

The Role of Public Policy in Preparing Students with Disabilities for Inclusive Education in Primary Grades

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Abstract: This article discusses state policy, legislative documents, practical measures aimed at developing inclusive education in the Republic of Uzbekistan, as well as methodological approaches to working with students with disabilities in primary school. The article analyzes the statistical status of special educational institutions, their material and technical base, provision of textbooks in Braille, the level of training of pedagogical personnel and the system of methodological support. Also, the stages of preparing children with disabilities for an inclusive environment, individual education, correction and rehabilitation work organized based on the needs of students, play an important role.

Keywords: Children with disabilities, inclusive education, Uzbek education system, correctional and rehabilitation work, Braille textbooks, special needs of students, equality.

Introduction: In recent years, an inclusive approach to education, aimed at creating humanism and equal opportunities, has become a pressing issue. The main essence of inclusive education is to involve all children, including students with disabilities, in the general education system and provide them with quality education, taking into account their specific needs. Especially in primary schools, this approach plays an important role in the formation of the student as a person and his adaptation to society.

The Republic of Uzbekistan guarantees the equal right of every child to life, development, participation, and protection. In particular, the Strategy of Actions on Five Priority Areas of Development of the Republic of Uzbekistan for 2017-2021, the Decree of the President of the Republic of Uzbekistan "On Measures to Radically Improve the System of State Support for Persons with Disabilities No. PQ-5270, the Law of the Republic of Uzbekistan Article 50 of the Constitution also enshrines the norm that "Inclusive education and upbringing for children with special educational needs shall be ensured in educational institutions." The national goals in the field of sustainable development for the period up to 2030 set out to ensure equal access to education and vocational training for persons with disabilities at all levels, as well as a safe and effective

learning environment for all, by improving the conditions of educational institutions to the extent that they take into account the interests of children with disabilities. It is important to further expand the work being carried out in this regard

In recent years, our state has paid special attention to ensuring that students with learning difficulties, that is, those with special educational needs, receive education in educational institutions in an integrated and inclusive manner, taking into account their abilities and opportunities. These reforms in the field of education are bearing fruit today.

Today, there are 90 specialized schools and boarding schools for children with special educational needs in our republic, where 21,447 children are studying. Also, 5,804 students are studying in 22 sanatorium-type boarding schools, and 24,196 students with disabilities are studying in general education schools. Also, currently, 2,941 students are studying in 17 specialized schools and boarding schools for the blind and visually impaired.

The Ministry has printed and delivered 26,000 Braille textbooks in 28 titles for the 2022-2023 academic year, and 42,131 copies of 27 titles for the 2023-2024 academic year for schools in this category. 13 methodological guides have been developed to

support parents with disabilities and provide them with psychological assistance.

At the same time, during 2022-2023, all "Nurli Maskan" boarding schools in the republic will be fully equipped with mini-printers that print in Braille. Uzbek speech synthesizer software has been installed on the computers of all institutions for use by the visually impaired.

Preparing students of specialized educational institutions for children with disabilities for inclusive education:

Preparing educational institutions for inclusive education by providing them with the necessary literature, methodological manuals, and equipment and facilities necessary for training in various professions;

Conducting public education on the right of students with disabilities to education and the essence of inclusive education;

Introducing alternative forms of education for children left without parental care. Forming inclusive education in general education schools by optimizing special boarding schools based on the physical and mental needs of students.

In the field of organizing the educational process: Differentiating students according to their abilities and levels of problems and organizing education based on a program appropriate to the abilities of students at each level. Preparing students for inclusive education through high-quality implementation of correctional and rehabilitation work at the initial stage of special education.

Living in the neighborhood with family and loved ones and preparing for secondary school.

To ensure that the content of remedial education is individualized based on the needs of students, so that each student feels comfortable in an inclusive education environment. To ensure that programs in each area are focused on content that guides students to adapt to social life.

The only requirement for all pedagogical staff - teachers, educators - in the educational process is to prepare students for social life, to ensure that they acquire all the communicative skills and competencies that are acquired in the family, neighborhood, public places, on the street, in transport, in the store, and in the market.

To gradually provide boarding schools with special equipment to achieve adaptation and integration of children with disabilities;

Develop measures to ensure the right of every child

with disabilities to receive inclusive education. Ensure that students are diagnosed according to their capabilities and prepare for differentiated education.

Requirements for special pedagogical personnel. First, young specialists who have just entered the field should be placed in the position of educators in order to gain experience. Recruitment of specialists in special educational institutions in the areas of (surdo, oligo, tiflo and speech therapy) on a competitive basis. Ensuring the responsibility and quality of work of each teacher by checking the speech, age-appropriate knowledge and skills of students at the beginning and end of the academic year, and evaluating the teacher's work based on the quality of work.

CONCLUSION

In conclusion, ensure the participation and responsibility of parents and the community in the educational process at the legal level; Make each parent responsible for providing their child with a hearing aid; At the beginning and end of the year, each individual teacher, speech therapist, and speech therapist submit information about each student's hearing and pronunciation, speech status, and level of development, and establish an assessment of the teacher's performance based on the dynamics.

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