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ВАЖНОСТЬ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ В УЗБЕКИСТАНЕ

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Аннотация: В этой статье рассказывается о системе образования слепых и о важности инклюзивного образования для достижения надлежащей квалификации. В данной работе описывается дальнейшее развитие данной образовательной системы в Узбекистане.

Ключевые слова: инклюзия, инклюзивное образование, общий класс, специальный класс, слепые, слабовидящие, указ президента, инвалиды, английский язык.

THE SIGNIFICANCE OF INCLUSIVE EDUCATION IN UZBEKISTAN

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Abstract: This article pinpoints about the blinds' educational system and the importance of inclusive education in achieving proper qualification. This paper describes the further development of this educational system in Uzbekistan.

Key words: *inclusion, inclusive education, general classroom, special classroom, the blind, visually handicapped, presidential decree, the disabled, English.*

At present, the number of visually impaired and disabled people is increasing. According to the World Health Organization, 284 million people are disabled, and 39 million are blind. It has been estimated that 60% of global blindness can be cured and 20% prevented. When dividing the world's 39 million disabled people by age, it has been found that 60% are 65 years old and over, and 19 million of them are visually handicapped youth. Until recently, blind children did not have the opportunity to go to the same school to study together with children without disabilities. However, inclusive education can support disabled and non-disabled people to get the same education at the same school.

On April 29, 2019, the decision of the President of the Republic of Uzbekistan "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" was adopted. In accordance with the decree No. PF-5712, the following objectives are going to be accomplished:

- ✓ to develop inclusive education in Uzbekistan;
- ✓ to improve the system of education for children with special educational needs;
- ✓ to achieve high-quality educational services.

Nowadays, approximately 40% of the population of Uzbekistan are school-aged children under 16 years of age. But 82,000 children are said to be disabled in our country, which is 0,85% of the school-age population. In addition, 7,399 school-age children registered as disabled are said to be outside the formal educational system. 17,960 children study in special education schools and boarding schools. 9638 children were educated at home by teachers. Few children with disabilities attend regular schools. Besides, there is a lack of sources for teaching English. There are few English-language books in braille, particularly for visually impaired students to learn English. In order to ensure that children with disabilities and healthy children study in the same class, the movement towards inclusive education is increasing rapidly in our country today. Inclusive education aims to provide quality education to people regardless of their abilities. It also shows that children with disabilities need to attend mainstream schools to achieve positive emotional and social development. In particular, according to the

concept for 2020–2025, measures were determined to establish "Inclusive Universities" of higher education institutions in our country.

It is noteworthy to mention that the president of the country notified that starting from the next school year, 24% of school children who need special education and 40% in 2025 will study in ordinary schools and create inclusive classrooms at the conferences held in our country on the occasion of the "International Day of Disabled People" on December 3. It also been claimed that the number of resource centers will be increased by 14 times and exceed 200. Moreover, the provision of special textbooks for children with disabilities and the provision of modern technologies, for example, special computers, have also been mentioned. Currently, many students are conducting scientific work on the development of inclusive education in Uzbekistan. For instance, Galina Nam, a researcher of inclusive education in Uzbekistan and a doctoral student at the University of Waikato in New Zealand, noted that it should be a priority for children with disabilities not to be educated in special boarding schools or at home but in general educational institutions.

According to statistics for the 2019–2020 academic year, the total number of children with disabilities studying in specialized schools and boarding schools is 21,153. Of these, 1.9% are visually impaired, 15% are deaf, 17% are deaf, 3.8% are disabled, 0.9% are speech impaired, and 55% are children with mental disabilities. "This does not mean that all state-sponsored specialized educational institutions will be closed at the same time, but we need to give children permission to study in such places and at home only in special cases. The right to choose an educational institution should remain with the children themselves and their parents or legal representatives," added Galina Nam.

In conclusion, the development of inclusive education is very important for our country and for people with disabilities. This type of education plays a key role in helping children with disabilities find their own place in the world and realize the meaning of their lives. In addition, children with disabilities can choose to be educated in the form of inclusive education, not in special schools or at home, but by themselves or their parents. In the transition to inclusive education, we hope that children with disabilities will be provided with sufficient educational tools and equipment in the coming years.

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