



IMPROVEMENT OF DIRECTIONS FOR INCREASING THE QUALITY AND
EFFECTIVENESS OF INCLUSIVE EDUCATION IN HIGHER EDUCATION
INSTITUTIONS

Dildora Nutfieva

Tashkent State University of Economics- place of work dildoranutfieva@gmail.com

Abstract: *The article discusses the importance of inclusive education, the effectiveness and quality of its teaching in higher education institutions.*

Key words: *Needy children, student, pedagogue, education, problem, education, ability, social protection.*

Today, creating all the conditions and opportunities for the education of the growing young generation, who are the future of our country, is one of the priority tasks of the state policy. Education and social protection of children with special needs is especially important.

Therefore, serious reforms should be carried out so that students of this category can get quality education, learn a profession, and be educated by qualified pedagogues. Because the education and training of children with developmental problems in general or specialized educational institutions, their socialization and integration into the life of society are issues of constant state attention. In a number of legal documents of our government, children in need of special support, who are a part of our society, are given social support, education and upbringing, taking a place in the ranks of healthy children and showing their abilities and capabilities. measures aimed at obtaining spiritual maturity have been determined. In particular, in order to create the legal basis for the introduction of inclusive education based on today's requirements, the concept of inclusive education was included in the newly revised Law of the Republic of Uzbekistan "On Education".

The views of the famous scholars of the East, Ibn Sina, Imam Bukhari, Abu Nasr Farabi, Alisher Nawai, Abdulla Abdulla Awlani, on the goals of education and the impact of education on the development of each child's personality, are the methodological basis of the development of inclusive education.

Placing a child with disabilities in normal conditions is the first step towards integration. The reception of children with disabilities depending on the composition of general education institutions is called "inclusive" or "integrated" education on a global scale. Integrated education focuses on the process of school attendance of a child with special needs, who has the problem of coming to school.

In the inclusive education system, it is necessary to solve the following goals and tasks: - to create the necessary psycho-pedagogical and correctional conditions for the education of children and adolescents with disabilities in the educational institution, general education focused on their opportunities implementation of programs and correctional works;



- guaranteeing students' right to equality in education; - meeting the needs of disabled and healthy children with the active participation of society and family, early adaptation to social life;

- realizing the right to live without separating children and adolescents with disabilities from their families;

- to form a friendly and loving attitude towards children and teenagers with limited opportunities in the society.

The goal of developing an inclusive education system is to ensure equal opportunities for education and success in education for all children, regardless of individual characteristics, previous educational achievements, language, culture, social and economic status of parents. is to create the necessary conditions for

Article 41 of the Constitution of the Republic of Uzbekistan states that "Everyone has the right to education. Free general education is guaranteed by the state. "School affairs are under the control of the state" is also a great attention to the field of education. In addition, it is noteworthy that a separate article was included in the Law on Education of the Republic of Uzbekistan and that this article is dedicated to inclusive education. In order to further improve the inclusive education of children with special educational needs, the President of the Republic of Uzbekistan "Improving the system of education for children with special educational needs.

Article 20. Inclusive education is aimed at ensuring equal opportunities for learning in educational institutions for all learners, taking into account the diversity of individual educational needs and capabilities.

Inclusive education is organized in educational organizations for children (individuals) with physical, mental, sensory or mental disabilities. on measures" decision No. PQ-4860 of October 13, 2020 was adopted. In the resolution, tasks are assigned to develop and improve technologies aimed at psychological-pedagogical and social development for all subjects of inclusive education, and to organize psychological-pedagogical support for students in inclusive conditions. From the 2021/2022 academic year, inclusive education was introduced as a pilot test in general education institutions across the country. Students are admitted to such first inclusive education classes and elementary correctional classes in the year they turn seven years old. In order to ensure the right to education of children with special educational needs, it is allowed to admit children who are two years older than the age limit set for general education schools.

Currently, the content of psychological-pedagogical support of subjects of inclusive education is becoming one of the main areas of study. This process involves all educational subjects aimed at ensuring the effective integration of a child with special educational needs into the social environment, contributing to his self-determination, self-awareness, and self-affirmation. is interrelated with the activity. Psychological and pedagogical support is a necessary condition for successful social adjustment and choosing optimal solutions in various situations related to the personal life and professional self-determination of students of any educational organization.

In the current realities of socio-economic development of the Republic of Uzbekistan, taking into account the implementation of educational opportunities for persons with



disabilities, the inclusive education system in the republic is at the stage of its formation and needs to be supported by the state. In Uzbekistan, significant work is being done to create conditions for the living and education of persons with disabilities, and a legislative framework has been created to create conditions for the further development of this category of persons. In particular: the concept of development of inclusive education in the public education system in 2020-2025, the concept of development of the higher education system of the Republic of Uzbekistan until 2030 was adopted. In addition, the President of our country approved the development strategy of the Republic of Uzbekistan in 2022-2026, aimed at creating a system of social support for persons with disabilities, improving their quality and level of life. Despite the progress achieved in the formation and introduction of inclusiveness in the higher education system in Uzbekistan, the insufficient level of training of professors and teachers for the form of inclusive education, the architectural and engineering infrastructure of buildings does not meet the requirements of disabled people, as well as inclusive education a number of problems were identified, such as the lack of special educational programs adapted to them. In order to develop and effectively implement an inclusive form of education in higher education institutions of Uzbekistan, in our opinion, it is appropriate to solve the following tasks:

- Improving the legal basis of the inclusive model of education in accordance with the rules and principles of the UN Convention on the Rights of Persons with Disabilities; harmonization of the system of collecting statistics and data related to persons with disabilities based on generally accepted international definitions and tools;
- adapt them to the needs and requirements of disabled people when constructing new buildings and facilities and reconstructing existing ones;
- improvement of the system of training and professional development of pedagogues directly participating in the inclusive model of education;
- Forming a monitoring system of the current state and development trends of inclusive education with the active participation of social services for the implementation of care and rehabilitation programs for the disabled based on the capabilities of the republic and individual regions, international standards and training and employment according to standards;

We believe that the implementation of these recommendations will serve to achieve the goals stipulated in the concept of the reform of the higher education system until 2030 and to implement reforms on the effective integration, adaptation and development of inclusive education in educational institutions.

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