

INCLUSIVE EDUCATION AS A WAY FOR THE DEVELOPMENT OF A TOLERANT SOCIETY

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Abstract

The article discusses the advantages of inclusive education, as well as its financial aspects in comparison with specialized educational institutions for children with special educational needs.

Keywords: tolerance, inclusion, bonus system, promotion, key values, factors of inclusive education.

Rezume:

Maqolada davlat alohida ta'limga muhtoj bolalar uchun ixtisoslashtirilgan ta'lim muassasalariga nisbatan inklyuziv ta'limning afzalliklarini, shuningdek, uning moliyaviy jihatlarini hisobga oladi va sharoitlar yoritilgan

Tayanch so'zlar: bag'rikenglik, inklyuzivlik, bonus tizimi, ko'tarilish, asosiy qadriyatlar, inklyuziv ta'lim omillari.

Резюме:

В статье рассматриваются преимущества инклюзивного образования, а так же приводится его финансовые аспекты по сравнению с специализированными образовательными учреждениями для детей с особыми образовательными потребностями.

Ключевые слова: толерантность, инклюзия, система надбавок, продвижение, ключевые ценности, факторы инклюзивного образования.

Introduction

Let's imagine that each of us was given a choice by our family or our future, or, in other words, getting an education. Discrediting question isn't it? And every person who will be given such a choice will at least be offended. So why are we so indifferent to the fact that children with special educational needs have to deal with the onset of 7 years. Along with this, three percent of children (9725 children) with special educational needs are out of any form of school education¹. In order to better understand the real situation, it is necessary to clarify some basic points.

Main Part

Inclusion is a social concept that presupposes an unambiguous understanding of the goal - the humanization of social relations and the acceptance of the right of persons with disabilities to high-

¹ Данные Министерства здравоохранения https://www.ssv.uz/uz/open_ministry/view/16-eshgacha-blgan-nogiron-bolalarni-itish

quality joint education. Inclusion in education is a stage of inclusion in society, one of the humanitarian ideas of its development. The development of inclusive education is not the creation of a new system, but a qualitative and systematic change in the education system as a whole.² Most parents are accustomed to stereotypical thinking that children with disabilities should only be educated in a specialized boarding school. Despite this, Uzbekistan in June 2021 ratified the UN Convention on the Rights of Children with Disabilities and assumed the responsibility to provide inclusive education for all children. In this regard, on October 12, 2021, the Cabinet of Ministers of the Republic of Uzbekistan adopted a resolution No. 638 on the start of the progressive introduction of inclusive education.³ This resolution regulates many aspects of inclusive education. In accordance with this resolution, the goals of improving inclusive education were defined, the creation of a barrier-free learning environment for students with special educational needs through the use of special means and methods in the school with the involvement of special teachers, which serves their effective adaptation in society and full integration, providing secondary education. And also six main tasks were chosen on the way to improve the system of inclusive education.

- Creation of a unified adaptive social environment for students with different developmental needs, excluding all forms of discrimination and ensuring equal treatment of all children;
- To cultivate a tolerant attitude towards the problems of students with special educational needs in society and among all participants in the educational process;
- Development of the intellectual and social potential of children with special educational needs, as well as ordinary children in the educational process;
- To create an opportunity for all students to master general secondary education programs in accordance with state educational standards;
- To create conditions for the comprehensive development of the emotional-volitional sphere among students, the activation of cognitive activity, the formation of social skills and potential;
- To consult families raising children with special educational needs, raise the level of awareness of parents in the field of raising children, the use of pedagogical technologies, methods and means of teaching their psychological and pedagogical support;

Along with this, a positive trend was noted in the legal sphere regarding inclusive education. For the first time, the term "inclusive education" was introduced with the law on education and a roadmap for the development of inclusive education was defined, in connection with which children with disabilities got a real chance to receive an equal education⁴. But in addition to the legal framework, we are obliged to improve the tolerant terminology in relation to persons with disabilities. Even today, in many official documents, articles and in everyday life, we can meet discriminatory terminology towards persons with disabilities. Alas, too often in our society there are such unacceptable words and comparisons as "sick / healthy", "normal / abnormal", "normal / defective", "mentally retarded",

² Современный этап развития инклюзивного образования в Москве Алехина С.В., к.психол. н., директор Института проблем инклюзивного образования

³ Постановление Кабинета Министров Республики Узбекистан №638 «Об организации образования детей с особыми образовательными потребностями» от 12.10.2021г. <https://lex.uz/ru/docs/5679836>

⁴ Указ Президента ПП-4860 «О мерах по дальнейшему совершенствованию образования детей с особыми образовательными потребностями» от 13.10.2020 <https://lex.uz/ru/docs/5044745>

“down”, “crippled”, etc. Naturally, everyone has a question, what terminology is acceptable and is considered not to offend the feelings of people with disabilities? When you talk or write about people with disabilities, it's a good idea to:

Use words and concepts that do not create stereotypes: A person with a disability; A person using a wheelchair; a person in a wheelchair; person with paralyzed legs, congenital disability, disabled since childhood; Has cerebral palsy (infantile cerebral palsy), a person (child, children) with cerebral palsy Person; survivor of polio/has a disability as a result of...; a person who has suffered an illness / became disabled as a result of ... ; A person with developmental/developmental disabilities, a person with a mental disability, with special mental development; A child with special needs; Children with special educational needs; Person with Down syndrome, child(ren) with Down syndrome; A person with special needs of mental development, a person with special needs of intellectual or emotional development; A blind, visually impaired person with a visual disability; Deaf/hard of hearing, hard of hearing, hard of hearing, using sign language.

Scientists from Russia conducted a study among people with disabilities. What emotions do certain terms evoke in them that are unacceptable in relation to people. For example, "chained to a wheelchair" - is associated with a sense of doom, with the concept of "chain"; the words "deaf-mute", "mute" imply the impossibility of communication, contact; "Sick" means "it is necessary to treat", "helpless". The words "paralytic", "inferior", "one-armed", "legless", "sick" evoke sympathy and pity. The words "crippled", "down" provoke disgust and rejection. Unbringed people avoid such generalizations in any case. The expressions "a person in a wheelchair", "a person with a spinal injury", "a person with a disability", "a blind person" evoke completely neutral associations. The word "disabled" evokes different feelings, but, in general, the majority of people with disabilities interviewed find it acceptable, as it is the official word, the most used one, and has become abstract. Often, among teachers, psychologists, the words "healthy, normal students", "sick children" are heard, thereby already there is a separation of students and, instead of integration, division is obtained. In addition, we must remember that, striving for accuracy and correctness, it is better to avoid generalizations and assumptions. Attention! Feel free to ask people with disabilities how to speak correctly with them⁵.

In addition to the fact that public etiquette and tolerance for people with disabilities will be established, it is necessary to take into account the financial aspects of the implementation of inclusive education. It is no secret to anyone that the effective organization of inclusive education and ensuring equality in it requires, first of all, financial support. In general, there are three financial levers that are important to consider when analyzing funding for equity and inclusion in education.

-First, the government can fund local governments or schools directly. Policies can be designed to ensure that every school leader receives the same level of per capita funding per student (equity), or they can seek to take into account the characteristics of locations, schools and student populations (equity). Policy may be based on the type of school or the type of financial, human and material investment, and use grant approaches for services such as recruiting teachers or purchasing equipment.

⁵ Участие общественных организаций инвалидов в развитии инклюзивного образования Авторы: Перфильева М.Ю., Симонова Ю.П., Прущинский С.А. Под редакцией Туркиной Т.Г

-Secondly, funding policies and programs can target students and their families directly rather than government agencies or schools. Such funding may be in the form of cash (stipends), tuition waivers, or in-kind (eg free meals).

-Third, social support programs aimed at students and their families can influence equity and inclusion in education. Examples include disbursement of funds through transfers or grants for children, which have an educational component in order to reduce poverty. As a rule, the purpose of such grants is well articulated and regularly evaluated ⁶.

The state allocates 24,000 soums per day for each child with special educational needs studying in specialized boarding schools ⁷. As a rule, this amount is spent on food, school supplies, as well as on the wages of educators. Due to the fact that children are in specialized boarding schools on a permanent basis, the school administration is forced to hire a staff of day and night educators, which is an additional expense. It is worth noting that in the republic a larger number of children, namely 21363 children with special educational needs, statistics for 2020, are studying in specialized boarding schools. ⁸ **What will happen if all these finances are redirected to the development of inclusive schools?** In accordance with the Decree of the Cabinet of Ministers of the Republic of Uzbekistan No. 490 of September 29, 1994, this Decree regulates the remuneration of public education workers and, together with Decree No. 638, we can safely talk about a system of salary bonuses for teachers working in inclusive classes and corrective basic primary classes.⁹ In accordance with this decree, a system of allowances for each student with special educational needs will be implemented, for example, for 1 child with educational needs, the teacher receives a 10% bonus, taking into account their base monthly salary, so if 2 children then already 20% of the bonus, etc. It should also be noted that there are separate salary bonuses for class teachers for teaching a class where a child with a disability is studying.

Conclusion

Considering all the above factors of inclusive education, there is a great potential for its further development, and further for the entire education system. After all, we all know that inclusive education is a kind of indicator that allows us to determine how society is ready to accept equal values for all students and teachers, increase the degree of participation of all students in all aspects of school life and at the same time reduce the level of isolation of some groups of students. Such education will change the pedagogical methods of the school so that the school can fully meet the diverse needs of all students living near it.

⁶ Всемирный доклад по мониторингу образования 2021 г. Центральная и восточная европа, кавказ и средняя Азия. Инклюзивность и образование: для всех означает для все.2021 год. <https://narfu.ru/upload/iblock/4fd/uchastie-obrshchestvennykh-organizatsiy-invalidov-v-razvitie-inklyuzivnogo-obrazovaniya.pdf>

⁷ Постановление Кабинета Министров Республики Узбекистан №638 «Об организации образования детей с особыми образовательными потребностями» от 12.10.2021г. <https://lex.uz/ru/docs/5679836>

⁸ Организация Объединенных Наций в Узбекистане (2020). *Ситуационный анализ детей и взрослых с ограниченными возможностями в Узбекистане.* <https://uzbekistan.un.org/sites/default/files/2020-06/Situation%20analysis%20on%20children%20and%20adults%20with%20disabilities%20in%20Uzbekistan.pdf>

⁹ Постановление Кабинета Министров Республики Узбекистан, от 29.09.1994 г. № 490. <https://lex.uz/docs/688396>