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PRIORITY DIRECTIONS FOR DEVELOPING INCLUSIVE EDUCATION IN THE DEVELOPMENT STRATEGY OF UZBEKISTAN

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Abstract. This work provides a scientific and theoretical analysis of the essence of inclusive education and its role in the development of oral speech in children with special educational needs. The psychological mechanisms and pedagogical methods of speech formation are examined within the context of an inclusive environment, substantiating the correctional importance of interaction with healthy peers. Furthermore, the article highlights the priority areas for the development of inclusive education under the «Uzbekistan - 2030» strategy, legal and institutional support mechanisms for students, and the impact of tutoring services on the quality of education.

Keywords: Inclusive education, oral speech, psychological foundations, pedagogical methods, communication, «Uzbekistan - 2030» strategy, special educational needs, tutoring, social adaptation.

The development of inclusive education is defined in the Development Strategy of Uzbekistan as a priority area of state policy, and its pedagogical essence is aimed at humanizing the education system and establishing the principles of social justice. These strategic documents identify the main areas for the development of inclusive education as creating a "barrier-free environment" in educational institutions, adapting the material and technical base, improving the system of training special educators and tutors, and forming an inclusive culture in society. From a pedagogical point of view, the essence of these areas means abandoning standardized patterns in the educational process and moving to variable educational programs adapted to the individual development trajectory of each child. The task of expanding the network of inclusive schools envisaged in the strategy requires a "differential approach" in pedagogical practice, that is, equal opportunities for learning should be created in the same classroom for both general and special needs children. In this process, the role of the teacher changes from a mere educator to a guiding and supportive consultant. The state strategy also puts forward the principle of continuity of education (kindergarten-school-university), which serves to ensure the socio-professional integration of persons with pedagogical disabilities. The introduction of digital technologies into inclusive education serves as a modern pedagogical tool that guarantees the acquisition of knowledge by children regardless of their physical condition through distance and interactive methods. The pedagogical essence of inclusive reforms in the development strategy of Uzbekistan is to create a democratic educational environment that respects the dignity, abilities and needs of each child, free from discrimination. [1]

Within the framework of the Strategy of the Republic of Uzbekistan "Development Strategy of Uzbekistan", the development of inclusive education is defined as a priority area of

[1] "O'zbekiston — 2030" strategiyasi to'g'risida O'zbekiston Respublikasi Prezidentining Farmoni, Toshkent, 2023-yil 11-sentabr.

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fundamental reform of the system, and this process is considered the most important factor in improving the quality of education. The pedagogical essence of the Strategy is based on the principle of "no child left behind", and in this regard, the main goal is to provide educational institutions with a 100% "barrier-free environment". The impact of these reforms on the quality of education is manifested, first of all, in the flexibility of curricula and the individualization of pedagogical approaches. As stated in the Strategy, "To organize the education of at least 40% of children with special educational needs in general education schools through the development of an inclusive education system" [2] The task is set, and this indicator requires the widespread introduction of differentiated teaching methods in the educational process. From a scientific point of view, such an environment improves the quality of education not only for children with special needs, but also for all students, because the teacher learns to use multifaceted methods in the lesson process, taking into account the characteristics of each student's perception. The strategy also includes the task of "Introducing at least one tutor (pedagogical assistant) staff unit in each general education school"[3] The issue is seen as a guarantee of the quality of education; because the tutoring service monitors the student's progress in the lesson and allows the teacher to focus on working with the whole class. In addition, the development of inclusive education enhances the culture of social tolerance in society, which improves the general psychological environment in schools and has a positive effect on the academic performance of students. The expansion of distance learning opportunities through the use of digital educational resources and the integration of information technologies into an inclusive environment also ensures the quality of education rises to a new level.[4] In conclusion, the inclusive reforms being implemented in Uzbekistan are not just social assistance, but a strategic move aimed at humanizing the education system in line with world standards and increasing its efficiency.

The development strategies of the Republic of Uzbekistan provide for the transition of mechanisms for supporting children with special educational needs from the principle of social protection to the principle of a social model, which is a legal and pedagogical guarantee of ensuring inclusion at all stages of the education system. The first and most important direction of these mechanisms is the creation of a "barrier-free environment" (universal design) in general education institutions, which means not only installing ramps or special equipment, but also adapting the learning process to the physical and intellectual condition of the child. In accordance with the "Development Strategy of Uzbekistan", it is stipulated that the system of creating special conditions in schools and publishing textbooks and teaching aids (including in Braille and audio formats) for children with special educational needs will be fully funded by the state.[5]

The second important mechanism is the improvement of pedagogical and psychological support services. As part of the strategy, a system of assigning a tutor (individual pedagogical companion) to each inclusive class is being established, whose task is to help the child master the curriculum and ensure his adaptation to the class team. The financial mechanisms for

[2] "O'zbekiston — 2030" strategiyasi to'g'risida O'zbekiston Respublikasi Prezidentining Farmoni, PF-158-son, 2023-yil 11-sentabr.
[3] Inklyuziv ta'lim tizimini yanada takomillashtirish chora-tadbirlari to'g'risida O'zbekiston Respublikasi Prezidentining Qarori, PQ-4860-son, 2020-yil 13-oktabr.
[4] G.I. Nabiyeva, Modernizatsiyalashgan ta'lim tizimida inklyuziv yondashuv: Nazariya va metodika, Toshkent: "Nizomiy nomidagi TDPU nashriyoti", 2024.
[5] "O'zbekiston — 2030" strategiyasi to'g'risida O'zbekiston Respublikasi Prezidentining Farmoni, PF-158-son, 2023-yil 11-sentabr.

supporting children with special needs have also been revised, and a system of additional payments to the salaries of teachers teaching in inclusive classes and their special training has been introduced.[6]

The third direction is a support mechanism using digital and distance learning technologies. In this regard, "Online School" and distance learning forms are being developed for children who cannot attend school due to their health, and they are being provided with the necessary computer equipment and Internet connection on a preferential basis. From a pedagogical point of view, all of these mechanisms serve to prevent the child's isolation from society and direct him to professional education. A system of providing consultation and methodological assistance to general education schools has also been established by gradually transforming multidisciplinary specialized educational institutions into "methodological centers".[7] A comprehensive approach ensures that students with special needs not only receive education, but also prepare for independent life. In conclusion, inclusive education serves not only as an educational, but also as a powerful socio-psychological stimulator in the development of oral speech of children with special needs. The success of this system is directly related to the creation of a "barrier-free environment" in schools, the provision of tutoring support, and the mechanisms for individualizing the pedagogical process, as stipulated in the Development Strategy of Uzbekistan. As a result of a natural communicative environment and systematic methodological approaches, the child overcomes speech barriers, which ensures his full integration into society and an increase in academic quality indicators.

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