

# Pedagogical Conditions for The Development of Inclusive Education in The Higher Education System

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**Abstract:** The article analyzes the pedagogical conditions for the development of inclusive education in the higher education system. The study focuses on the formation of an inclusive educational environment, the enhancement of teachers' professional competence, the adaptation of curricula, and the application of modern educational technologies. Special attention is given to an individualized approach to teaching students with special educational needs and to the organization of psychological and pedagogical support. Based on the analysis of national and international experience, key directions for improving inclusive education in higher education institutions are identified.

**Keywords:** Inclusive education, higher education, pedagogical conditions, inclusive environment, students with special educational needs.

**Introduction:** Today, the issue of inclusive education in the world has been identified as a priority area of education policy by international organizations such as the UN, UNESCO and UNICEF. Creating equal opportunities for people with disabilities and students with different needs is an important aspect of ensuring human rights.

A solid legal basis has been created in the Republic of Uzbekistan for the development of inclusive education. The Law on Education, the ratification of the Convention on the Rights of Persons with Disabilities, presidential decrees and decisions of the Cabinet of Ministers serve as an important legal basis in this direction.

The term "inclusive education" comes from the English word "inclusive", which translates as "includes" and means the joint education of people with special needs and conditionally healthy, that is, people with no health restrictions. Inclusive education is a state policy, an educational system that represents the inclusion of children with disabilities and healthy children in the general education process, aimed at eliminating

barriers between them, and children with special needs, adolescents (who are disabled for some reason) in the general education process, regardless of their developmental disabilities or economic difficulties. Inclusive education is a cooperative education, recognized by the entire world community as the most humane and effective education. The goal of inclusive education is to ensure that children with special needs receive a full-fledged education in general education institutions, based on their capabilities, and to create the necessary conditions for each child in educational institutions. The goal of inclusive education is to create equal opportunities for children and adolescents with limited health opportunities in education and to remove them from social isolation. Otherwise, the results may not be as desired or the student's health may worsen.

The adaptation of children and adolescents with disabilities to social life has national and international foundations. In our country, the issues of education, upbringing, vocational guidance and integration of children with disabilities into society are among the

current directions of state policy. Since one of the five principles of development in Uzbekistan - social policy - is being implemented purposefully, comprehensive support for the most vulnerable segments of the population is legally guaranteed.

Specialized educational institutions are educational, medical and health institutions. Children are admitted to specialized educational institutions from the age of 7, and to preparatory groups from the age of 6. The inclusive education system plays an important role in the lives of children with special needs. Since 1990, several declarations and laws have been adopted on the integration of children with special needs.

Various forms of education have been established for children with disabilities, including special education, home education, inclusive, integrated education, and homes of mercy. Special education is boarding schools and schools specially organized for children with special needs; education organized in the family for children who do not have the opportunity to study in home educational institutions; inclusive, integrated education is harmonious education organized in general educational institutions; homes of mercy are specially organized boarding-type education for children with severe developmental disabilities.

A disabled child who is not involved in inclusive education spends his life at home until the age of 7. When he studies in a special educational institution (boarding school, school) for 10 or 12 years, with children like him, his communication with healthy people is somewhat limited. After graduating, he will need someone else's help to live effectively among healthy people, at this time the child will be 19 years old and his parents will be middle-aged or older, and if he is not involved in college or other types of education, this person will remain in the care of his family, because most parents try to keep him at home for the sake of protection. The reason for this is often that they do not have enough confidence in their child to work or enter into other relationships among healthy people. In addition, they are worried that those around them will have a negative attitude towards their children. As a result, a person with limited opportunities is doomed to remain in a narrow circle of people. He starts a family late, and if the spouse is like him, the parents will have to "pull" a small family again. If they have children, the responsibility increases again.

However, during this period, the parents are much older and may need the care of others. So, the parents live their lives thinking about their child's fate until old age. If a child with disabilities is involved in inclusive education early, from childhood in the neighborhood he will play with neighboring children, get to know them, and begin to understand national values. During preschool education, he will learn to communicate with healthy people and peers around him early and will be ready for school education. In high school, he will continue to communicate with healthy people during the period of obstacles, successes, and confidence in the future, in the period of maturation, he will understand that he is facing negative and positive views of those around him and will find his own independent position in relation to them. Now he will step into an independent life, be ready to study, work, and participate in various relationships as an independent citizen. Parents and loved ones will not worry about him going out. Those in society who know who he is and what he is capable of trust him. As a result, he will be able to start a family and provide for his family.

But to this day, there are many problems in their implementation. In some countries, when laws or decisions are adopted on general education, the issue of education of children with disabilities is not included. However, the recognition of inclusive education does not depend only on the adoption of legislation. The fight against discrimination (separation of people) and social prejudice is the most important thing. That is, the recognition of inclusive education, as well as the conduct of propaganda and agitation among the population, is the first issue. The principle of inclusive education being open to all. Over the past twenty years, significant work has been done to educate children with special needs in the system of general education institutions. However, the implementation of the inclusive education system is mainly urban, and in rural areas, children with special needs are still excluded from education, or parents in rural areas face difficulties in ensuring that their disabled children attend special institutions in cities. Therefore, it is necessary to ensure that the involvement of children with special needs in inclusive education covers all children with special needs in all regions.

If we consider the teaching methodology based on

gestural (sign) language, the teacher uses national or international sign language (for example, Uzbek sign language) in lectures and practical sessions, or a professional sign language interpreter is involved. Methodological adaptations include simultaneous explanation through gestures with the text of the lecture, development of a special gestural dictionary for terms, use of visual symbols and icons in slides and presentations. Provides a complete and understandable delivery of information for students with hearing impairments. In the educational process, methods based on visual perception are used as a priority. Video lectures (with gestures and subtitles), Interactive whiteboards and infographics, attention to the teacher's facial expressions, lip movements. Activates students' visual memory and facilitates understanding. Organized on the basis of a combination of gesticulation, written text and digital technologies. Includes gestural video lessons on online platforms, written communication through chats and forums, educational resources with automatic subtitles.

Methods for using Braille in inclusive education (for students with visual impairments), basic educational materials are presented in Braille. Textbooks and manuals should be printed in Braille. Conducting exams and tests in Braille, using special relief graphics and diagrams. Develops the student's independent reading and writing skills.

Among the methods based on assistive technologies, Braille is combined with digital technologies. Electronic Braille displays, Braille printers, screen readers (NVDA, JAWS). Provides equal and fast access to information. Methods based on an individual educational trajectory, an individual approach is used, taking into account the functional capabilities of the student. Adjusting the pace of teaching, strengthening oral explanations, using tactile methods in practical exercises. A comprehensive inclusive method that combines gesticulation and Braille requires the creation of a single inclusive environment for students with various categories of disabilities in universities.

## **CONCLUSION**

It can be noted that the effective organization of inclusive education in higher education includes not only providing knowledge to students, but also

identifying their achievements and shortcomings, developing development strategies, and correctly applying various assessment methods. The competence of assessing the quality of education in the modern pedagogical process requires a multifaceted approach, in which the teacher is asked to combine theoretical knowledge, practical skills, metacognitive thinking and reflective activity.

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