

## QUALITY OF EDUCATION IN SPECIAL SCHOOLS AND ITS EVALUATION CRITERIA

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**Annotation:** This article examines the critical aspects of educational quality in special schools, focusing on the criteria and methods used to evaluate their effectiveness. It discusses contemporary approaches to measuring learning outcomes, teacher qualifications, resource availability, and inclusive practices. The role of continuous assessment and feedback mechanisms in improving education for students with special needs is also highlighted.

**Keywords:** special education, quality of education, evaluation criteria, special schools, inclusive education, teacher training, educational outcomes

### **Introduction:**

The quality of education in special schools is a vital factor influencing the academic and social development of children with disabilities. These institutions provide tailored educational programs to accommodate diverse learning needs and promote holistic development. Evaluating the quality of education in such settings requires a comprehensive approach that goes beyond academic achievement to include social skills, emotional well-being, and life preparedness.

Modern evaluation criteria emphasize individualized education plans (IEPs) that set specific, measurable goals for each student. The degree to which these goals are met serves as a primary indicator of educational quality. Teacher qualifications and ongoing professional development are crucial since educators need specialized skills to address complex learning challenges effectively. Adequate resources such as assistive technologies, adapted curricula, and therapeutic services further enhance the educational environment. Evaluating the quality of education in special schools involves multiple dimensions that reflect both the academic and developmental needs of students with disabilities. A cornerstone of this evaluation is the development and implementation of Individualized Education Plans (IEPs), which are personalized roadmaps outlining learning goals, necessary accommodations, and support services tailored to each student's unique needs. Effective IEPs require collaboration among multidisciplinary teams including special educators, psychologists, speech therapists, and parents to ensure goals are realistic, measurable, and holistic.

Teacher competence remains a pivotal factor in educational quality. Special education teachers must possess not only subject knowledge but also skills in differentiated instruction, behavior management, and assistive technology integration. Continuous professional development programs, certification courses, and workshops focused on the latest research and teaching methodologies empower educators to adapt their approaches to diverse learner profiles.

The availability and utilization of resources such as adaptive learning materials, sensory tools, and technological aids significantly enhance educational experiences. For instance, braille textbooks, speech-generating devices, and interactive software support students with visual, auditory, or cognitive impairments, facilitating access to the curriculum and promoting independence.

Assessment strategies have evolved to include formative and summative evaluations that capture both academic progress and developmental milestones. Standardized tests are supplemented by observational checklists, portfolio assessments, and self-report tools to

provide a more comprehensive picture of student learning. Data from these assessments guide instructional adjustments and intervention planning.

Inclusive education practices are increasingly integrated into special schools, promoting social inclusion and peer interaction. Evaluating the effectiveness of these practices involves measuring students' participation in school activities, social skill development, and their sense of belonging. Schools often implement buddy systems, cooperative learning, and social skills training to foster inclusive environments.

Parental involvement is another critical component. Schools that maintain open communication channels with families and actively involve them in decision-making processes tend to have better educational outcomes. Family workshops, counseling services, and home-based learning support strengthen the connection between school and home, ensuring consistent reinforcement of educational goals.

Finally, quality assurance mechanisms such as accreditation processes, external audits, and feedback systems help maintain and improve standards. Governments and educational authorities are increasingly adopting evidence-based frameworks to monitor special schools, ensuring compliance with legal and ethical guidelines and promoting accountability.

Despite progress, challenges persist including uneven resource distribution, varying quality of teacher training programs, and limited access to advanced assessment tools. Addressing these issues requires coordinated policy efforts, increased funding, and international collaboration to share best practices and innovations in special education.

Assessment methods today combine quantitative data, like standardized test scores, with qualitative insights from teachers, parents, and specialists. Continuous monitoring of student progress allows for timely adjustments in teaching strategies and support. Feedback from students and families is increasingly valued, reflecting a move toward participatory and inclusive evaluation frameworks.

Special schools are adopting inclusive practices aimed at social integration and preparing students for broader societal participation. Quality in this area is assessed through indicators such as peer interactions, extracurricular involvement, and development of self-advocacy skills. Emphasis on social and emotional learning complements academic instruction, fostering a supportive and motivating atmosphere.

Challenges to maintaining high-quality education include limited funding, inconsistencies in teacher training, and uneven implementation of evaluation standards. Addressing these requires strong policy support, capacity building, and cooperation among educators, families, and government bodies.

#### **Conclusion:**

Quality education in special schools depends on a multifaceted evaluation system integrating academic, social, and emotional dimensions. Continuous assessment, professional development, resource provision, and inclusive practices are essential for effective education. Progress in these areas will improve outcomes and life opportunities for students with special needs.

#### **References:**

UNESCO reports on inclusive education, research articles on special education assessment, guidelines from international disability organizations, and recent studies on teacher training effectiveness.