities have attracted an increasing number of researchers due to the obvious public recognition of the special relevance of these issues and the need to find pedagogical ways to solve them. The axiological approach to this problem, the role of the socio-integration and rehabilitation potential of higher education, the social and pedagogical nature of the problem of accessibility of higher education, the issues of integrated education of disabled people in higher education are covered in the publications of N. V. Shishkin, Malofeeva, N. Nazarova, M. Nikitina, G. Nikulina, T. Privalova, E. Starobina, L. Shipitsyna, etc.

S. Lebedeva, P. Romanov, O. Tarasova, E. Yarskaya-Smirnova and others deal with the problems of accessibility of education for disabled people in Russia.: university, regional, national, and global. The scientific and methodological foundations and implementation of the system of continuous integrated professional education of the disabled with hearing impairments are presented in the works of A. Stanevsky and others. The organization of an accessible learning process for students with special needs in Ukrainian universities is revealed by T. Grebenyuk, V. Zasenko, I. Ivanova, E. Kolchenko, S. Litovchenko, P. Talanchuk, A. Shevtsov, M. Tchaikovsky, etc.

RESULTS

Currently, there are 1,348 educational institutions in the public education system of the Tashkent region, including 406 preschool educational institutions, 871 secondary schools, 2 houses of mercy, 31 children's schools of music and art, 19 "Barkamol Avlod" centers, 19 children's and youth sports schools. Within the framework of the adopted state programs, systematic work is being carried out to improve the efficiency of educational institutions and strengthen their material and technical base.

At the same time, there are a number of urgent problems in the region in further improving the system of preschool education, radically improving the level of preparation of children for school, introducing modern programs in the educational and educational process, comprehensively developing the intellectual, moral, aesthetic and physical abilities of young people, as well as in providing educational institutions with highly qualified teaching staff.

The Presidential Decree No. PP-3152 of 27.07.2017 "On the establishment of the Tashkent Regional Chirchik State Pedagogical Institute" was adopted.

The main tasks of the Institute are defined as follows:

- providing high-quality training at the required level of highly qualified teaching staff for preschool, school and extracurricular educational institutions;
- conducting scientific research aimed at solving scientific and methodological problems for the development of teacher education, introducing advanced foreign pedagogical technologies, as well as widely attracting gifted young people to conduct scientific activities;
- creation of educational and methodological literature in the relevant areas and specialties, taking into account the historical achievements of domestic pedagogical science, the experience of educational institutions in foreign countries and the needs of educational institutions in the districts of the Tashkent region;
- development of cooperation with leading Russian and foreign universities and research centers in the field of pedagogy, involvement of specialists in the joint implementation of educational and scientific projects, as well as in the educational and research process;

Decree of the President of the Republic of Uzbekistan dated 01.12.2017 N UP-5270 "On measures to radically improve the system of state support for persons with disabilities" approved the Action Strategy for five priority areas of development of the Republic of Uzbekistan in 2017-2021:

- creation of special courses for teaching sign language and Braille in regional and district centers on the basis of general education schools with the involvement of specialists in this field in order to improve the literacy of persons with disabilities, including adults; expanding the use of sign language and Braille, including encouraging the publication of relevant materials, the creation of audiobooks and their implementation in significant areas;
- creation of special programs in the state language for various software, including computer operating systems, for the purpose of reproducing voices for persons with visual impairments, their further free distribution, installation in educational institutions and other organizations where these persons study and work, as well as finding potential sponsors for the creation of such programs;
- introduction on the official websites of state bodies and organizations of additional opportunities for persons with disabilities related to the accessible familiarization of the information posted on them and the use of services.

And also, the Decree of the President of the Republic of Uzbekistan dated October 13, 2020 No. PP-4860 "On measures to further improve the education system and upbringing of children with special educational needs" to improve the quality of educational services provided to them, as well as in accordance with the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No. UP-5712 "On approval of the Concept for the development of the Public Education system of the Republic of Uzbekistan until 2030".

Accessibility of higher education for students with disabilities is ensured by the presence of a support and support system at the university includes the following blocks:

- activity coordination unit;
- psychological and pedagogical;
- technical;
- psychological;

- rehabilitation and sports;

- medical [1, p. 70].

The main content areas of support for students with disabilities are:

– psychological-adaptation to the conditions of higher education, correction attitudes to their disability and the formation of an adequate self-esteem, the development and correction of communicative properties and qualities, increasing mobility;

- organizational and pedagogical-optimization of the environmental conditions of educational activities of students with disabilities, development and implementation of special

visual aids, selection of special didactic materials for the organization and conduct of correctional work;

- educational-improving the communicative culture of students with disabilities, informing the public about specific educational programs.

the needs of this category of students and the factors of their satisfaction [5, p. 92].

The most important areas of increasing the availability of higher education are:

- organization of various preparatory courses and faculties at universities that implement equalizing educational programs for people who have graduated from secondary educational institutions at different times;

– development and improvement of the effectiveness of already established special educational institutions at the universities of the region (special schools, lyceums, gymnasiums, colleges, etc.) –

- holding annual subject Olympiads and conferences on the basis of universities,

- creation

of structural divisions of universities, academies and institutes on the basis of general education institutions, institutions of primary and secondary vocational education, as well as the creation of lyceums and colleges at universities.;

- establishing direct contacts with secondary professional educational institutions for joint training of specialists with higher education, for improving the system of continuing education " school-university";

- development of forms and technologies of distance and distance learning.

The idea of inclusive education emerged as a pedagogical response to the demands of society. It emerged in the United States as an innovative concept of civil rights and an anti-discrimination concept of social policy in the field of disability. It was widely adopted in connection with the adoption of the US Law on Persons with Disabilities in the United States in 1990 and a number of other legislative documents in European countries. Some experts talk about the convergence of national policies in the field of disability in such countries as the United Kingdom, Mexico, Canada, the United States, Germany, Australia, Israel, New Zealand, Japan, and others, since they have taken the latest US legislation, namely the US Law on Disabled People, as the basis for their own social policy in the field of disability. Moreover, the concept of civil rights developed in the United States is considered not as a special product of American "imports", but as an international standard of social policy that not only fully protects civil rights and promotes the social status and integration of disabled people into

society, but also creates prerequisites for further humanization of society as a whole. Such a policy is economically beneficial for States due to the reduction in allocations as a result of deinstitutionalization practices, that is, the curtailment of the network of specialized boarding schools and inpatient institutions and the development of services for persons with disabilities in their place of residence. She rejects the assumption that social exclusion is an inevitable consequence of disability. According to this concept of social policy in the field of disability, the problems of people with disabilities are shown as restrictions imposed on the disabled by the social structure of society, since the organization of society produces an institutional separation of disabled people, and therefore their total discrimination. It is believed that the healthy majority of society should change their attitude to disability, breaking with discriminatory stereotypes and communicating more with people with disabilities.

This concept implies a significant change in the self-esteem of people with disabilities, which was previously expressed in passivity and functional dependence. In the socio-philosophical sense, inclusion (integration) is a form of joint existence of ordinary people and people with disabilities, which is supported and developed by society and its subsystems (including the subsystem of educational institutions), and in relation to participation in which all members of society have the right to free choice. Integration as a form of social life provides for a person with special needs unlimited participation and freedom to choose the measure, forms and methods of this participation in all social processes, at all levels of education, in the process of leisure, at work, in the implementation of various social roles and functions. This right is legally enshrined in most developed countries of the world.

DISCUSSION

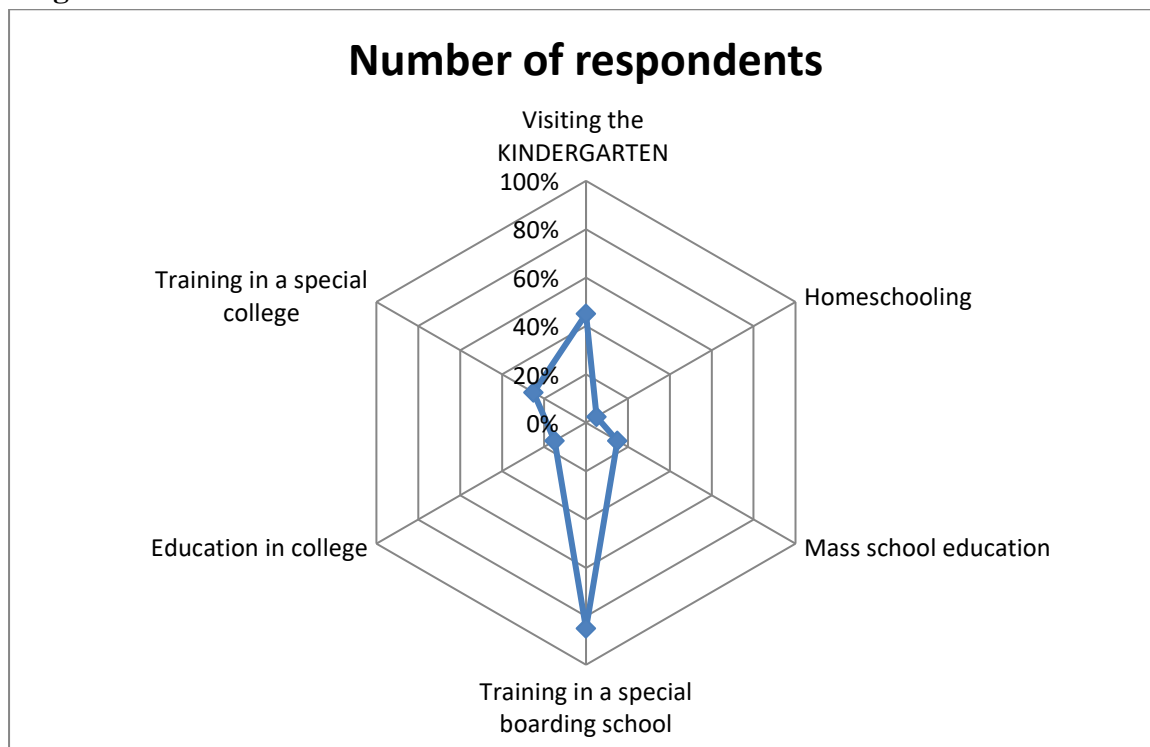
The number of students with HIA in the Chirchik State Pedagogical Institute of the Tashkent region is 96 people starting from 2018 to the current academic year 2021. Of these, students with hearing impairment 2, with visual impairment 25, the rest with a violation of the musculoskeletal system.

Educational socialization of respondents with disabilities, in % in the Chirchik State Pedagogical Institute of the Tashkent region.

table No. 1

| Total number of students | Visiting the KINDERGARTEN (%) | Homeschooling | Mass school education | Training in a special boarding school | Education in college, lyceum | Training in a special college |
|--------------------------|-------------------------------|---------------|-----------------------|---------------------------------------|------------------------------|-------------------------------|
| 96 | 45% | 5 % | 15% | 85% | 15% | 25% |

Diagramm № 1



According to these laws, each university is obliged to create for a disabled student, regardless of the category and severity of his disability, such special conditions that will allow him to study on an equal basis with other students in educational programs, use the services of the university and take part in any activities organized by the university (including extracurricular activities). The student, in turn, is obliged to independently inform the university that he has a disability and in this regard, he needs to create special conditions.

In the Chirchik State Institute at the Department of Defectology, we have created special online courses for students with hearing, vision and musculoskeletal disorders. Where lectures and practical tasks are presented with sign language translation and audio files. As a result, students have an increased interest in classes and information competence in the direction of special pedagogy.

CONCLUSIONS

The set of special conditions for each disabled student is strictly individual and is determined based on the limitations of the disabled person's life and the goals of his / her studies at the university. At the same time, based on the existing practice, an approximate set has been developed. Special online courses allow you to organize the training of students with any form of disability at the university and it seems to be the most rational today, and therefore it can be implemented in educational institutions of secondary and higher professional education, provided that it is adapted to the specifics of the Uzbek education system and social protection of disabled people.

LITERATURE:

1. Move N. J. the problem of psychological and pedagogical support of children with mental retardation in inclusive educational environment / N. Yu Move // Practical psychologist and a speech therapist. – 2014. – No. 3. – P. 11-13.
2. Davidovsky A. F. Implementation of inclusive education in schools // proceedings of the XI scientific-practical conference "Modern education: challenges – new solutions» //
3. Muminova, L. R. The concept of inclusive education in Uzbekistan: materials of the II International Scientific and Practical Conference "Inclusive education: problems, search for solutions". - Dushanbe, 2013. - p. 17-20.
4. On measures to radically improve the system of state support for persons with disabilities : 4 Dec. 2017 No. 06/17/5270/0348 / / Decree of the President of the Republic of Belarus. Uzbekistan. National database of legislation.
5. Podlasy I. P. Pedagogy : 100 questions – 100 answers : a textbook for universities/ I. P. Podlasy. - Moscow: VLADOS-press, 2004. - 365 p.
6. Shvetsov V. I. Model of the organization of support of the educational process of students with visual disabilities based on the use of computer tiflotechnologies / V. I. Shvetsov, M. A. Roshchina // Bulletin of the Lobachevsky University of Nizhny Novgorod, 2010, no. 1, pp. 11-18.