



PSYCHOLOGICAL AND PEDAGOGICAL MODEL OF INCLUSIVE EDUCATION BASED ON INNOVATIVE EDUCATIONAL TECHNOLOGIES

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Abstract. At present, the problem of inclusive education is the most urgent in the system of the educational process of all educational structures. Education and upbringing of children with disabilities is a complex process that has its own specifics, its own goals and objectives, the solution of which is a complex process.

Key words: Innovation, technology, methodology, pedagogy, innovative pedagogy, education.

Modern civil society is impossible without the active involvement of all its members in various activities, respect for the rights and freedoms of each individual, ensuring the necessary guarantees of security, freedom and equality. Our society faces the problem of involving people with disabilities in society, their active adaptation, socialization and development within society and for the benefit of society. In this regard, the requirement to search for new forms of education and upbringing of children and adolescents with disabilities, including in the framework of inclusive education, is relevant.

Uzbekistan has signed important international documents of the Organization

United Nations (UN):

- The Universal Declaration of Human Rights;
- Declaration on the Rights of Persons with Disabilities;
- Convention on the Rights of the Child;
- UNESCO Salamanca Declaration of 1994 "On Principles, Policy and practical activities in the field of education of persons with special needs";

- The Dakar Declaration of 2000, which proclaim the need to eliminate any segregation of children with health problems in education and the need to develop inclusive (integrated) education. To date, inclusive education in the territory of the Republic of Uzbekistan is regulated by the Constitution of the Republic of Uzbekistan, the law "On Education", as well as the Convention on the Rights of the Child, . The concept of the development of inclusive education in the public education system in 2020-2025.

In order to develop inclusive education in Uzbekistan, improve the education system and upbringing of children with special educational needs, improve the quality of educational services provided to them, as well as in accordance with the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No. UP-5712 "On approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030":

Uzbekistan has already developed a number of regulatory documents and approved relevant programs, which are important steps taken by the state towards quality education for all.

The regulatory framework in Uzbekistan is very well developed and already provides a number of opportunities for more inclusive educational practices. Thus, national and international documents have already been adopted.

After gaining independence, the UN Convention on the Rights of the Child became one of the first international documents ratified by Uzbekistan on December 9, 1992. The protection of children's rights in Uzbekistan is carried out by the norms of various branches of national law: in 2007, Uzbekistan adopted the Law "On Guarantees of the Rights of the Child", which establishes guarantees of children's rights in the field of health, education, social security and comprehensive development. Special emphasis in this law is placed on guaranteeing the rights of socially vulnerable children and children with special needs.

In 2009, Uzbekistan signed the Convention on the Rights of Persons with Disabilities, which was approved by the UN General Assembly in December 2006. The Convention contains 50 articles aimed at protecting and promoting the rights of persons with disabilities, eliminating discrimination against them, ensuring their right to work, health, education and full participation in society.

Ensuring equal access to education for all children, in terms of adaptation to the various needs of children, including children with special needs, Inclusive education is directed. The principles of Inclusive Education imply that every child has a fundamental right to education and should be able to receive and

maintain an acceptable level of knowledge. Persons with special educational needs should have access to regular schools. Ordinary schools should create conditions for them on the basis of pedagogical methods focused primarily on children in order to meet these needs. With the transition to "per capita financing" of school services, which are also the foundation, sustainable financing of more inclusive education systems in Uzbekistan has been introduced.

According to the Ministry of Public Education of the Republic, work has been underway in Uzbekistan since 1996 to integrate children with disabilities into the general education process. For the consistent implementation of this initiative, a Resource Center for Inclusive Education was created at the Republican Education Center in order to unite the efforts of state and non-state organizations, parents and volunteers in providing comprehensive correctional and pedagogical assistance to children and adolescents with disabilities. A public council has also been established at this center, which is authorized to coordinate, monitor and monitor the social protection of vulnerable groups of children in Uzbekistan. Much has also been done to organize personnel training to ensure the quality work of social protection institutions for children. In particular, Samarkand and Ferghana State Universities and the Tashkent State Institute of Culture have opened training in such a specialty as "social work", new faculties of defectology have been opened at Tashkent State Pedagogical University, Jizzakh, Kokand, Angren and Nukus pedagogical institutes. Together with the St. Petersburg Medical Academy, three-month seminars were held for specialists in the field of pediatric rehabilitation, and courses in the specialty "ergotherapy" were held for teachers of medical and pedagogical universities. "The education of disabled children in the society of healthy peers has noticeably increased recently. This is due to the fact that the idea of inclusive education has received support in society. In particular, over the past three years, the Foundation for Support of Social Initiatives (FOPSI) in partnership with the Center for Assistance to the Disabled "Khayet" (Life), NGO "Zie" (Prosvet) and other public organizations has been successfully implementing the project "Development and implementation of a national model of continuous inclusive education in Uzbekistan". It covers thousands of pupils of educational and preschool institutions, their parents, teachers, methodologists," the agency interlocutor explained. According to the Ministry of Public Education of the Republic, work has been underway in Uzbekistan since 1996 to integrate children with disabilities into the general education process. For the consistent implementation of this initiative, a Resource Center for

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rehabilitation, and for teachers of medical and pedagogical universities – courses in the specialty "ergotherapy".

In addition, the Law of the Republic of Uzbekistan "On Education" guarantees the right of every child to receive education, and the Law "On Guarantees of the Rights of the Child" provides additional benefits for the education of children with special needs. Thus, the legislative framework created in our country during the years of independence is a necessary basis for the further development of inclusive education in the republic. According to Stephanie Alishauskiene, head of the project "Inclusive Education for children with special needs in Uzbekistan", funded by the European Union, was designed for 2 years, started in 2014 and is being implemented in Tashkent, Samarkand, Namangan, Khorezm and Surkhandarya regions. The main beneficiary of the project is the Republican Center for Social Adaptation of Children (RCSAD). Thanks to close cooperation with the Ministry of Public Education, the Ministry of Health, the Ministry of Higher and Secondary Special Education and the Ministry of Finance, the project managed to achieve great results.

The most outstanding achievements of the project include the fact that 907 children with special educational needs were included in the general education system in 27 pilot schools and 27 kindergartens, while the total number of children who benefited from the project reaches 1,500. In addition, 1,350 members of medical, psychological and pedagogical commissions and teaching staff were trained to provide inclusive educational services; 3 training modules on training, advanced training and retraining of teachers on the introduction of inclusive practice in the education system of Uzbekistan have been developed and approved. Five pilot Resource centers were also created, which provided

over 2,000 services to children with special educational needs and their families, as well as experts involved in the development and application of inclusive educational services. Over 150 articles have been published, 11 TV shows and 24 radio programs have been broadcast in order to raise public awareness in Uzbekistan on issues of social and educational inclusion of children with special needs. The project's web page has been launched and is successfully operating in three languages, the total number of views of which has reached 110 thousand. Eight project bulletins have been issued, as well as 5 brochures explaining the principles of inclusive education.

Another important point in the work of the project, as explained by its head S. Alishauskiene, was the development of a methodology for the medical and pedagogical commission to determine the condition of the child and the possibility of his education in a specialized or general educational institution. S. Alishauskiene highlighted the development of a draft National Strategy for Inclusive Education. The strategy will allow in the future to improve this process and expand the knowledge in this area of both kindergarten teachers, teachers and school principals, as well as parents of children with special needs, who also play an important role in shaping the personality of their child. In the future, within the framework of the already developed National Strategy, it is also planned to improve the regulatory framework and practice of inclusive education, provide scientific and methodological support for the introduction of this type of education, and much more.

"Inclusive education is a living organism, a living process, implying a creative approach to the learning process, both on the part of teachers and parents. After all, every child requires an individual approach to himself, everyone has the right to education and recognition of their abilities in society," Stefania Alishauskiene stressed.

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