



## **LEGAL POSSIBILITIES FOR ORGANIZING HIGH-QUALITY EDUCATION FOR CHILDREN WITH SPECIAL NEEDS**

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### **Abstract**

The essence of the article is the legal possibilities of organizing high-quality education for children with special needs, the specific aspects of creating an inclusive educational environment.

### **Introduction**

The Law of the Republic of Uzbekistan “On Guarantees of the Rights of the Child” defines the concepts of “a child with a physical or mental developmental defect” and “a disabled child”. The document contains such explanations as: “A child with a physical and (or) mental developmental defect is a child with physical, mental, sensory (sensation) and (or) mental defects that are insufficient to determine disability”; “A disabled child is a child who is in need of social assistance and protection due to limited life activities due to physical, mental, sensory (sensation) and (or) mental defects and is recognized as disabled in accordance with the procedure established by law.” In accordance with the law, children with disabilities are guaranteed the right to medical and social assistance and education, and have the right to choose the type of general or specialized educational institution based on the recommendation of the medical-psychological-pedagogical commission and the wishes of the parents.

The Decree of the President of the Republic of Uzbekistan No. PF-5712 dated April 29, 2019 “On the Concept of Development of the National Education System until 2030” set out tasks such as the gradual implementation of the principles of individualization in the educational process, improving teaching methodologies, improving the quality of educational services for children with disabilities, and determining measures aimed at ensuring the right of every child in this category to inclusive education. The tasks set out in the concept include the following in relation to the quality of education and teaching of mathematics in educational institutions: “Achieving the Republic of Uzbekistan’s entry into the top 30 advanced countries in



the world according to the PISA (Programme for International Student Assessment) international student assessment program by 2030; qualitatively updating the content of the continuing education system; improving teaching methodologies, gradually introducing the principles of individualization into the educational process; introducing modern information and communication technologies and innovative projects into the field of public education.”

The Resolution of the Head of State No. PQ-4860 dated October 13, 2020 “On measures to further improve the system of education for children with special educational needs” set the goal of implementing targeted and targeted reforms in the education system of our country based on world standards as an urgent issue. Based on this document, it is determined to implement tasks aimed at improving the standard of living and quality of life of persons with disabilities, providing them with medical and social assistance and rehabilitation, improving education and upbringing, expanding inclusive education, and creating an information environment.

In accordance with the tasks set out in the Resolution of the President of the Republic of Uzbekistan No. 638 of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2021 “On approval of regulatory legal acts on education of children with special educational needs”, effective solutions are provided for work aimed at supporting the education of persons with disabilities.

Each of the listed documents constitutes the legal and normative basis of such a socio-political task as ensuring quality education for all children in our country.

As the entire history of pedagogy testifies, its progressive representatives have always conducted research aimed at determining the principles, conditions, factors, methods, organizational forms of education that ensure the comprehensive harmonious development of a person in accordance with the socio-historical conditions of society.

Here it is permissible to cite two aspects of the concept of "Education": on the one hand, it is the process of passing on social experience to the growing generation, that is, the process of providing education, and on the other hand, it is the process of a person acquiring social experience, that is, the process of upbringing in connection with education. The basis of such an interpretation of education is the understanding of its content as one of the factors of social development. The educational process, like a healthy child, is obliged to create the opportunity for a child with developmental problems to express themselves in leading activities that are typical for his age and capabilities. This opportunity is defined as a two-way process: on the one hand, this



process is understood as the transfer of knowledge, skills, and mental activity skills in subjects, and on the other hand, their positive emotional acceptance and conscious assimilation by the subjects of the educational process. The assimilation of educational material in an emotionally comfortable environment depends on a number of factors:

1. The tolerant attitude of students and the community of general secondary schools towards a child with special needs.
2. The direct purposeful participation of parents or relatives of a child with special needs in inclusive education.
3. The work of an inclusive class teacher in close cooperation with a narrow range of specialists (speech therapist, defectologist, psychologist, pediatrician, neuropathologist, psychiatrist, rehabilitator, etc.).
4. The head of an inclusive school, subject teachers, psychologist, leader and other employees must have information about inclusive education.
5. A healthy and stable psychological environment that allows a child with special needs to feel comfortable in the classroom.

It is important not to forget the specific aspects of creating an inclusive educational environment based on the listed factors. These are:

- the great need to prioritize the optimal visualization of the presentation of educational materials in all subjects for children;
- the dependence of the ability of children with special needs to master subjects on the level of speech development;
- the important condition for relying on individualization in determining the level of difficulty of educational tasks in subjects;
- the dependence of the effectiveness of teaching each subject on the content and organization of the preparatory period;
- the relevance of relying on interdisciplinary integration in ensuring the implementation of state educational standards in subjects.

In conclusion, it is worth noting that the qualities that are characteristic of the Uzbek people, such as compassion, helping others, and supporting those in need, are an important supporting factor in the effective organization and development of inclusive education in our country.