



# PROBLEMS OF PEDAGOGICAL CORRECTION AND INCLUSIVE SERVICE IN THE EDUCATIONAL PROCESS

**Todjibaeva Komila Sobit qizi**

*1st year doctoral student of the Uzbek Scientific Research Institute of Pedagogical Sciences named after T.N.Qori Niyazi*

## ABSTRACT

*Everyone is guaranteed equal rights to education, regardless of gender, race, nationality, language, religion, social origin, beliefs, personal and social status ...  
Article 5 of the Law of the Republic of Uzbekistan "On Education"*

*In this article the work done in Uzbekistan in recent years on the education of children with disabilities, the adopted legislation, the content of correctional pedagogical activities, its main categories are listed. Also, examples are given about methods used for the rapid and flawless development of the child mentally, problems of inclusive service in education are described.*

**KEYWORDS:** *children with disabilities, correctional pedagogy, compensation, social rehabilitation, social adaptation, family upbringing, inclusive education.*

## INTRODUCTION

Citizens of any society and every parent are interested in their children's development into perfect, full-fledged people, worthy citizens, to contribute to the development and prosperity of the state.

According to UN World Health Organization statistics, 15 percent of the world's population suffers from various levels of anomalies. In Uzbekistan, according to the State Statistics Committee, in the case of January 1, 2019, 101,316 children with disabilities under the age of 16 have been registered. Of these, 21,153 are educated in specialized schools and boarding schools for children with physical and mental disabilities, 6,131 in sanatorium-type boarding schools for children with tuberculosis and bone diseases, and 13,272 at home. The steady growth of this indicator encourages everyone to work effectively to create opportunities to feel equal to others and to realize their potential.

Extensive work is being done in the Republic of Uzbekistan to support motherhood and childhood, to create conditions for the spiritual and physical development of children, as well as to

ensure compliance with the requirements of the United Nations Convention on the Rights of the Child. In particular, the Resolution of the President of the Republic of Uzbekistan dated April 22, 2019 No. PQ-4296 "On additional measures to further strengthen the guarantees of the rights of the child", May 29, 2020 No. PQ-4736 "On additional measures to improve the system of protection of children's rights" are among them. In accordance with this resolution, the position of Deputy Representative of the Oliy Majlis of the Republic of Uzbekistan on Human Rights (Ombudsman) - Representative on the Rights of the Child was introduced. One of the main tasks and activities of the Ombudsman for Children is to promote the social adaptation of children with disabilities, as well as orphans and children deprived of parental care after graduation [1].

Also, Article 4 of the Law of the Republic of Uzbekistan "On Education", adopted on September 23, 2020, sets out the basic principles in the field of education, one of which is the non-discrimination in education. Thus, the issue of educating pupils in need of pedagogical correction is one of the main problems in the education system today [2].



The subject of correctional pedagogy is engaged in the correctional education and upbringing of pupils with various developmental disabilities. Corrective pedagogy (defectology – in Greek defectus - defect, deficiency, logos - science, education) - is a science that studies the essence and laws of managing the process of individuality and personality development of a child with disabilities, based on special, individual methods of upbringing and education, with physical or mental disabilities.

The pedagogical dictionary emphasizes that the concept of "correction" (Greek "corectio" - correction) is understood as the correction (partial or complete) of mental and physical developmental defects of anomalous children using a special system of pedagogical methods and measures [3].

The dictionary states that "correctional pedagogy" is a science that studies the essence and laws of managing the process of individuality and personal development of a child with physical or mental disabilities, in need of special, individual methods of education and training.

The world-famous online encyclopedia Wikipedia.org describes this notion as follows: "Special education is a practice that allows people with special needs to differentiate and direct their needs through special methods." This event is based on the practice of helping people with special needs through special education to achieve high results in society (in 1784, the first special school was established in Paris. The school was part of the international DisJeunes Aveugles Institute. This school was the first school for the blind in the world. The first school for the deaf was built in the United Kingdom. In the nineteenth century, people with disabilities were secretly educated at home, and information about this can be found in the works of Charles Dickens).

Persons with special needs may include: people with communication disorders (blind, deaf, dumb), mental disorders, physical disabilities (brittle bone disease, cerebral palsy, muscular dystrophy, etc.) and people with developmental disabilities[4].

Correctional pedagogy has the following pedagogical categories:

1. The education and development of anomalous children is a purposeful process aimed at preparing them for social life and work, the formation of knowledge, skills and competencies in them. The choice of education system and methods for anomalous children takes into account the age of the child and the time of onset of the defect.

2. Upbringing of anomalous children is a basic concept of correctional pedagogy, the purpose and task of which is to prepare anomalous children for active social life and work, the formation of civic qualities in them using methods and tools appropriate to the degree and structure of the defect. The upbringing of anomalous children is carried out

on the basis of close communication between the family and the educational institution, mutual support, mutual assistance, demanding and reasonable kindness.

3. Correction refers to the correction, elimination and reduction of defects in the mental and physical development of the child.

4. Correctional-educational work as a category consists of a system of measures of general pedagogical influence according to the features of anomalous development of the person. All types and forms of classroom and extracurricular activities are used in correctional and educational issues. Corrective and educational work is carried out in the process of educating anomalous children and creates great opportunities for the effective organization of labor education. In the process of on-the-job training, not only professional skills, but also the skills of planning their work, the ability to follow verbal instructions, critically evaluate the quality of work and other skills are developed.

5. Compensation (in Greek "compensatio" - replacement, equalization) is the replacement or reconstruction of damaged or underdeveloped functions of the organism. The compensatory process relies on the reserve capacity of higher nerve activity.

6. Social rehabilitation (in Greek "rehabilitas" - restoration of ability, competency) means in the medical and pedagogical context to create conditions for the participation of the anomalous child in the social environment at the level of psychophysiological capabilities, to involve him in social life and work. This is a key task in the theory and practice of correctional pedagogy.

Rehabilitation is carried out with the help of special medical means aimed at eliminating and mitigating defects, as well as special education, training and vocational training. In the process of rehabilitation, the functions damaged as a result of the disease are replaced. Rehabilitation tasks are solved in a system of special educational institutions for different categories of anomalous children, in which the characteristics of the organization of the educational process are determined by the characteristics of anomalous development of children.

7. Social adaptation (in Greek "adapto" - adaptation) - to ensure that the individual and group behavior of anomalous children is consistent with the system of social rules and values. It is difficult for anomalous children to establish social relationships, their ability to respond appropriately to changes is low, so they are not able to meet complex requirements. Social adaptation allows children to actively participate in socially useful work.

8. Family education is a factor in the effective organization of rehabilitation. The joint



efforts of the family and the school ensure the involvement of the abnormal child in social activities, the identification of his or her ability to work, and the formation of professional skills at the level of opportunity.

Currently, there are special educational institutions for anomalous children (boarding schools for blind and deaf children, auxiliary boarding schools for the mentally retarded) in the country.

Article 55 of the Law of the Republic of Uzbekistan "On Education" (September 23, 2020) states that the education and upbringing of children (individuals) with physical, mental, sensory or spiritual disabilities are established in special (specialized) educational institutions. In particular, Article 55, entitled "Education and upbringing of children (individuals) with physical, mental, sensory or spiritual disabilities", has the following content:

The state ensures that children (individuals) with physical, mental, sensory or spiritual disabilities receive free general secondary, secondary special, vocational and extracurricular education in an inclusive form in state specialized educational institutions, general secondary, secondary special, vocational education institutions. State specialized educational institutions shall be established for the education and upbringing of children with physical, mental, sensory or spiritual disabilities, as well as those in need of long-term treatment. Admission and expulsion of pupils from these educational institutions is carried out with the consent of parents or other legal representatives on the basis of the conclusion of the medical-psychological-pedagogical commission. Pupils in public specialized educational institutions are supplied by the state.

### **Article 56. Education and upbringing of children (individuals) in need of social rehabilitation**

Specialized educational institutions will be established for children (individuals) in need of education and upbringing in special conditions, ensuring their education, vocational training and social rehabilitation. Conditions shall be created for the education, upbringing and independent education of children (persons) detained in penitentiary institutions in the form of deprivation of liberty [5].

**Inclusive education** is about ensuring equal access to education for all students, taking into account the special educational needs and differences in individual capabilities. On October 13, 2020, the President of the Republic of Uzbekistan adopted Resolution No. PP-4860 "On measures to further improve the system of education for children with special educational needs." The Concept for the Development of Inclusive Education in the Public Education System for 2020-2025 was also approved. According to it, in the 2021/2022 academic year, as an experiment: introduction of an inclusive education

system in one secondary school located in cities and districts of Tashkent; It is planned to open primary correctional classes for children with special educational needs in one secondary school in the Republic of Karakalpakstan, regions and the city of Tashkent [6]. This law is a novelty in the field of education of children with disabilities in our country, as well as will help to find a positive solution to a number of problems facing the education system.

### **CONCLUSION**

In particular, we believe that paying special attention to the following issues will further increase the effectiveness of inclusive education:

- the regulatory framework in the field of inclusive education needs to be improved;
- the problems of training, retraining and advanced training of qualified pedagogical staff for the system of inclusive education should be successfully addressed;
- it is necessary to train reserve teachers (tutors) and other specialists to provide psychological and pedagogical support to pupils with disabilities;
- strengthening the material and technical base of institutions where inclusive education is introduced, they should be provided with special devices (lifting device, ramp, handle, etc.), the necessary literature, methodological manuals, equipment and facilities for training in various professions;
- measures should be taken to prevent discrimination against children with special educational needs in the education system.

### **THE LIST OF USED LITERATURE**

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