

LEGAL AND REGULATORY BASIS OF INCLUSIVE EDUCATION

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Annotation: In this article, the legal basis of inclusive education, the state of development of inclusive education abroad and in Uzbekistan, the action program for the disabled; Convention on the Rights of the Child; The World Declaration on Education, the UN Standard Provisions for Persons with Disabilities, and the Salamanca Declaration for Persons with Disabilities set the priority of inclusive education.

Key words: inclusive education, child with special educational needs, anomalous, correction, correctional pedagogy, mental retardation, declaration, social protection, compensation

When talking about inclusive education, it is necessary to emphasize the different areas of educational needs. At the same time, it is necessary to pay special attention and research to the education of children with special characteristics in their psychophysiological development and limited health opportunities. (different terms defining the same group of children are approved in normative documents [On Education of the Republic of Uzbekistan]. "On measures" was adopted PQ-4860. In accordance with the decision, in the 2021/2022 academic year: an inclusive education system will be implemented as a trial in one general education school located in cities and districts of Tashkent city will be introduced; primary correctional classes for children with special educational needs will be opened in one general education school located in the Republic of Karakalpakstan, regions and Tashkent; in one vocational school located in Kashkadarya, Fergana and Khorezm regions Specialized groups will be established for 9th grade graduates of specialized educational institutions and children with special educational needs. In addition, the new version of the Law "On Education" includes inclusive education for all students. it is called the formation of equal rights in learning in educational institutions, taking into account the differences in special educational needs and individual capabilities.

Galina Nam, a doctoral student at the University of Waikato in New Zealand, said that it should be a priority for children with disabilities to receive

education in general educational institutions, not in special boarding schools or at home.

Regarding inclusive education in our republic, D.S. Kaharova conducted scientific research on "Improving pedagogical and psychological aspects of inclusive education in general education schools". According to the Convention on the Rights of the Child (November 20, 1989) and other normative documents, all children, including children with disabilities in physical or mental development, have the right to work, receive education, and participate in life. They have the right to find their place. According to Article 19 of the Convention, "Considering that the child has the right to be protected from abuse and ill-treatment by parents or any other person, the terms "corrective pedagogy", "abnormal children", "mentally retarded" used in some countries " and others are giving up.

Since the 20s of the 19th century, the science of Defectology - the education of children with physical or mental disabilities has been studied. Nowadays, this science is called "corrective pedagogy". In order not to discriminate and insult people with physical or mental disabilities, based on the requirements of the Declaration of Human Rights and the Children's Convention, for example, the Scientific Research Institute of Defectology in Moscow is called the "Scientific Research Institute of Corrective Pedagogy". In many countries, the science of defectology is called correctional pedagogy. The subject of the discipline of correctional pedagogy is anomalous children, i.e. children with physical or mental development defects (Greek anomalos - out of the ordinary), education and upbringing. Currently, in Uzbekistan, correctional pedagogy is a science dealing with the characteristics of psychophysiological development and education of children with physical or mental disabilities who need special support. The word correctional pedagogy is derived from the Latin words correction, elimination, pedagogy - education, learning. The topic of correctional pedagogy is anomalous children in need of special support. The task of correctional pedagogy is to organize integrated, inclusive or differential education based on the study of the causes and types of anomalies, characteristics of anomalous children in psychophysiological development, and to deal with their education. The goal of the science of correctional pedagogy is to study the necessary conditions for the organization of integrated-inclusive and differentiated education for anomalous children, to determine the methods of eliminating, correcting or making their psychophysiological deficiencies as possible as possible, and to implement them in practice. is to show the teacher and teachers.

Anomalies are different, some of them are completely eliminated, some are corrected to some extent, others are made unknown, and some are compensated. If there are gross defects in the child's speech, they can be completely eliminated by taking properly organized speech therapy measures in time. If the child's defect is caused by organic defects (for example, oligophrenia is included in such a defect), it can be partially corrected, even if it cannot be completely eliminated. In the

practice of correctional pedagogy, there are anomalies that cannot be corrected or corrected, such as congenital blindness or deafness. In this case, the function of the vision analyzer can be assigned to the sense organs, and the function of the hearing analyzer can be assigned to the vision analyzer, that is, it can be compensated or replaced. Visually impaired children use Braille with their fingers, relying on their senses. In this case, the letter is determined by a combination of six dots. Hearing-impaired children can use gestures, i.e. dactyl speech, speech expressed by finger movements.

Correctional pedagogy is a relatively new science. It began to develop mainly in the middle of the 19th century. In 1925, the Institute of Experimental Defectology was established in Moscow. This institute was headed by the great psychologist Professor L.S. Vygotsky. He studied the features of the development of anomalous children and developed the doctrine of the complex structure of the defect. In the book "The main problems of correctional pedagogy", he showed the need to carry out developmental education with anomalous children, the methods of correction, compensation and the ways of their implementation. He drew attention to the need to organize educational work by studying, identifying, relying on it and taking into account the potential ability. He left a great theoretical legacy in the field of defectology and is rightfully considered the founder of the science of defectology.

I.M. Solovev also comprehensively studied the development of cognitive activity in healthy and abnormal children. The book "Psychology of Cognitive Activity in Normal and Anomalous Children" was the result of this work. I.M. Solovev with a group of employees showed innovation in studying complex forms of comparison with the help of experimental research.

N.N. Malofeev states that "the idea of special education cannot appear in a society that does not tolerate low-level people." The attitude of the state and society to the disabled is divided into five stages:

- 1) the period when disabled people acquired the right to live;
- 2) period of social protection for the disabled;
- 3) the period of obtaining the right to receive special education by persons with disabilities;
- 4) the period during which the right to education is guaranteed for children with disabilities in physical and mental development;
- 5) the period of having equal rights and equal opportunities.

In this, the author emphasizes the following difference in the transition from one period to another: "pedagogical technologies appeared in response to the change in society's attitude to the rights of children with disabilities, as a denial of

the previous educational systems of society with disabilities will be aimed at the ultimate goal of their attitude towards children".

N.N. Malofeev stated that children with disabilities have the right to spend their childhood to the fullest, that is, to communicate with their peers, play and have fun, and use the care and attention of their relatives.

The struggle for civil rights, as well as social reforms, recognized that every child should be given the opportunity to develop, taking into account his individual capabilities and educational needs. Educational principles were created in this way, according to which: it is necessary to analyze each child not from the point of view of his inability to do something, learn, or learn, but from the point of view of what he can do. This led to the development of the practice of co-education of children without disabilities and children with disabilities in the fields of education of different countries.

Program of Action for the Disabled (UN, 1982);

Convention on the Rights of the Child (UN, 1989);

World Declaration on Education (Thailand, 1990);

UN Standard Rules for Persons with Disabilities (UN, 1993);

The Salamanca Declaration for Persons with Disabilities (Salamanca, Spain, 1994) prioritizes inclusive education: "Every child, with his or her interests, abilities and educational needs, has access to education at school. should be, for this pedagogical conditions should be created in the school". In the declaration, the general education school is reflected as an institution providing inclusive education, as an institution that supports the educational process and meets individual needs. According to the UN Convention on the Rights of Persons with Disabilities, any distinction based on disability, equal recognition of its purpose or result, human rights in moral, political, economic, social, cultural, civil and any other spheres. and restricting their basic freedoms. The principles of the convention are defined

- a) respect for human values, freedom of choice and independence;
- b) full integration into society;
- c) non-discrimination;
- g) respecting the characteristics of disabled people;
- d) equality of opportunities;
- e) gender equality;
- j) respecting disabled children;
- z) guaranteeing the right to education for the disabled.

States parties to the Convention undertake the obligation to implement these rights, in which "a) children are not excluded from the free general secondary education system because of their disability; b) children with disabilities will have the opportunity to receive inclusive free primary and secondary education on an equal basis with others; c) providing quality education and upbringing is guaranteed; g) disabled people receive the necessary support for effective education; d) effective measures are taken to organize individual education in the most favorable conditions for social development [Articles 20, 24].

The basis of the humanistic approach is the doctrine of the rules of self-awareness, the zone of cognitive proximal development. The pedagogue's humanitarian point of view consists in families' trust in children, accepting each child as their own and becoming an important participant in his life.

The main strategic direction is the successful solution of social problems determined by pedagogical conditions. This direction is an important factor determining the development of inclusive education. The main goal of teaching and educating in the paradigm of humanistic approach is the personal development of each child, his abilities and self-awareness. In general, the humanitarian approach implements the idea of socialization as the goal and result of the education and upbringing process for children in preschool and primary education.

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