



PROSPECTS OF DEVELOPMENT OF EDUCATION OF CHILDREN WITH SPECIAL NEEDS

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Abstract

In any society, children, who are the heirs of the future, are looked upon with great hope that they will grow up to be worthy citizens who feel responsible and make a significant contribution to the development and prosperity of the state. In order to protect children, the UN adopted the Convention on the Rights of the Child in 1989. "Convention on the Rights of the Child" is an international treaty on human rights created in order to realize the rights of children everywhere. It has been ratified by almost all countries of the world. The 191 countries that have ratified the Convention have voluntarily changed their obligation to implement the provisions of the "Convention on the Rights of the Child" through administrative legislation, courts and other measures. Inclusive education is an educational system that takes into account the needs of all children, respects the rights and abilities of children, and aims to achieve social justice and equality.

It is known that the concept of "Inclusive education" was introduced for the first time in the newly revised Law of the Republic of Uzbekistan "On Education" adopted on September 23, 2020. Disability is now legally recognized not as a medical issue, but primarily as a human rights issue. "Ensuring full and high-quality education for children with disabilities by creating a barrier-free and inclusive environment is one of the effective ways to realize children's rights," it is said. By the decision of the President of the Republic of Uzbekistan, the concept of development of inclusive education in the public education system in 2020-2025 and the "roadmap" for its implementation in 2020-2021 were approved.

Inclusive education is a process that involves the integration of children with disabilities into the educational process and adaptation of general education schools to children with disabilities, with the main goal of social justice and equality. admits that healthy children can be educated in public schools. For this, both the school and the teachers-educators must be ready for the inclusive education system, and the school's level, physical conditions, and factors that make it possible to study should





fully meet these educational requirements. In inclusive education, the physical conditions at school also play an important role. To be clear, students enter the doors of all schools through the stairs. However, children with disabilities who use special wheelchairs cannot climb these stairs to upper class rooms like healthy children. Even children who walk on crutches have difficulty. Therefore, in educational institutions, it is necessary to create comfortable conditions for both disabled children and healthy children to pass and walk easily through the stairs and doors. In addition, tables and chairs designed for sitting in classrooms should also be suitable for children with disabilities.

Enabling children to learn is one of the most important issues. Enlarging sound and images will not be enough for children with writing disabilities. In this case, students need to study sign or Braille carefully. Children with intellectual disabilities should receive simplified written or oral information. The main goal of inclusive education is to create conditions for effective education for children who need help. In this context, it is necessary to integrate and rehabilitate children who need help, and to choose an effective type of inclusive education that is suitable for them, taking into account the level of development of each child.

The UNESCO center supported and planned to implement the project "Opening experimental groups in kindergartens and high schools on the introduction of inclusive education in Uzbekistan". The main goal of the project is to improve the skills of children with disabilities. and creating conditions for sustainable development of their abilities. The resource center for inclusive education was established in 2001 at the Republican Education Center under the Ministry of Public Education of Uzbekistan. The education of children who need help in the field of education is always an urgent issue that is in the center of attention of the society. Therefore, improving the qualifications of pedagogues and specialists, providing them with the necessary modern manuals and equipment is one of the big steps taken to solve this problem. Today, knowledge is imparted using various strategies and technologies in the educational process. Together with theoretical knowledge, knowledge is delivered to children using practice.

The Convention on the Rights of the Child adopted by the UN in 1989 protects and supports the rights of all children, including children with special needs. The rights of children with special needs are defined in Articles 2-23, 28 and 29. Article 2 of the Convention on the Rights of the Child is the main article for children in need of special assistance. In it, it was emphasized that every article in this Convention applies to all children regardless of race, religion, nationality, social origin, and "All rights belong to every child. It is stated that it is the obligation of the participating states to take





necessary measures to ensure the protection of the child from all forms of discrimination or punishment.

Through the social aspects reflected in the above legal and regulatory documents, the benefits of the inclusive education system, that is, the results, can be interpreted as follows:

- Inclusive education makes it possible to get rid of poverty;
- Inclusive education increases the quality of education;
- Prevents discrimination;
- Inclusive education enables children with disabilities to find their place in the future;
- Inclusive education restores harmony between healthy and disabled children.

In the inclusive education system, students are admitted to the first grade from the age of 7. Admission of students to schools is carried out with the consent of parents or their substitutes according to the conclusion of the Psychological Medical Pedagogical Commission established under the regional public education department. The total number of students in inclusive education classes should not exceed 30. In the era of developing inclusive education, the role of science and technology is incomparable. Technologies, industries are one of the main reasons for the development of science. In addition, on the part of the President, the state program for the implementation of the five priority areas of development of the Republic of Uzbekistan in 2017-2021, "Strategy of Actions", "Year of Science, Enlightenment and Digital Economy Development" The presidential decree on the development of the concept of development of the field of science until 2030 was determined. Also, in 2020, the Decree of the President of the Republic of Uzbekistan "On approval of the concept of development of science until 2030" was adopted. In this field, not only the economy, but also the full use of scientific, intellectual and financial resources, the wide use of scientific innovative potential, setting priorities for the regular reform of science in the future, training of highly qualified personnel with modern knowledge and independent thinking are a number of stages. Also, it is not wrong to say that the use of strategies in the development of science is the cause of great achievements. In the development of science, the large-scale use of technologies and their practical application cannot be ignored.

In short, through the inclusive education system, every person in our country can get an education and show their abilities. All people have equal rights. Everyone has the right to learn and work on himself, to demonstrate his talent. It is no exaggeration to say that the reforms aimed at the development of inclusive education throughout the country are a clear example of this.





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