

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги



Мақтабгача
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МАҚТАБГАЧА ТАЪЛИМ ТИЗИМИНИ РИВОЖЛАНТИРИШДА ИЛМИЙ-АМАЛИЙ ИННОВАЦИЯЛАРНИНГ ПЕДАГОГИК АҲАМИЯТИ халқаро илмий-амалий конференция

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STUDYING FRENCH EXPERIENCE IN INCLUSIVE EDUCATION

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Resume: *This article is devoted to the study of the French experience in inclusive education and its introduction into the education system of the Republic of Uzbekistan. The development of inclusive education has become one of the main directions of the policy of our state, because this form of education is designed to guarantee children with special needs in acquiring their worthy place in society.*

Аннотация: *Данная статья посвящена изучению французского опыта инклюзивного образования и его внедрению в систему образования Республики Узбекистан. Развитие инклюзивного образования стало одним из основных направлений политики нашего государства, потому что эта форма образования призвана гарантировать детям с особыми потребностями возможность занять достойное место в обществе.*

Key words: *development, inclusive, acquiring, guarantee, opportunity, constantly growing.*

Ключевые слова: *развитие, инклюзивность, эквайринг, гарантия, возможность, постоянно растущий.*

According to statistics from the World Health Organization, about 15% of the world's population has a limited development opportunity (the so-called disability), and this figure is constantly growing. This fact encourages everyone to feel equal with others and to work effectively to create opportunities for self-realization for all people without exception.

It is no coincidence that since 2014, the main theme of the International Day of Persons with Disabilities has been “the unity of all ages and equal rights”. Thereby, the goal is to create equal opportunities for all people, regardless of their physical condition. The level of development of the protection system for children in need of social protection reflects the level of humane and spiritual and moral development of society. Naturally, caring for the younger generation has become one of the most important values of our society. The development of inclusive education has become one of the main directions of the policy of our state, because this form of education

is designed to guarantee children with special needs in acquiring their worthy place in society.

Inclusive education is inherently a complex process of change and improvement and general education, ensuring that all children can use it and adapt to their different needs. This is how the rights and needs of children with disabilities in obtaining a quality education are implemented. Inclusive education provides an opportunity to develop a methodology that recognizes that all children are people with different needs. Our national legislation gives children with special needs the right to fulfill their potential. Therefore, the main goal of all programs on inclusive education for children with special needs in Uzbekistan should be aimed at improving the quality of inclusive services and increasing public awareness on this issue.

Inclusive education has been operating in Uzbekistan since 1996. In the schools of our country that accept children with minor physical and mental disabilities, there are corresponding rules that give parents of children with disabilities the options to choose an educational institution, taking into account the child's capabilities and abilities. Nowadays, there are many examples of such children being educated in regular schools.

One of the principles of this education is that it should not be one-sided and that society should create all conditions for inclusive education. Coverage of persons with disabilities with secondary and higher education is one of the priority directions of the state policy of Uzbekistan. Proceeding from this, the country's leadership has recently paid great attention to the introduction of an inclusive education form into the national education system, aimed at providing quality education to all children, regardless of their physical capabilities and social status.

At the same time, it is necessary to study and critically comprehend the advanced experience of developed countries in the field of inclusive education. In the Jizzakh State Pedagogical Institute, where the relevant direction for the training of specialists with higher education in this area functions, a working group has been created and is conducting systematic activities. In order to study the experience of leading French higher educational institutions, on June 4-11, 2019 and February 5-12, 2020, our delegation visited France within the framework of a cooperation agreement between the Jizzakh State Pedagogical Institute and the National Institute for Teacher Training in Inclusive Education (INSHEA).

Acquaintance with the activities of INSHEA gives, we believe, the following useful points from the experience of French specialists in organizing the methodology and practice of inclusive education:

- Availability of resource centers on operating special sites. The resource center has collected a large number of scientific journals, special literature and relevant documents, which are expediently used by researchers of the INSHEA Institute, as well as specialists undergoing advanced training and retraining, local and foreign doctoral students and undergraduates who conduct research systematically and regularly. At the same time, access to this resource center is extensive; there is also the possibility of remote access to scientific publications, collections of scientific articles at international scientific conferences.

We got acquainted with the activities of the INSHEA distance learning department. Engagement in socially inclusive education is done in a much more complex way;

- well-organized scientific activity. Another area of activity of the institute is engaged in professionals oriented to people with disabilities, and there is also a 2-year master's and doctoral programs.

In general, the system of inclusive education and rehabilitation in France has the following features that deserve careful study:

First, the French inclusive education system has a stable and well-established legal framework and many years of experience. In France, the law on inclusive education was passed back in 2005. In 2013, a new law was adopted that provides for research in the field of inclusive education, training and retraining of personnel. As a result, the demand for inclusive education teachers in the system has increased markedly. An integrated approach to education and health care for those in need is being implemented. Secondly, the very structure of education and employment of persons with disabilities has the character of universal involvement of these persons of all ages, as well as cooperation in the activities of various government agencies, business structures and public organizations.

Currently, between JSPI and INSHEA, as well as IFME, have been established mutually beneficial relations on the basis of a cooperation agreement. Work is underway to implement an international project on inclusive education. It is planned to conduct joint research, publish articles in international journals and translate French literature on inclusive education into Uzbek. Samples of teaching products are used in the process of teaching JSPI students in inclusive education courses, where they are provided with access to the electronic databases.

RECOMMENDATIONS FOR IMPROVING THE EDUCATIONAL PROCESS AT SAMARKAND STATE UNIVERSITY (ON THE EXAMPLE OF, THE FACULTY OF EDUCATION)

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Abstract

Conducted research in the form of a survey of students to improve the quality of education and improve the quality of optimization in the distribution of the required disciplines through the students eyes.

Key words *Education, survey, students, optimization, recommendation, research, attention.*

Аннотация

Проведено исследование в форме анкетирования студентов с целью повышения качества обучения и улучшения качества оптимизации распределения необходимых дисциплин глазами студентов.

Ключевые слова *Обучение, опрос, студенты, оптимизация, рекомендации, исследования, внимание.*

Today, the world is experiencing the consequences of the COVID 19 pandemic, which has had side effects not only on global business, but also on the quality of