

**INCLUSIVE EDUCATION AND ITS CORRECT ORGANIZATION (ON THE
EXAMPLE OF DEAF AND HARD-OF-HEARING STUDENTS)**

Rahmonova Nilufar Umarovna

Special educational needs of Karshi city
for deaf and hard of hearing children Specialized
School №17 boarding school teacher

Abstract

This article examines in detail the theoretical foundations, essence and mechanisms of the practical organization of inclusive education. The international experience of inclusive education (Italy, Finland, USA, Great Britain) and its state in Uzbekistan is analyzed. The main attention in the article is paid to deaf and hard-of-hearing students, the pedagogical-psychological, methodological and organizational aspects of their education in general education schools together with healthy peers are revealed.

Keywords: inclusive education, deaf students, hard-of-hearing students, surdopedagogy, individual education, Salamanca Declaration.

**INKLYUZIV TA'LIM VA UNI TO'G'RI TASHKIL ETISH (KAR VA ZAIF
ESHITADIGAN O'QUVCHILAR MISOLIDA)**

Annotatsiya

Ushbu maqolada inklyuziv ta'limning nazariy asoslari, mohiyati va amaliy tashkil etish mexanizmlari atroflicha yoritilgan. Inklyuziv ta'limning xalqaro tajribasi (Italiya, Finlandiya, AQSh, Buyuk Britaniya) va O'zbekistonda amalga oshirilayotgan holati tahlil qilingan. Maqolaning asosiy e'tibori kar va zaif eshituvchi o'quvchilarga qaratilgan bo'lib, ularni umumiy ta'lim maktablarida sog'lom tengdoshlari bilan birga o'qitishning pedagogik-psixologik, metodik va tashkiliy jihatlari ochib berilgan.

Kalit so'zlar: inklyuziv ta'lim, kar o'quvchilar, zaif eshituvchi o'quvchilar, surdopedagogika, individual ta'lim, Salamanka deklaratsiyasi.

**ИНКЛЮЗИВНОЕ ОБРАЗОВАНИЕ И ЕГО ПРАВИЛЬНАЯ ОРГАНИЗАЦИЯ (НА
ПРИМЕРЕ ГЛУХИХ И СЛАБОСЛЫШАЩИХ УЧАЩИХСЯ)**

Аннотация

В данной статье подробно рассмотрены теоретические основы, сущность и механизмы практической организации инклюзивного образования. Проанализирован международный опыт инклюзивного образования (Италия, Финляндия, США, Великобритания) и его состояние в Узбекистане. Основное внимание в статье уделено глухим и слабослышащим учащимся, раскрываются педагогико-психологические, методические и организационные аспекты их обучения в общеобразовательных школах вместе со здоровыми сверстниками.

Ключевые слова: инклюзивное образование, глухие ученики, слабослышащие ученики, сурдopedagogika, индивидуальное образование, декларация Саламанки.

Inclusive education is a fundamental transformation of the education system, which is a comprehensive approach aimed at ensuring access to equal, high-quality, and fair education for all children, youth, and adults, especially for those with special educational needs (special

requirements). This system allows for a deep understanding of individual psychophysiological characteristics, cognitive abilities, sociocultural background, and the special needs of each student, such as disabilities, hearing or vision impairments, mental development issues, and economic and social barriers. It enables educational institutions to overcome physical, pedagogical, attitudinal, and institutional barriers in a systematic manner, create an adapted learning environment, and completely eliminate any discrimination.

From a scientific point of view, inclusive education is based on the principles of the Salamanca Declaration (1994, UNESCO), which states: "All children, regardless of their difficulties or differences, should learn together". This represents a fundamental shift in the paradigm, as it emphasizes that "the child does not adapt to education, but rather education adapts to the child's capabilities." In other words, the focus is on the child and their unique needs, which serve as the primary criteria for shaping educational programs, methods, assessment systems, infrastructure, and teacher competence. The essence of inclusive education can be summarized in the following scientific principles and components:

- Universal design and flexibility-make the learning process accessible to all visual, auditory, kinesthetic materials, technologies, and assessment methods.
- Individualization and differentiation-develop an individualized learning plan (ILP) for each student.
- Social integration and equality-develop social skills, empathy, and tolerance by involving children with special needs in general classes.
- Correctional and auxiliary services-collective participation of a speech therapist, a psychologist, a logician, and other specialists.
- Legal and political framework: In Uzbekistan, the Law on Education (2020), Presidential Decree No. PQ-4860 (2020), and other documents have elevated inclusive education to the level of state policy. This system uses a social model instead of a medical model of disability: it believes that the defect is not in the child, but in the obstacles in society and the educational environment. As a result, inclusive education has been recognized as a humane and effective form of education that serves not only to impart knowledge, but also to promote social and psychological development, full integration into society, and the achievement of the Sustainable Development Goals (SDG-4). In short, inclusive education is a deeply democratic and human rights-based transformation of the education system that promotes human progress by realizing the potential of every child, embracing diversity as a source of richness, and fostering an inclusive society. It is not simply about "co-learning" but about reimagining and adapting the entire educational environment.

Italy is a global leader in inclusive education. Since 1977, almost all children with disabilities (up to 99.6 percent) in Italy have attended mainstream schools. Each class has a dedicated "assistant teacher" (insegnante di sostegno) and a regular teacher. The assistant teacher provides individual support to children with special needs, adjusts lessons, and creates a comfortable environment for the entire class. Special schools are very rare and only used in severe cases[1].

Finland is another successful example of inclusive education. There is a "three-tiered support system": the first phase is general support, the second is extended support, and the third is special support[2]. Most children attend regular classes, and only in the most severe cases are they sent to a separate class or school. Teachers are highly qualified (a master's degree is required) and are constantly trained in inclusive methods. The country's constitution establishes that every child has equal rights.

In the UK, inclusive education is mandatory by law. Based on the SEND (Special Educational Needs and Disability) code, each child has an individual learning plan. Schools have

a team of psychologists, speech therapists, and educators. In practice, some schools still have separate classes, but the focus is on teaching in a shared environment[3].

Inclusive education in the United States is carried out in accordance with the Individuals with Disabilities Education Act (IDEA). An individualized education program (IEP) is developed for each child. Children are educated in general classes as much as possible (the “least restrictive environment” principle). Early intervention is provided through the Response to Intervention (RTI) system. There are differences between states in practice, but the general trend is towards inclusion.

Sweden, Norway, Canada, and Portugal have also developed inclusive education to a high level. In these countries, schools place a strong emphasis on universal design (accessible environments for all), technology (hearing aids, FM systems, subtitles), family and professional collaboration, and teacher training.

The main factors for successful inclusive education abroad are:

- A strong legal framework and government financial support.
- Collaboration between teachers and special professionals.
- Individualized approach and programs.
- Reconstruction of school infrastructure (ramps, elevators, and lighting).
- Active participation of parents, communities, and non-governmental organizations.
- A system of continuous monitoring and evaluation.

In many European countries, 65% of children with disabilities attend regular schools. These experiments show that inclusive education significantly improves not only children's learning but also their social adaptation. Each country adapts this system to its own cultural and economic conditions.

Inclusive education will be organized in Uzbekistan based on Presidential Decree No. PQ-4860 (2020)[4] and Cabinet of Ministers Decree No. 638 (2021)[5]. This process involves educating children with special educational needs alongside their healthy peers in general education schools. It is based on legal frameworks, infrastructure adaptation, staff training, and an individualized approach. The process consists of several key stages. The first step is the early identification and assessment of children. The Territorial Psychological, Medical, and Pedagogical Commission (TPPC) checks the child's condition, identifies their individual capabilities, and provides a conclusion on their suitability for inclusive education. The consent of parents or their representatives is considered mandatory. Subsequently, preparation takes place at the school level. Public educational institutions will be equipped with ramps, handrails, special toilets, hearing aids, FM systems, visual aids, and other devices. The school buildings have been adapted to universal design principles. For each child with special needs, an individualized education plan (IEP) is developed, which outlines the curriculum, assessment methods, and additional training.

When organizing the educational process, inclusive classes or basic correctional classes are opened. In regular classes, children with special needs study together, but they receive additional assistance. Daily short correctional classes are held with the participation of a speech therapist, defectologist, psychologist, or educator (assistant educator). Teachers use special methods, such as visual aids, gestures, interactive technologies, and differentiated tasks. The educational programs are adapted, but the main state educational standards are maintained. The training of teachers and specialists is an important aspect. They undergo special courses, retraining programs, and advanced training. Schools have a staff of special teachers and psychologists. Cooperation with parents, neighbors, and the community is carried out on an ongoing basis. Control and monitoring are carried out on an ongoing basis. Territorial departments of public education and PTPC monitor the quality of education and adjust the individual plan as needed.

Inclusive education began as an experiment and has been gradually expanding. Currently, many schools have inclusive classes, and this system is being developed throughout the country. The main principle of this system is that the child does not adapt to learning, but rather that education adapts to the child's capabilities. As a result, children with special needs, while remaining close to their families, are more likely to achieve social integration and become full members of society.

The benefits of inclusive education are numerous and multifaceted, and it has a positive impact not only on children with special educational needs, but also on the entire education system and society as a whole.

First and foremost, inclusive education ensures equal opportunities for all children. Children with special needs (such as children with disabilities, hearing or vision impairments, or intellectual differences) will have the opportunity to receive a quality education alongside their families by attending mainstream schools. This enhances their self-confidence, promotes independence, and facilitates their full integration into society. As a result, children acquire social skills more quickly than they do in special boarding schools or separate institutions, and they will have more freedom to choose their future profession.

The second important aspect is the formation of social integration and tolerance. Healthy children learn together with peers with special needs and learn to accept differences, empathize, and respect. This reduces feelings of discrimination in children, fosters a vision of diversity as a wealth, and lays the foundation for building an inclusive society. Research shows that children who learn in an inclusive environment tend to be more open and connected with others of their size.

Thirdly, the quality of education is improving. An inclusive approach requires the adaptation of educational materials, methods, and environments for the entire class (visualization, individualized assignments, and the use of technology). This will benefit not only children with special needs, but also all students, as the learning process will be more flexible, engaging, and effective. Teachers' qualifications are improving, the correctional assistance system is being enhanced, and each child is developing according to their own capabilities.

Fourth, the benefits for the family and society are great. Since children stay close to their families, parents can constantly monitor their children's development, which strengthens family relationships. However, at the societal level, inclusive education promotes the integration of people with disabilities into the labor market, reduces social costs, and contributes to achieving the Sustainable Development Goals (SDG 4).

Fifthly, it has a positive psychological and emotional impact. Children with special needs will feel that they are the same as their peers, rather than "special," which will increase their self-awareness and motivation. On the other hand, healthy children will develop a sense of help, cooperation, and responsibility.

In general, inclusive education is not just about "co-learning," but about rethinking the entire education system based on the principles of human rights and equality. It provides long-term socio-economic benefits by fully realizing the potential of every child, eliminating barriers in society, and raising future generations in the spirit of inclusive values. The development of this system in Uzbekistan contributes to further improving the quality of education in the country.

REFERENCES:

1. Doyle, M. B. Inclusive Education in Italy. Italy, 2019.
2. C. Sundqvist a,b, C. Björk-Åmana and K. Ströma. The three-tiered support system and special education teachers' roles in Swedish-speaking schools in Finland // European journal of special needs education. UK, 2019. – P.29.

JOURNAL OF MULTIDISCIPLINARY SCIENCES AND INNOVATIONS

VOLUME 5, ISSUE 04
MONTHLY JOURNALS



ISSN NUMBER: 2751-4390

IMPACT FACTOR: 9,08

3. Special educational needs and disability code of practice: 0 to 25 years. January, 2015.
– 292 p.
4. <https://lex.uz/docs/-5044711>
5. <https://lex.uz/ru/docs/-5679836>