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INCLUSIVENESS IN EDUCATIONAL PROCESSES AS MEANS OF PROVIDING EQUAL ACCESS TO EDUCATION

ИНКЛЮЗИВНОСТЬ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ КАК СРЕДСТВО ОБЕСПЕЧЕНИЯ РАВНОГО ДОСТУПА К ОБРАЗОВАНИЮ

TA'LIM JARAYONIDAGI INKLYUZIVLIK TENG TA'LIM OLISHNI TA'MINLASH VOSITASI SIFATIDA

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Absrtact

In pedagogy inclusive learning is considered as means for seeking to meet the needs of all the learners, despite of their background or identity, and promoting their participation in subject matter.

Inclusive learning and teaching provides equal rights to all students to learning process that respects diversity, ensures participation, removes barriers, anticipates and accommodates different learning needs and preferences, designing and implementing teaching, learning and assessment methods that enable all learners to participate meaningfully in the learning environment program and reach their full potential.

The main focus of this article is inclusive education as an urgent issue of ensuring the involvement of all, regardless of the abilities of students, creating equal access to the educational process for all the students with disabilities and without. The article considers a number of legislative acts adopted regarding inclusiveness in education and provides information on the legislative acts which have been taken both at the global level - and in a single country, the acts directed to the revision of the educational process and also creating favorable learning conditions. It also discusses the professional training of a teacher and the development of educational material to ensure the quality of inclusiveness in the educational process.

Аннотация

В педагогике, инклюзивное обучение рассматривается как средство удовлетворения потребностей всех учащихся, независимо от их происхождения или идентичности, и содействия их участию в изучении предмета.

Инклюзивное обучение и преподавание предоставляет всем учащимся равные права на процесс обучения, который уважает разнообразие, обеспечивает участие, устраняет барьеры, предвосхищает и учитывает различные потребности и предпочтения в обучении, разрабатывая и внедряя методы преподавания, обучения и оценки, которые позволяют всем учащимся конструктивно участвовать в процессе обучения и раскрыть весь свой потенциал.

Основное внимание в данной статье уделяется инклюзивному образованию как актуальному вопросу обеспечения вовлечения всех, независимо от способностей обучающихся, создания равного доступа к образовательному процессу для всех обучающихся с ограниченными возможностями здоровья и без. В статье рассматривается ряд законодательных актов, принятых в отношении инклюзивности в образовании, и приводится информация о законодательных актах, принятых как на глобальном уровне, так и в отдельно взятой стране, актах, направленных на пересмотр образовательного процесса, а также создающих благоприятные условия обучения. Также рассматривается профессиональная подготовка учителя и разработка учебного материала для обеспечения качества инклюзивности образовательного процесса.

Annotatsiya

Pedagogika inklyuziv ta'limni kelib chiqishi va shaxsidan qat'i nazar, barcha o'quvchilarning ehtiyojlarini qondirish va ularning fanni o'rganishda ishtirok etishiga ko'maklashish vositasi sifatida qaraydi.

Inklyuziv ta'lim va o'qitish barcha o'quvchilarga xilma-xillikni hurmat qiladigan, ishtirok etishni ta'minlaydigan, to'siqlarni olib tashlaydigan, turli ta'lim ehtiyojlari va afzalliklarini oldindan ko'ra oladigan va hisobga oladigan, o'qitish, o'rganish va baholash usullarini ishlab chiqish va amalga oshirish uchun teng huquqli ta'lim jarayonini ta'minlaydi. Bu barcha talabalarga o'quv jarayonida konstruktiv ishtirok etish va o'z salohiyatini to'liq ro'yobga chiqarish imkonini beradi.

Ushbu maqolada asosiy e'tibor inklyuziv ta'limga talabalarning qobiliyatidan qat'i nazar, barchani jalb qilishni ta'minlash, imkoniyati cheklangan va sog'lom bo'lgan barcha o'quvchilar uchun o'quv jarayoniga teng foydalanishni ta'minlashning dolzarb masalasi sifatida qaratiladi. Maqolada ta'limda inklyuzivlik bo'yicha qabul qilingan bir qator qonun hujjatlari muhokama qilinib, jahon miqyosida ham, alohida davlatda ham qabul qilingan qonun hujjatlari, ta'lim jarayonini qayta ko'rib chiqishga, shuningdek, ta'lim olish uchun qulay shart-sharoitlar yaratishga qaratilgan hujjatlar to'g'risida ma'lumotlar berilgan. . Shuningdek, o'qituvchining kasbiy tayyorgarligi va ta'lim jarayonining inklyuzivligini ta'minlash uchun o'quv materialini ishlab chiqish ham ko'rib chiqiladi.

***Key words**: Inclusiveness; students with disabilities; cognitive impairment; brain function; Convention; vulnerable and excluded children, learning environment.*

***Ключевые слова:** Инклюзивность; студенты с ограниченными возможностями; когнитивные нарушения; работа мозга; соглашение; уязвимые и исключенные дети, среда обучения.*

***Kalit so'zlar:** Inklyuzivlik; nogiron talabalar; kognitiv buzilish; miya funktsiyasi; Konventsiya; zaif va chetlashtirilgan bolalar, ta'lim muhiti.*

INTRODUCTION

At present, the standards of a new ethic - tolerance, equality and diversity - are increasingly being strengthened in the world. Inclusion is an important part of these standards. Inclusion is the inclusion of someone or something in the social process. The word "inclusion" comes from the Latin "Includo" and means "I include".

Inclusiveness anticipates ensuring equal access to education for all students. It takes into account the diversity of special educational needs and personal opportunities.

By disability, we mean people whose health condition does not allow them to master the compulsory programs of the education system or those who experience difficulties without special obligations for education and upbringing. Pupils diagnosed with disabilities are characterized by impaired cognitive activity due to a deficiency in certain brain functions. Children with disabilities can have hearing, vision, speech, musculoskeletal, and intellect disorders, with manifest disorders of the emotional and volitional sphere, along with autistic disorders, mental retardation, and group developmental disorders.

It is also necessary to pay attention to the likely cases that children with disabilities face multiple forms of discrimination that lead to their exclusion from society and education. For example, girls with disabilities are particularly vulnerable and at higher risk of gender-based violence, neglect, abuse and exploitation.

LITERATURE REVIEW AND METHODS

The trend towards inclusiveness in the education system directly draws attention to the origins of the formation and development of inclusive education and the social changes taking place in society, the change in the social system, the development of the educational system led to the creation of new schools and directions. An example of a different approach to inclusiveness can be seen in various writings. For example, in the works of Aristotle, a philosophical justification is given for the uselessness of people with mental and physical disabilities by society. He argued: “Regarding the rearing of newborn children and the refusal to raise them, let there be a law: not a single cripple should be raised.” [4,].

The current trend suggests the opposite and gives legislative validity to the inclusiveness and importance of involving people in the social life of society, regardless of the physical and mental capabilities of a person [1;2;3], the need to work with numerous forms of educational intervention aimed at excluding children with disabilities[6]. Psychologists (Vygotsky, 1978; Bruner, 1996 have long been investigating social interactions in children’s learning and development of education since the onset of the sociocultural theory of learning). According to Bruner the concept of communities of mutual learners helps people to understand the benefits of learning process and values of these interactions in contexts of diversity where all sit together and acquire knowledge[29].

A number of scientists such as J. Corbett, N. Nind, N. Popova, A. Suvorov, A. Shemanov adhere to a methodological approach based on the cultural aspect: each education must contain culture; culture in education is not assimilated and not appropriated, but reproduced; as a result of the educational process, each person has his own version of culture, and thus each person is a co-author of humanity [11]. Inclusion provides for the professionalism of teachers as a means of ensuring the quality of inclusive education[5], a joint approach to studying the content of the material being taught[14;15;18;19;21], the fundamental principle of inclusive education is bringing all children to learn together, regardless of some difficulties in learning process or other differences [9]. Development of programs, analysis and selection of didactic materials to create an interactive working atmosphere in the classroom [12; 16; 23;24;26;27;28].

Inclusive education is built on an anthropological approach, where a special focus is the essence, uniqueness and originality of a person. Educational institutions with inclusive education must necessarily respond to the diversity of needs of students, linguoculturological aspects [13,17, 25].

and properly adapt learning styles, student assessment and at the same time ensure the quality of education [7, 8, 10].

Attitudes towards children with disabilities, as well as the lack of inclusive learning environments provided with the necessary resources and information, exacerbate the problems they face in accessing education. In fact, children with disabilities are disproportionately represented among children deprived of the opportunity to receive an education.

In this regard, the tendency to study and solve the problems of education of people with disabilities (HIA) is increasing every year.

Here we can highlight a number of actions taken at the international and country level, where the main focus is the inclusiveness of education and the creation of an educational environment equal for all.

Let's look at a set of rules on rights to include:

• Discussions on the post-2015 development framework (Sustainable Development Goals) with a focus on inclusive quality education are ongoing.

• United Nations Convention on the Rights of Persons with Disabilities, which mandates that disability be given special attention and mainstreamed into all development issues.

• EFA Flagship on the Right to Education for Children with Disabilities: Towards Inclusion.

• World Education Forum Action Framework, Dakar, EFA goals + MDGs, Ensuring that all children have access to education and compulsory primary education by 2015, with a focus on socially excluded groups of girls.

• Salamanca Declaration and Framework for Action on the Education of Children with Special Needs.

• The UN Standard Rules on Equal Opportunity for “Persons with Disabilities”, Rule 6, reaffirms the rights of all children, youth and adults with disabilities to education, while affirming the need for an “integrated school environment” in the educational process for all students with and without disabilities.

• World Declaration on Education for All (Jomtien Declaration).

• The UN Convention on the Rights of the Child guarantees the right of all children to receive an education and to have no discrimination at all.

• Universal Declaration of Human Rights, ensures the right to free and compulsory primary education for all children.

It is appropriate to note the purposefulness of UNICEF's actions in this area. UNICEF's approach to human rights education is based on the premise that every child has the right to a quality education that accepts and respects their dignity and in turn promotes optimal development, and that every child has the right to a quality education. The 1989 Convention on the Rights of the Child (CRC) and the 2007 Convention on the Rights of Persons with Disabilities (CRPD) specifically articulate the goals of quality education for all and the need and importance of providing the necessary holistic support to develop the potential of every child. Quality education can only be achieved when all children, especially the most vulnerable and children with learning difficulties due to some kind of disability, go to school and receive a quality education that equips them with the skills they need in their lives.

UNICEF education programs cover all groups of children and pay special attention to children at risk of exclusion from the education system.

There are effective ways to create inclusive societies where children with disabilities and their non-disabled peers can enjoy their rights, including their right to a quality education.

These two conventions and UNICEF's mission see inclusive education as the approach that UNICEF takes to ensure that every child receives a quality education. The Salamanca Declaration [1] defines inclusive education as a commitment to "recognizing the need to work towards 'schools for all' - institutions that celebrate difference, support learning and respond to individual needs". Inclusive education is a process that values the well-being of all students and is not an end in itself.

The adoption of legislative acts at the global level led to the adoption of such issues in individual countries. Uzbekistan showed its attitude to this issue with all seriousness and issued a number of acts aimed at inclusive education in the country.

- the Concept for the development of inclusiveness in the system of public education in 2020–2025:

-Decree of the President of the Republic of Uzbekistan, dated October 13, 2020 No. PP-4860 - On measures to further improve the system of education and upbringing of children with special educational needs.

- Decree of the Cabinet of Ministers of October 12, 2021 No. 638 "On approval of regulatory legal acts on inclusive education of children."

On April 28, 2020, the draft presidential decree "On measures to further improve the education system for children with disabilities" and the Concept for the development of inclusive (integrated) education in Uzbekistan until 2030 were submitted for public discussion to ensure public involvement in the discussion of the issue and diversify inclusive approaches to education in Uzbekistan. The Resolution approved the Regulation on inclusive education of children with special educational needs in One of the commendable actions of the government of the country on inclusive education is to involve the public in the discussion of the issue of inclusiveness to ensure the quality of education, diversification of inclusive approaches to education and accessibility for all, regardless of their abilities. The Resolution approved the Regulation on inclusive education of children with special educational needs in general educational institutions. It defines [2] :

☐ goals and objectives of inclusive education;

☐ the procedure for organizing inclusive education and primary remedial classes in schools and the educational process for children with special educational needs;

☐ the procedure for admitting children to inclusive education classes and primary basic remedial classes;

☐ measures for quality control and management of education in inclusive education classes and primary mainstream remedial classes.

The provisions on:

• specialized educational state institutions for children with physical, mental, sensory or mental disabilities;

• specialized educational state institutions of the sanatorium type;

• order of individual training at home for children with physical, mental, sensory or mental disabilities, as well as children in need of long-term treatment are also approved.

In addition, the decree defines measures to organize vocational training courses in specialized state educational institutions for children with special educational needs.

One of the pressing issues here is the quality of the software and the professionalism of the teaching staff. It is necessary to indicate some professional qualities of a teacher that will directly make a significant contribution to the quality of inclusion:

- the ability to communicate with children, recognizing their dignity, understanding and accepting them;

- the ability to design and create situations and events that develop the emotional and value sphere of the child (the culture of experiences and value orientations of the child);

- the ability to build educational activities, taking into account cultural differences, age and gender and individual characteristics, to maintain a business-friendly atmosphere.

It is appropriate to present the thoughts of the Norwegian scientist G. Stangvik from the article “The Policy of Integrated Education in Norway” [5], where he describes the professionalism of the teacher in the following words - “In order for the idea of inclusiveness to 'work', it is necessary that it master the minds of teachers, become an integral part of their professional mindset. And this, in turn, means the need for special efforts to change the latter.”

In order to ensure the quality of inclusiveness based on the principles of inclusive education, it is important to take into account and expediency the following rules:

- to accept students with disabilities, like any other full-fledged student in the class;

- involve students in the same tasks, but only set tasks according to their abilities;

- involve students in group forms of work and group problem solving

- use active forms of learning such as games, projects, research and others.

It should be noted that at the stage of development of high-quality inclusive education, it is necessary to develop a set of programs, monitoring studies that are associated with a dynamic assessment of the psychological parameters of the inclusion process. The professional readiness of a teacher to work in the conditions of inclusive education, which is necessary when developing the content of advanced training programs, competent management and methodological support of the system of inclusion, as well as psychological support for inclusive education, is important. And

another important aspect is the integration in pedagogy, which leads to the importance of studying deontology [11]. The deontological approach in the interpretation of inclusive education may include adherents of humanistic ethics and moral requirements as a form of social necessity in the professional activities of a teacher working in an inclusive environment.

The methodology of synergetics, which studies the processes of self-realization and regulation in various open systems and becomes the source of a new evolutionary vision of the world, is widely spread in the modern scientific space. Synergetics is a scientific and philosophical principle that considers nature and the world as a self-organized complex system. The founder of synergetics is H. Haken. He defines it as the science of interaction [8, p. 14], as an area of interdisciplinary research [8, p. five]. Synergetics can be thought of as the study of the collective functioning of society and draws on quite different disciplines. Therefore, it should be expected that in the light of synergetics, one can see the emergence of a new, unique picture of the world, composed, like a mosaic, from a large number of specific facts collected by science [8, p. 25].

An analysis of the impact of a synergistic approach on inclusive education was made which identifies three main components: — (a) the content of the inclusive educational process should be focused on the needs of children with disabilities and the direction of their development; — (b) the educational process in an inclusive educational environment should be oriented towards self-development, self-education and self-improvement; - (c) use methods related on the basis of intersectoral mutual assistance to effectively provide psychological and pedagogical impact.

The use of interactive equipment and technologies, which allows creating an integral system and get better learning outcomes not only for ordinary schoolchildren, but also for children with disabilities is of particular importance in creating an effective educational environment.

RESEARCH RESULTS

An important step in the implementation of interactive technologies is the system of events that involve all participants and is aimed at motivating students to actively participate in the classroom. Here it would be appropriate to emphasize the need for professional training of teaching staff for the effective, meaningful and appropriate use of interactive technologies. This can be the effective use of SMART technologies in the development of the potential of a child with disabilities, pedagogical and methodological understanding of the use of information and communication technologies, practical recommendations for preparing for classes on SMART BOARD for classes with a mixed audience, which involve both children with disabilities and without.

Thus, a teacher who has sufficient knowledge and experience in working with a mixed group, whose representatives are children with different abilities and abilities, and the appropriate use of information and communication technologies is an important factor in the quality of inclusiveness in the classroom.

If we want to build communication, it is necessary that the student accept and understand the information coming from others and, in turn, respond, respond to it. In this case, ICT will serve as a faithful assistant. Information and communication technologies will help to do this in exactly the form and in the form accessible to the child based on his capabilities, for example, some children can only perceive visually, while others find it difficult to assimilate the information received in any form. ICT will help to translate the transmitted information into a form that is easier for students to perceive. And most importantly, the involvement of students in mixed classes will be effective and productive, since with the help of ICT, the teacher will be able to individualize the approach to students and give tasks to students according to their abilities and capabilities.

ICT has three main roles in inclusive education:

• compensatory - providing technical assistance to facilitate the education of such activities as reading and writing;

• didactic - the process of using ICT in general and changing approaches to learning. There are many possibilities to create the necessary learning environment;

• communication - focused on communication technologies, the use of supportive alternative communication systems.

What types of information technology tools can be used for students with disabilities?

• Use of standard technologies such as computers with built-in settings for persons with disabilities;

• Availability of available data formats, ie alternative formats. It's accessible HTML, talking books, and more;

• Use of assistive technologies such as hearing aids, screen readers, accessibility keyboards, etc. These technologies include software or other services that help enhance, support, and improve the functioning of students with disabilities.

There are other ICT tools for learning, such as learning software and virtual learning environments. It is important that all students can use such ICTs in the learning process. At the same time, an important factor in educational structures is to ensure the universal design of the technologies used. Any technology used must comply with the requirements of the UN Convention on the Rights of Persons with Disabilities.

CONCLUSION

Thus, we can conclude that inclusiveness, being one of the norms of the new ethics as tolerance, equality and diversity, in education provides for the active inclusion of children with special needs who have physical and mental difficulties in mastering educational material in the educational process of a regular school, university.

In the article, we examined the general attitudes and approaches both at the global level and in a single country, where the essence of inclusiveness in all aspects is of no small importance, from the legislative framework in improving inclusive education to ensuring the professionalism of the teacher and program materials and teaching aids to improve the quality of inclusiveness in the education process, as well as the revision of the education system towards creating a comfortable learning environment for everyone.

If we trace the experience in the field of inclusiveness, it shows that learning together with peers helps vulnerable children and those with special needs to improve their native speech and mathematics. Inclusion contributes to having a neutral or positive impact on the performance of students without disabilities.

It is appropriate to note here that thanks to the development of inclusive education, everyone has the right to access education, taking into account their individual capabilities and educational needs. Inclusion helps children integrate into the school society, fights stigmatization, and among other things, teaches normotypical children to communicate and live together with special children.

In other words, inclusiveness in education leads to the prevention of separating people according to their opportunities outside of education, in areas such as business, art, social economy, tourism, providing equal rights for women in community decision-making processes and their equal participation in governance.

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