



## The Uniqueness of Inclusive Higher Professional Education in Uzbekistan

Gavhar Abdullayeva Saparovna<sup>1</sup>, Abdujalilova Shoira Abdumajitovna<sup>2</sup>, Ishmatova Ozoda Sirojovna<sup>3</sup>, Dehqonova Muborak G'yoisiddin qizi<sup>4</sup>, Egamberdiyeva Nigora Azizovna<sup>5</sup>

<sup>1</sup>Doctor of pedagogic sciences (DSc), acting professor Chirchik State Pedagogical University, Faculty of Pedagogy, Department of Special Pedagogy

<sup>2</sup>Candidate of pedagogical sciences, associate professor Chirchik State Pedagogical University

<sup>3,4,5</sup>Teacher of Chirchik State Pedagogical University

\*Corresponding author's: Gavhar Abdullayeva Saparovna

Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 12 Dec 2023	<p><i>At the level of state policy in the Republic of Uzbekistan "On the Development Strategy of the new Uzbekistan for 2022-2026 " provides for the active involvement of persons with disabilities in the social life of the country. By Decree of the President of the Republic of Uzbekistan No. UP-60 dated January 28, 2022, further improvement of the system of social adaptation and provision of correctional and pedagogical assistance to persons with disabilities has been identified as a priority. There have been positive changes in our republic related to scientific and practical achievements in the field of medicine, special education. Technological modernization of higher education is carried out on the basis of wide application of information technologies.</i></p> <p><b>Keywords:</b> <i>Students with Disabilities, Inclusive Education, Correctional Assistance, Information Technology.</i></p>
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### 1. Introduction

To date, the issues of vocational training of young people who need special education and have disabilities are a priority of the educational policy of the Republic of Uzbekistan. Access to high-quality vocational training and demand in the labor market allow disabled people to improve their economic living conditions, overcome labor and social isolation, and participate in public life as actively as possible. It can be said that education is becoming one of the main means of rehabilitation of this category of people. In recent years, the modern Uzbek society has demonstrated its readiness to implement new forms of relations with disabled people and persons with limited opportunities within the framework of the implemented educational practices and relations established in the field of education. The spread of inclusive education helps to significantly expand the scope of professional training of this category of persons, increases their competitiveness in the modern labor market. Ensuring equal educational opportunities for the disabled is an important component of implementing the principles of independent living, vocational education and adaptation to social work. The modern trends of improving the socialization processes of the disabled and their integration into the society made it necessary for science to develop models and algorithms that fully reflect the content and essence of supporting this category of population at various stages of their entry into the social and educational space. As part of the developmental support process, support is designed to help students with disabilities make informed life choices at all stages of their life journey.

### Main Part

In the Republic of Uzbekistan, the means of practical support for the inclusive professional education of the disabled is to implement the initiative to create the main professional educational organizations (KTT) in the secondary special vocational education system and, accordingly, the inclusive higher education resource centers (OTRM) in the higher education system. In the course of the implementation of projects and the creation of models and algorithms necessary for their implementation, the main stages of supporting higher education for disabled people and disabled people and the relevant areas of work of specialists were determined:

1. Support for career guidance for persons with disabilities at the stage of basic general and secondary general education: Section 4. Comprehensive support for the education of students with disabilities;
  2. Conducting career orientation events among graduating students;
  3. Analysis and forecasting of the contingent of entrants and providing advice on diagnostics and career guidance;
  4. Conducting briefings for the secretaries of the Admissions Committee.
  5. Advise on the rules and procedure of admission, the possibility of studying in colleges, technical schools and universities for disabled people and disabled people in the chosen profession and specialty;
  6. Medical-social expertise, city schools, mutual cooperation with parents of disabled applicants;
  7. Filling out the applicant's special questionnaire to determine the applicant's special educational needs and special educational conditions necessary for him.
  8. Creating special conditions for the disabled and attracting assistant teachers at the stage of presenting documents;
  9. Training disabled students in their chosen specialty and conducting discussions with orbital candidates for work;
  10. Creating special conditions for disabled applicants to pass entrance tests.
  12. Support for admission to secondary vocational and higher education organizations: - analysis of the incoming contingent of disabled and disabled people, analysis of individual rehabilitation programs and questionnaires (teachers, teachers- curators and students-game technicians, adaptive science coaches, department schedules, educational department), developers of educational programs and work programs of academic subjects);
  13. Informing structural units, teachers and officials working with disabled students about the need to create special educational conditions and take into account the special educational needs of disabled and disabled students;
  14. Provision of special educational conditions (access infrastructure, methodological and educational materials) for disabled students and teachers;
  15. Support for training in the chosen direction (specialty):
    - diagnosis and support of adaptation to the university, introduction of special technologies, methods and methods into the program of adaptation sciences;
    - creation of conditions for restoration of education, adaptation of educational programs and work programs of educational subjects; development of individual education;
    - introduction of adaptation subjects and specialized adaptation module for students with disabilities;
    - determination of individual options for practical training, taking into account instructions against engaging in certain types of professional activities and hygienic requirements for the working conditions of disabled people;
    - providing advice on overcoming learning difficulties and preventing academic risks for students with disabilities and disabilities;
    - involving students with disabilities in organizing and participating in cultural, creative and extracurricular activities;
    - engaging in adaptive physical education.
- Operational support:
- preparation and distribution of methodological recommendations on supporting the practice of disabled people to practice managers and employers in the areas of education (profession/specialty);
  - creation of alternative practice opportunities, including on the basis of an educational organization;
  - implementation of mutual relations between managers, support of practical foundations and graduation work, qualification assignment, employment, primary support of a young specialist;
  - advising students on issues of professional self-determination and strengthening at work;
  - attracting students to participate in professional skill competitions of various levels;

- Mastering the "Career Technology" course; - mutual cooperation of departments, resource center for supporting disabled students and persons of this category, employment assistance center and organizations, associations, enterprises that help to employ disabled people and HIA graduates;
- assisting disabled graduates in finding and providing employment.

Today, the opportunities for higher education of young people with disabilities in Uzbekistan have significantly expanded, because every year more than a thousand students are admitted to higher educational institutions of the country on the basis of an additional two percent quota on the basis of a state grant.

### **3. Results and Discussion**

We conducted research (questionnaires, interviews, observations) in 3 higher educational institutions of our country: Tashkent State Pedagogical University within the framework of the project "Social adaptation of students with disabilities in higher educational institutions". Nizamiy, Chirchik State Pedagogical Institute, Jizzakh State Pedagogical Institute made it possible to study the socio-psychological conditions created for gifted and talented students to receive higher education.

525 first-year students took part in the survey, 43 of them have hearing impairments (8.1%), 105 have visual impairments (20.2%), 248 have musculoskeletal disorders (47.1%). , 129 people have defects of other diseases (25.1%). The student contingent includes 43 persons (8.1%) with disabilities of the I group, 440 persons (84.2%) with disabilities of the II group, 15 persons (3.0%) with disabilities of the III group, 27 persons (5.4%) with childhood disabilities entered.

In the student survey, the level of access to the buildings and premises of educational institutions, the presence of optimal psychological conditions in the community and the use of special educational programs, adapted educational materials, educational guides and technologies, provision of tutoring services and other conditions questions related to are included. Curriculum development by students with special educational needs.

It was found that the control of the knowledge of visually impaired students is carried out orally, and the teachers of the nearby specialized school are involved in reading written works. Students with learning disabilities use written speech in communication and control work.

At the same time, students (41.2%) noted that there is no fear, ramps, adapted elevators, doors that open automatically, sufficiently wide doors, adapted showers, students with locomotion disorders and visual impairments It makes it difficult to move comfortably and stay in a university education dormitory. Auditory and visually impaired students (43.4%) emphasized the need for teachers to present lecture materials with a thesis due to difficulties in perceiving and understanding large texts, sign language and typhlotechnical curriculum they emphasized the need for applications, the need to ensure the availability of information-resource centers, living spaces (hostels), adaptation of educational materials, the need for specialist sign language interpreters and others.

Comprehension of spatial orientation difficulties, continuous movement, lecture notes and teaching materials, which indicate the need for pedagogues, students, assistant teachers and accompanying professionals. During the analysis of the contingent of students on nosology, it was found that students with severe hearing and vision difficulties are studying in the field of special pedagogy.

Experience shows that due to the lack of hearing and vision control, deaf and blind students cannot fully engage in speech therapy.

- adaptation of disabled students to the educational process;
- organization of additional classes for the development of subjects;
- rendering of typhoon translator services, assistance in audio recording of textbooks, preparation of materials printed in Braille and large font, assistance with assistive technologies;
- teaching blind students to move around the territory, the building and buildings of the educational institution, providing architectural comfort, allocating parking spaces for private cars of students with disabilities, organizing transportation of students.

### **4. Conclusion**

Therefore, in order to ensure the right to higher professional education for students with disabilities, it is necessary to ensure social and pedagogical conditions for students of higher educational institutions, and the introduction of effective educational technologies.

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