

Inclusiv Education as a Social Model

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ABSTRACT

This article discusses the involvement of children with disabilities in the educational process, the historical aspect of the development of education for children with disabilities, the principles of inclusion and its essence, the opinions of higher organizations in this regard, measures for the development of inclusive education in our country, and the adopted legal documents.

INTRODUCTION

In the last few decades, disability research organizations have focused on developing two approaches to the problem of disability:

1. Human rights-based approach;
2. An approach based on understanding the environment;

Both of the above approaches are based on the social model of disability. Here, the focus is on the problem of human rights and the need for changes that will enable everyone to participate equally actively in the life of society. Underlying these approaches is not individual restrictions, but prohibitions that exclude people with disabilities from community life. As a result, these organizations that protect people with disabilities are fighting for their rights even more.

LITERATURE ANALYSIS AND METHODOLOGY

Nevertheless, the issue of equal rights in the education of children with disabilities remains one of the most pressing problems today. For various reasons, many children with disabilities are excluded from the educational process or receive special education at home.

G.S. Salimova, who conducted scientific research on individual education of children, classifies the advantages and disadvantages of this process as follows:

Advantages of private tutoring:

1. The student feels free at home.
2. He does not feel ashamed.

3. He is not disappointed.
4. He feels less strain on his physical or mental state.

Disadvantages of individual training:

1. Inability to make friends.
2. Being wrapped in one's shell.
3. Inability to adapt to society.
4. Struggling to find a place in the future. [1.6:155 b]

Here, let's look at the historical aspect of the development of education for children with disabilities:

1. Segregation (Lat. Segregacio - to separate) - segregating a race or ethnic group to a demarcated area by force or by voluntary means, or by setting up separate schools, means of transport, service enterprises or, if not, by other discriminatory measures). Another can be called "Medical model". The early to mid-1960s contributed to the isolation of people with disabilities. Providing education in specialized special schools and boarding schools for children with disabilities. The principle behind this "Medical Model" was caring. Special material and technical equipment, availability of special teachers, special educational programs based on children's capabilities and a system of medical assistance.

But lack of readiness for a full life, slowness of socialization showed the shortcomings of this system. Isolation from family and peers led to low social adaptation. The interaction of children of the same level leads to the lack of development of speech. Due to low social adaptation, the child does not want to join the society, and the society, which has lived without disabled people for many years, does not want to live in the same circle with him. Studying children in boarding schools located far from their families and homes deprives them of the right to actively participate in the life of the community. A child who is far from his home, family, and parental love grows up with a hard time. Because the family is the center of education.

2. Integration (lat. integratio — restoration, filling) "Normalization model". It developed from the mid-60s to the mid-80s of the last century. The principle of this model is the integration of disabled people into the life of society, a special class of general education schools for children with disabilities.

The idea of raising a disabled child in the spirit of cultural norms accepted in the society in which he lives. The principle of this approach is that a child with special needs is a developing person with the ability to master various types of activities, society should provide the child with living conditions as close as possible to normal conditions. As a result of this, by signing international concepts, a change in the state policy towards disabled people, a change in the position of disabled people in terms of responsibility and the right to independent life in the legal framework. A disadvantage of integration is that it does not take into account the wide range of individual differences that exist in society.

3. Inclusion (derived from the French word "inclusif", which translates as "includes") from the mid-80s to the present. Organizing children with disabilities to study together with other children in general education schools.

In accordance with the Salamanca Declaration, the culture of inclusive education is viewed as a reform that supports and approves the differences and characteristics of each student. Its purpose is to prevent social segregation caused by differences in gender, race, culture, social nationality, religion, individual opportunities and abilities [2.7.:195 b]

DISCUSSION

The mission of inclusive education is to provide quality education to all children, regardless of their abilities and status. At the same time, the principle of inclusion implies that children with limited opportunities should live in a family and receive education in a normal school together with their

peers in order to have a positive mental and social development. The inclusive education system means that a child in a wheelchair can study in any nearby school, if he/she has learning difficulties, he/she has special help to learn to read and write, and a child who does not attend classes ensure that appropriate support is provided to return to school.[3.8]

The issue of inclusive education remained in the center of attention in the 90s. Based on integrated education programs in South Africa and Southeast Asia, the final working papers were studied. As a result, the Ministry of Education of all countries adopted inclusive working methods as an alternative to special departments under special schools. [4.5:32 b]

We can see the need for inclusive education as having a number of benefits for society and children with disabilities:

- Inclusive education allows children with disabilities to always be near their families and loved ones;
- As a result of inclusive education, it is possible to improve the quality of education. As a result of the education of children with special needs in general education schools, new methods of teaching begin to be introduced;
- Inclusive education helps prevent discrimination. Mutual adaptation occurs as a result of studying together in general education schools of disabled and healthy children;
- Inclusive education will change the stereotypes of people with disabilities in society. Relations of mutual respect and equality are formed.

Maksudova Nodira Alijonovna's master's thesis on the topic "Pedagogical foundations of preparing disabled adolescents for social life" focuses on two important factors of attracting children with disabilities to inclusive education. In particular:

First, children with special needs can interact with healthy children. If inclusive education is organized appropriately, children with special needs will be protected from the social side, and healthy children will feel the greatness of recognition of social justice and equality to treat children with disabilities more kindly and attentively.

Secondly, disabled children have the right to study and be educated alongside their healthy peers.

In the following lines, the author wrote: "The success of these works must be reflected in the laws of each country. Because the laws guarantee the implementation of providing them with the necessary material and spiritual resources. "It is required and mandatory for parents, communities to cooperate with pedagogues and specialists in educating children-students with disabilities." [5.5.:31 b]

The main goal of involving children with disabilities in the educational process is to prevent Exclusion (children with disabilities who are excluded from education). Today's science and technology development is rapidly developing for various reasons (going to special institutions to study because the place of residence is too far away or due to lack of financial resources, because parents do not want their child to go to a special institution, or because they are ashamed of others, (due to reasons such as shyness, attempt to hide disability, stereotypes formed against some disabled people in the society) are left out of education.

RESULTS

The optimal solution for such unfavorable situations is inclusive education. A wrong attitude towards people with disabilities has been formed in the society. Because of this, it is possible to educate children with disabilities in special institutions from a young age and show the lack of information about them. Changing such stereotypes is very difficult, but experiments show that children understand similarities and differences faster than adults. If children with disabilities were educated together with children with normal development, this situation would lead all children to realize that they are children like themselves and not belittle them.

As mentioned above, "Inclusive education is the provision of equal rights to education in educational institutions, taking into account the differences in special educational needs and individual capabilities for all students."

UNESCO sees inclusion as "a dynamic approach that embraces student diversity and treats individual differences not as a problem but as an opportunity to enrich the process."

According to the ideology of inclusion, inclusion in education is the stage of integration into society. The idea of an inclusive society is to change society and its institutions in such a way that it promotes the acceptance and participation of all members of that society.

Inclusion is recognized as a developed, humane and effective education system not only for children with disabilities, but also for healthy children.

The social model is presented on a large scale to encourage people with disabilities to fight for their equality and their rights. This is almost entirely consistent with the vision of a human rights-based approach to development adopted by government agencies around the world.

For the first time, the Oliy Majlis adopted the new version of the Law "On Education", which included the concept of inclusive (harmonized) education. In its article 20, inclusive education is defined as follows:

Article 20. Inclusive education

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.

The procedure for organizing inclusive education is determined by the Cabinet of Ministers of the Republic of Uzbekistan.[6.8]

Also:

The Cabinet of Ministers adopted the decision No. 638 of 12.10.2021 "On approval of normative legal documents on education of children with special educational needs".

The document was developed in accordance with the decision No. PQ-4860 dated 13.10.2020 "On measures to further improve the system of education for children with special educational needs".

In 2020-2025, in the concept of development of inclusive education in the public education system, a number of tasks to improve the quality of educational services provided to children with special educational needs were defined. The document was published in the national database of legal documents and entered into force on October 13, 2021.

To date, inclusive education has been introduced in 42 schools in our country, and 76 children with disabilities have been admitted to them. This means the beginning of the opening of completely wide opportunities for students with limited opportunities. [7.6.:157 b]

CONCLUSION

Today, we must emphasize that every child in our country is considered as a citizen of our country who fully enjoys all rights. The reforms carried out by the Ministry of Public Education are based on the principles of the "Convention on the Rights of the Child" ratified by the state. This is:

- Issues of non-discrimination;
- Survival and development;
- Personal interest of the child;
- It includes aspects such as the child's worldview.

In the process of applying these principles in practice, it is known that this task is not easy. But in the conditions of today's globalization, it is important to form such relationships of equality and mutual respect in educating young people in the spirit of national traditions and values. Because in this way, we can adapt disabled children and adults to an active lifestyle in the society. Thanks to this, our country will grow up generations with a healthy ideology and creative thinking.

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