



Types Of Children With Disabilities And Their Involvement In Inclusive Education

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ABSTRACT

Improving educational and upbringing practices, raising them to international standards, and applying scientific innovations in practice remain among the most important contemporary tasks. Children with substantial educational needs constitute a significant proportion of children requiring special support. Today, it is particularly important to create an accessible and supportive learning environment for children with special educational needs in inclusive education and during long-term medical treatment, and to foster educators' willingness to acquire the knowledge required for personal readiness and pedagogical support when working with children who need special attention.

KEYWORDS: Inclusive education, types of children with disabilities, children with visual impairments, children with hearing impairments, special teaching aids, education, adaptation, a child with cerebral palsy, development, assistive materials.

INTRODUCTION

Over a relatively short period, educational reforms have been implemented consistently and rapidly across all sectors of our country, producing numerous positive outcomes. In this context, creating favourable conditions for the education and upbringing of children with disabilities who require social protection, as members of our society, has remained a priority of the state. Article 3 of Chapter I of the revised Law of the Republic of Uzbekistan "On Education," adopted on 23 September 2020, provides the following definitions:

- state educational requirements are mandatory requirements concerning the structure and content of education, the conditions under which it is delivered, and the physical, personal, intellectual, academic, and professional qualities of learners;
- upbringing is a systematic process aimed at the comprehensive development of the younger generation on the basis of clearly defined goals and socio-historical experience, and at shaping their consciousness, moral and spiritual values, and worldview;
- education is a systematic process aimed at providing learners with profound theoretical knowledge, competencies, and practical skills, as well as developing their general and professional knowledge, skills, competencies, and abilities.

Discussion

Over the past 10-15 years, Uzbekistan has also been implementing the integration and inclusive education of children with disabilities within the general education system. The strategy of integration and inclusive education involves integrating children who have not previously been engaged in education into general education institutions through full-fledged special or inclusive education, and enrolling children in educational institutions located in their own

communities when specialised corrective educational institutions are situated far from their place of residence.

Experience has shown that the introduction of inclusive education requires consideration of its specific national context, including the country's social, political, and cultural development and national values. A number of problems still remain in explaining to the wider public the goals, objectives, and organisational methods of inclusive education. Between 2006 and 2009, within a state grant awarded by the Centre for Science and Technology of the Republic of Uzbekistan, specialists from the Department of Special Education developed the following materials:

- recommendations for nine subjects and corrective state requirements for five subjects for adapting instruction in the primary grades of schools for blind children to general education standards and modernised curricula. In schools for children with visual impairments, the educational process is organised on the basis of general education standards;
- state educational requirements and curricula for eight academic subjects and four corrective subjects for the primary grades of schools for deaf and hard-of-hearing children. Beginning in Grade 6, children with hearing impairments are taught on the basis of general education curricula and State Educational Standards. Taking into account learners' degree of hearing loss, age, and psychophysical characteristics, corrective state educational requirements and curricula were developed for fourteen subjects by adapting modernised and improved general education standards and programmes.

Literature Review And Methodology

Methodological support for inclusive education may be provided in various forms, including the following:

- providing consultation and assistance to the classroom teacher;
- supplying special teaching aids and assistive materials;
- ensuring support from parents, volunteers, or senior teachers;
- adapting the curriculum, lesson timetable, and assessment criteria, and familiarising stakeholders with the relevant changes;
- creating conditions for teachers to improve their knowledge and professional skills;
- establishing a positive school environment, with active and supportive leadership, that takes learners' disabilities into account and fosters friendly relationships throughout the educational process;
- assisting the administration in identifying and assessing children;
- coordinating social, psychological, and healthcare services.

The education and upbringing of children with special educational needs in inclusive settings require the classroom and the teaching process to be adapted according to the type of impairment. Recommendations have been developed for inclusive classroom teachers to improve the effectiveness of classroom instruction. These recommendations are formulated separately for each type of impairment.

Organisation of the Teaching and Learning Process in Inclusive Education

- In all general education schools implementing inclusive education, a friendly and respectful attitude towards children and adolescents with disabilities is cultivated.

- In general education schools implementing inclusive education, corrective programmes for children and adolescents with disabilities are taken into account as supplements to State Educational Standards, and appropriate conditions are created for specialised corrective work, including specially equipped corrective classrooms and technical aids.
- In general education schools implementing inclusive education, lessons last 35 minutes in preparatory groups and Grade 1, and 45 minutes in the upper grades.
- The knowledge of children and adolescents with disabilities is assessed in accordance with established procedures, taking into account their individual characteristics and abilities.
- Alongside contemporary general didactic principles, specialised principles are also taken into consideration in the educational process.
- Corrective education is organised in a differentiated manner according to learners' needs.
- Learners are admitted to general education schools implementing inclusive education on the basis of an application submitted by their parents and the conclusions of psychological and pedagogical commissions; admission is formalised by an order of the head of the educational institution.

In classes of general education schools implementing inclusive education, the number of integrated learners should not exceed three or four, while the total number of learners in the class is limited to twenty-five.

Results

Adapting Classrooms and Lessons for the Inclusive Education of Children with Visual Impairments

- The teacher should ask a child with a visual impairment, particularly a child with low vision, which seat provides the clearest view of the board and should place the child there.
- If the child's eyes are sensitive to light, the child should not be seated near a window. A cardboard screen may be used to protect the child's eyes from excessive light.
- Good results may be achieved by identifying a responsible and considerate learner in the class and assigning that learner to serve as a guide for the child with a visual impairment.
- The teacher should read aloud the information written on the classroom board.
- Children with visual impairments acquire information through hearing and tactile perception. Therefore, they should be given opportunities to touch and examine objects.
- During classroom discussions, the teacher should identify each speaker by name so that the child with a visual impairment knows who is speaking.

Adapting Classrooms and Lessons for the Inclusive Education of Children with Hearing Impairments

1. Seat the child with a hearing impairment close to the teacher and the board, at a distance of no more than three metres, and in a position from which the child can see everyone in the classroom.
2. During the lesson, the teacher should face the class and the learners, gain the attention of learners with hearing impairments before beginning, avoid covering the face with a book or another object while explaining the topic, and avoid turning away while

discussing information on the board. Many children with hearing impairments understand learning materials, explanations, and verbal communication through lip-reading.

3. The inclusive classroom should be well lit so that children with hearing impairments can clearly see the faces, hands, and lips of the teacher and other learners.
4. Desks should be arranged so that the child with a hearing impairment can see the lips of other learners.
5. Excessive noise should be avoided in the classroom. The inclusive classroom should be located in a quiet area of the school.
6. The teacher should speak clearly and loudly enough to be heard, but should not shout.

Adapting Classrooms and Lessons for Children with Musculoskeletal Impairments in Inclusive Education

Only limited adaptation may be required to educate a child with mild cerebral palsy in a general education classroom. However, including a child with severe cerebral palsy in the general education system requires more complex classroom adaptation. The following conditions should therefore be created:

1. special seating that enables a child with cerebral palsy to maintain proper head and trunk posture while seated;
2. special seats or supports that help the child maintain the required body position;
3. communication boards, for example boards containing pictures or various symbolic signs, so that the teacher and peers can understand the child;
4. assistive devices placed along the classroom walls to enable the child to move around the room;
5. classroom desks adapted for the wheelchair of a child with cerebral palsy;
6. where a child has a severe speech impairment, alternative forms of communication may be used, such as pictures or cards with drawn symbols. When these are placed on the classroom board, the child can express thoughts through them;
7. encouraging the child to ask questions while allowing sufficient time to respond through speech or other means;
8. organising comprehensive support involving, as necessary, a healthcare professional, speech therapist, and massage therapist;
9. encouraging peers to communicate with the child, because children usually find ways to interact with one another.

Discussion

Developing accurate understandings among children regarding racism, disability, and diversity of abilities is extremely important for improving the effectiveness of inclusive education. Because misconceptions persist, children with disabilities may be subjected to insults and ridicule. More troubling still is the fact that some teachers ignore such negative behaviour. To improve the effectiveness of education and upbringing, every school should create an equitable, welcoming, friendly, and caring environment for all children. Racism and ridicule based on disability should be condemned, and an understanding of equal rights should be fostered. The following recommendations may help develop a culture of equality among children:

- teachers should help create a supportive, cooperative, and positive environment in every classroom where children can discuss their lives and feelings;
- learners should be helped to understand that disability does not mean separateness, but rather that certain opportunities may be limited because of an impairment. Feelings of fear or disgust toward children with disabilities should be eliminated. Teachers should avoid reinforcing stereotypes. They should explain why labelling, ridicule, and negative attitudes are harmful and should not permit such behaviour.

Where necessary, negative attitudes expressed by individual learners towards children with disabilities should be discussed with the whole class. Efforts to achieve a positive outcome should be sustained consistently.

In every discussion, it is important to record and emphasise children's achievements by comparing them with their own previous performance. When administering various psychological tests to learners, it is advisable to avoid questions concerning a child's race, social background, sex, or disability unless such information is strictly required for a legitimate professional purpose.

Conclusion

Teachers' work and learners' achievements should be demonstrated in all areas of school and extracurricular activities. It is also highly effective to include examples of the creative work of children with disabilities when preparing lesson materials. When using books, posters, and programmes, it is important to ensure that they are appropriate for inclusive education. Schools should be open environments in which learners, parents, and teachers can communicate freely. All such efforts contribute to meeting the educational needs of children who require special educational support.

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