



PRINCIPLES OF INCLUSIVE EDUCATION AND THE RIGHTS AND CONVENTIONS BEING CREATED FOR CHILDREN WITH DISABILITIES

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Annatasion: This article discusses the guidelines for organizing inclusive education for children with disabilities, the international regulatory documents that serve as the basis for implementing inclusive education, and the essence and content of inclusive education.

Keywords: inclusive education, children with disabilities, right, convention, education, conference, disabled, declaration, school, opportunity, content, public education

Care for children and adolescents in need of special assistance, social support for their rights, organization of the educational process in accordance with the needs and abilities of these children, and equalization with a healthy society are among the most urgent issues of today. Currently, our Republic has special preschool educational institutions and boarding schools, vocational schools for people with disabilities, and these educational institutions have all the conditions for children with disabilities. However, for many reasons, some children with disabilities study individually at home or some are left out of full-fledged education. In addition, although the quality of correctional and pedagogical work in special preschool education and upbringing is at a high level, it is precisely because children with special needs do not receive education in a healthy environment that they face many difficulties and problems in adapting to our social life. Therefore, the global



community has recognized that educating children with disabilities in a closed, segregated education system has many negative consequences. Indeed, the Universal Declaration of Human Rights adopted by the UN in 1949 specifically recognizes that “Education is the fundamental and inalienable right of everyone.” The UN also adopted the Declaration on the Rights of Persons with Disabilities in 1975. This Declaration states: “The right to respect for the dignity of persons with disabilities is inherent in them from birth. Regardless of the origin, nature and severity of their disability, all citizens have the same rights as their peers, including the right to a full and decent life as possible” (Declaration on the Rights of Persons with Disabilities (Article 3). The Convention on the Rights of the Child, adopted by the United Nations in 1989, is an international human rights treaty designed to ensure the realization of the rights of all children everywhere. The Convention on the Rights of the Child protects the rights of all children. Article 2 of this Convention states that “Children shall have the right to be treated with dignity and respect, without discrimination on the basis of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, health, birth or other status of their parents or legal guardians.” “should not be subjected to discrimination regardless of their status.” All rights in the Convention also apply to children with special needs, and they are guaranteed equal treatment with all children.

The issue of organizing education for children with disabilities began to be considered among the most urgent issues. As a result, in 1990, a very important World Conference was held in Thailand. At this conference, the World Declaration on Education for All was adopted. The World Declaration on Education for All was adopted by 155 governments of the world and more than 150 non-governmental organizations. The Universal Declaration of Education for All guarantees that every child receives a full and complete education. This Declaration states: “Schools are characterized not by the capabilities of children, but by the quality of work and the responsiveness of school education. They are: - the right of every child to receive education in a public school; - teaching methods and techniques are selected depending on the child’s disability; - full corrective pedagogical support is organized



in the school; - decisions about children are made in a comprehensive manner; - each individual right of the child is guaranteed; - the principle of integration in the school is considered as the basis of the curriculum; - the material support of inclusive schools is improved.” The 2nd World Conference was held in Salamanca, Spain, from 7 to 10 June 1994. This Conference was called the "Salamanca Declaration and Framework for the Future Implementation of Special Needs Education", and its contents were published in the same year under the title "Salamanca Declaration and Work Plan". The main guiding principle of the Salamanca Declaration and the Plan of Action is that schools should admit all children, regardless of their physical, mental, social, emotional, linguistic and other characteristics. This document emphasizes: “Every child has the right to education and to achieve knowledge at a level appropriate to him/her. The education system and educational programs should be designed and directed taking into account the diversity of characteristics and needs. Children with special needs should be provided with the opportunity to attend regular schools; Since working with children with special needs falls within the scope of work of regular schools, this process can be the most effective means of achieving the following goals: - Combating the scourge of exclusion;

Creating friendly humane communities, building a society that includes people with special needs;

- Achieving education for all children” (Salamanca Declaration, paragraph 2). The development of the Salamanca Declaration and the Plan of Action is a global initiative to promote the “Education for All” The educational policy in the content was put forward, and ways of educating children with special needs within the general education system were determined. However, the content and essence of this education system needed to be more clearly and firmly grounded and defined in legal terms. Therefore, on April 26-28, 2000, the participants of the International Forum on Education in Dakar adopted the “Dakar Action Program”. They reaffirmed and ratified the International Declaration on “Education for All” (Jomtien-Thailand-1990), adopted 10 years ago. The Dakar Action Program was based on the goal of



“assessing the level of practical implementation of Education for All worldwide by the year 2000”. In this assessment, each country was tasked with analyzing its level of education for all children. It was decided that all countries that signed the Dakar Framework for Action should have developed a comprehensive plan for “Education for All” by 2002 and fully implemented this education system by 2015. All countries that signed this Framework for Action committed to ensuring full access to education for all people and children under the slogan “For every person and every society”. This Action Program stated that “Education should be safe, of good quality, that protects and promotes the health of the child, equally for all, inclusively and with all necessary resources. The quality of teachers and curricula should meet the goals of “Education for All”” (Dakar Framework for Action, France, 2000, pp. 20-21). Thus, children with special needs were recognized as full and equal members of society, and a new approach to their education emerged. These education systems were called "inclusive" education, which aimed to involve all children in education, regardless of their language, religion, nationality, social origin, race, physical and mental conditions.

Inclusive education (derived from the English word inclusive, inclusion – to harmonize, to integrate, to cover) is a state policy, an educational system that aims to eliminate barriers between children with normal development and children with special needs, to fully integrate children and adolescents with special needs into the general education system with the active participation of the family, regardless of their developmental disabilities or economic difficulties, and to adapt them to social life.

Based on the above regulatory documents, the issue of educating and raising children and adolescents with disabilities on an equal basis in general education institutions has been legally guaranteed. Because as a result of the effective organization of inclusive education for children with special needs:

- the material and moral problems of families with children with disabilities are eliminated and an opportunity is created to get rid of the torment of segregation in



the neighborhoods; • discrimination against children with disabilities in schools and the community is prevented, equality between children is ensured, friendly relations are formed; • a child with special needs is given a great opportunity to be in his family and in society; • leads to a more inclusive society;

• the quality of education for all is further improved; • children with disabilities adapt to living and working in natural conditions among healthy peers; • early and effective adaptation of children with disabilities to society is ensured, that is, the number of those dependent on the support of others in society is reduced. In order to achieve the above effectiveness, the following tasks are carried out in inclusive education:

- creation of the necessary material and technical, psychological and pedagogical and correctional conditions for the education of students with disabilities in all educational institutions; - guaranteeing the right to equality in education among students; - ensuring the right of children and adolescents with disabilities to live without separation from their families;

- to form a friendly and loving attitude towards children and adolescents with disabilities in society;

- to eliminate barriers between disabled and healthy children with the active participation of society and the family, and to adapt them to social life early; - to increase the number of active participants in social development, further reduce the number of unemployed; - to develop the state economy and raise the morale of the people based on improving the quality of education for all.

Conclusion Inclusive education of children with disabilities is organized mainly in institutions close to the place of residence of general and special needs children. Such institutions identify the different physical needs of all children, individual characteristics, their abilities, differences in teaching methods and stages of education, and, taking into account their capabilities and levels of development, a differentiated educational system has been established and important conditions have been created.



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