



THE ROLE OF INCLUSIVE EDUCATION IN ENSURING THE ACTIVE PARTICIPATION OF PERSONS WITH DISABILITIES IN THE SOCIO-ECONOMIC LIFE OF SOCIETY

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Abstract

This article presents the author's views on the role of inclusive education in ensuring the active participation of persons with disabilities in the socio-economic life of society.

Keywords: technology, modern information and communication, student, special boarding school, research, UNESCO, New Uzbekistan, President.

Introduction

The modern stage of societal development is characterized by rapid and accelerating information and technological progress. As a result, knowledge and technologies quickly become obsolete, and humans are forced to live in conditions of constant competition. In the 21st century, a person's success depends entirely on their personal and professional qualities, the most important of which are critical thinking, creative abilities, independence, and the ability to organize their own activities. All this indicates the need to improve the quality of education. Teaching students from the first days of school to independently search for the necessary knowledge, master various methods of educational activity and their creative understanding, as well as awakening personal motivation for learning, is more relevant than ever.

According to economists' calculations, 16% of the total wealth accumulated in the world today comes from means of production, 20% from natural resources, and exactly 64%, that is, two-thirds, is directly the product of human intellect and potential, knowledge and experience. It is also understood that at a time when modern information and communication technologies, the digital economy, and



artificial intelligence are rapidly developing, the competitiveness of each state is largely measured by the level of its human capital. Indeed, as President Sh.M.Mirziyoyev emphasized, "Since we aim to transform New Uzbekistan into a developed country, we must not forget that this can only be achieved by accelerating reforms aimed at developing science, enlightenment, and human capital, as well as by transitioning to an innovative economy" [1: 67].

It should be noted that in the 21st century, education is recognized as the main factor ensuring sustainable development on a global scale, and in the international concept of education, defined by UNESCO until 2030, "strengthening and expanding opportunities for various types of education in teaching and vocational training" is defined as an urgent task [2].

Indeed, today in the world, as one of the important factors in reforming the education system, attention is paid to the development of education for young people with disabilities, methods of pedagogical and psychological diagnostics of their vocational guidance, ensuring the continuity and consistency of education. In particular, in the education systems of such developed countries of the world as the USA, the Russian Federation, Great Britain, and South Korea, the approach to the education and vocational training of students with disabilities deserves special attention. These countries effectively use blended learning technologies in inclusive education.

Therefore, in educational institutions, special attention is paid to research aimed at the formation of skills and abilities of students with disabilities (blind and visually impaired) in practical classes, the introduction of technology for creating a barrier-free environment, the development of pedagogical models for the implementation of the educational process, and the selection of optimal educational options in the educational process. This is an important factor in improving the targeted vocational guidance of students in special boarding schools based on modern approaches and raising the quality of education to a new level.

In our republic, systematic work is being carried out to develop the education of youth with disabilities, use advanced pedagogical technologies in vocational guidance, ensure the consistency and systematicity of reforms in this direction, further improve the conditions created for the education of youth with disabilities,



and take the work on assisting and supporting their adaptation to society to a new level [3].

In the education system of the republic, such an approach leads to the formation of research skills in students, and this process should already begin from elementary school age. It should be noted that the formation of research skills should be the result of mastering the basic educational program. The disclosure of the essence of the basic concept of "research skills" should begin with the identification and consideration of auxiliary concepts.

"Research is the path to educating true creators," writes A.I. Savenkov [4:80]. Without creativity, research is impossible, and creativity arises only on the basis of an inner need, that is, the need for knowledge. Based on this, A.I. Savenkov defines research as "a creative process aimed at searching for the unknown, finding new knowledge, one of the types of cognitive activity" [4:80]. Consequently, research is an effective method of forming the knowledge, skills, and abilities necessary for modern students. It is important to incorporate research into children's activities, because knowledge acquired through creative, i.e., research-based methods, is more valuable and durable than knowledge acquired through practice and memorization. For a child, understanding something new, confirming certain ideas based on their own observations, is more natural, understandable, and easier than accepting ready-made knowledge.

The effective organization of the educational process in special boarding schools of our republic during the years of independence is one of the main factors influencing the quality and effectiveness of education. There is such a category of students that their education, obtaining higher education, finding their profession and place in life is an extremely complex and urgent issue. Representatives of this category are young people with disabilities. The social life of young people with disabilities (blind and visually impaired) is a system of motives deeply rooted in human consciousness. This is because vision plays an important role in a child's life and development. The perception of the world with the help of the visual analyzer plays an important role in the mental development of a child. The strongest impressions of the surrounding world are perceived by the eyes. Through vision, a child gains an idea of the color, shape, size, movement, distance, and position of objects in space.



In typhlopsychology, two different processes are observed - relatively deep differentiation of visually impaired people: total blind; light-sensitive blind; blind with residual vision; deeply visually impaired; visually impaired, etc. These trends influence the psychological characteristics of children with visual impairments, determine the degree and strength of the influence of various forms of visual pathology on the mental development of children, as well as the possibilities of their compensation during individual work and special correctional classes.

In recent years, organizations working with persons with disabilities have developed an approach based on an understanding of human, human rights, and the environment in accordance with the problem of persons with disabilities. Both approaches are based on the social model of persons with disabilities. At the center of attention is the problem of human rights and the need for change, in which all people can actively participate in the life of society. Among these models, the idea is put forward that people with disabilities are weakened not by individual restrictions, but by the structure of society that excludes them from public life.

Among scientists, there have been sharp debates and discussions over the definition, interpretation, and explanation of the concept of persons with disabilities for many years. It should be noted that the concept and habit that a full member of society is born is still preserved if all human organs are born (formed) sufficiently and in a normal state. For certain reasons, a child may be born disabled, this factor is reflected in their physiological appearance - in their body, resulting in a persistent perception of having a disability. Such views and concepts equate disability to a disorder of the musculoskeletal system. The life of representatives of this category, their education, and finding their place in professional activity is a complex and significant process.

Directing students to a targeted career choice in special boarding schools requires a full understanding and expansion of their social functions by solving not only professional knowledge and education, but also rehabilitation tasks. Therefore, solving the problem of equal rights and freedoms in the education and upbringing of youth with disabilities remains one of the urgent problems of today. However, most regrettably, many young people are currently excluded from education due to various reasons and factors.



The practical success of such work should be reflected in the laws of each state. Because laws guarantee the provision of necessary material and spiritual resources. Only then can young people with disabilities, along with their healthy peers, function at the level of their abilities, receive education, and develop intellectually. Goal 66 of the Development Strategy of Uzbekistan for 2022-2026 defines the formation of an effective system of support for people with disabilities, improving their quality and standard of living. That is, here:

prevention of discrimination on the basis of a person with disabilities, ensuring equal conditions for the realization of the rights, freedoms, and legitimate interests of persons with disabilities and the inevitability of responsibility for their violation;

Implementation of generally recognized international norms and standards in the field of ensuring the rights of persons with disabilities into national legislation; introduction of transparent, modern methods and criteria for medical and labor expertise and determination of disability, increasing the level and quality of medical and social assistance to persons with disabilities;

strengthening the interaction of persons with disabilities with their families, society and the state, creating the necessary conditions for their comfortable environment, free access to urban passenger transport, social and other infrastructure facilities;

Improvement of the system of inclusive education and employment, ensuring the involvement and active participation of persons with disabilities in the socio-economic life of society;

Such tasks as a phased transition to the social model of disability determination [5] are indicated.

In conclusion, as can be seen from the above goals and objectives, adequate support for people with disabilities in society is one of the priority tasks facing our government in the social sphere. For this, there is a need for a number of scientific and practical research works aimed at radically reforming the system of special boarding schools, improving the quality and effectiveness of education, and updating it. If we approach the issue in this way, the inclusive education method will undoubtedly create a favorable opportunity to ensure the full participation of all children in the educational process, regardless of their mental and physical condition.



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