

INTEGRATION OF BLIND ADOLESCENTS INTO HIGHER EDUCATION

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Abstract

This article provides information on the problems of integrating adolescents with visual impairments into higher education, the introduction of inclusive education and the use of inclusive education in Higher Education in Uzbekistan and foreign countries, the education of children with disabilities among healthy children and the conditions created for them. The article also cites modern technologies and techniques that can be used to educate blind adolescents.

Keywords: blind, inclusive methods, adolescent characteristics, unusual methods in the lesson, tactile learning method, inclusive higher education opportunities.

Проблемы интеграции слабовидящих подростков в высшую школу

Абстрактный

В данной статье представлена информация о проблемах интеграции подростков с нарушениями зрения в высшее образование, внедрении инклюзивного образования и применении инклюзивного образования в высшем образовании в Узбекистане и зарубежных странах, обучении детей с ограниченными возможностями здоровья и созданных для них условиях. Также в статье будут представлены современные технологии и методы, которые можно использовать для обучения слепых подростков.

Ключевые слова: слепые, инклюзивные методы, подростковые особенности, необычные методы в классе, тактильный метод обучения, инклюзивные возможности высшего образования.

Ko'rishda nuqsoni bor o'smirlarning oliy ta'limga integratsiyalashuv muammolari

Annotatsiya

Ushbu maqolada, ko'rishda nuqsoni bor o'smirlarni oliy ta'limga integratsiya qilish muammolari, inklyuziv ta'limning joriy qilinishi va O'zbekiston va Xorijiy mamlakatlarida oliy ta'limda inklyuziv ta'limning qo'llanishi, imkoniyati cheklangan bolalarning sog'lom bolalar qatorida ta'lim olishi hamda ularga yaratilgan shart-sharoitlar haqida ma'lumot berilgan. Shuningdek, maqolada ko'zi ojiz o'smirlarni o'qitish uchun ishlatilishi mumkin bo'lgan zamonaviy texnologiyalar va usullar keltirib o'tiladi.

Kalit so'zlar: ko'zi ojizlar, inklyuziv metodlar, o'smirlik xususiyatlari, darsda noodatiy usullar, taktil o'rganish usuli, inklyuziv oliy ta'lim imkoniyatlari.

In our country and the world today, a lot of attention is paid to education. Opportunities and conditions for inclusive education are being created at a high level during the educational process. This Inclusive education creates equal opportunities for children with special needs and healthy children. UNICEF deals with the issues of inclusion of inclusive education in the education system of Uzbekistan. The mission of inclusive education is to provide quality education to all children, regardless of their abilities and circumstances. At the same time, the principle of inclusion implies that children with limited opportunities should live in a family and receive education in a normal school together with their peers in order to have a positive mental and social development. An inclusive education system ensures that a child in a wheelchair attends a nearby school, receives special support for learning to read and write if he or she is struggling, and ensures that a child who has dropped out is given appropriate support to return to school.

- People with low vision: this term refers to people whose vision is so low that glasses or contact lenses do not fully help. In some cases, a person can see things up close but not far away, or vice versa.
- Partially blind people: people in this category are those whose vision can be improved to 20/200 in at least one eye. This also applies to those with a field of vision of 20 degrees or less.

- People who cannot see completely: people in this category are considered to have completely lost their ability to see.¹

Based on the socio-psychological characteristics of students studying in special schools, it is envisaged to provide quality pedagogical and psychological support. The Law of the Republic of Uzbekistan "On Education" is a normative-legal document for this. , September 23, 2020 O'RQ-637, Decision of the President of the Republic of Uzbekistan-4860, 2020 "On measures to further improve the system of education for children with special educational needs" - October 13 PQ-4860, Resolution of the Cabinet of Ministers of the Republic of Uzbekistan on "Approving normative legal documents regarding education of children with special educational needs", October 12, 2021 - October VM-638, Decree of the Cabinet of Ministers of the Republic of Uzbekistan on regulating the conditions of payment of wages for the work of public education workers, September 29, 1994, Annex 2 VM-490 is an example will take In the organization and implementation of psychological support, it is very important to focus on the specialization of personnel in one or another field. The relevance of our work was blinded the problems of integration of teenagers in the process of higher education, as well as studying the characteristics of their speech development, as well as pedagogical technology to eliminate speech defects consists of theoretical justification and development. That is, attention, intuition, perception, memory, imagination, fantasy, thinking and speech processes are expected to deviate from the norm. They are the environment, its object properties, the essence of events tactile perception plays a big role in understanding. Blind in Uzbekistan the memory processes of teenagers have not been deeply studied by scientists, indicates the relevance of our research. By L.S. Vygotsky, the blind have a sixth sense (movement). it is shown to them to perceive objects at a distance and also to perceive colors creates an opportunity. In the educational process, the pedagogue, parents compensate for blindness taking into account that doing in a child begins in the first months of his life must Compensation for blindness, says L.I. Solnseva, is all mental education includes a system, a sensor system, and intelligent components Adequate and active reflection of the outside world to children and children depending on their age creates opportunities to engage in various forms of activity. Weak as well as the field when viewers get acquainted with events and objects from the vision preserved in them when getting orientation

¹ R.SHomaxmudova "Ko'rishda nuqsoni bo'lgan bolalar inkluziv ta'limi" Toshkent YuNESKO 2005 yil (ilmiy maqola).

and moving is used. For example, color perception is impaired in blind people will be. People who are blind in sharp nearsightedness and farsightedness to fail to notice the various signs that represent some kind of pedmet possible Normal field and stereoscopic vision in early special education well developed and perfected, which in the future they have a complex spatial allows to perceive exhibitions.

Admission of blind teenagers to higher educational institutions order:

1. The blind category includes applicants who have a certificate of maturity issued by special boarding schools for the blind.
2. When blind applicants enter higher education institutions, the entrance exams are subject to a multi-point or five-point evaluation system that corresponds to the set of subjects specified for the tests by the State Commission for Educational Fields. according to the traditional method.
3. The form of conducting entrance exams in subjects (written or oral) is determined by the admission commission of the higher education institution in agreement with the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan.
4. A special responsible employee will be allocated by the higher education institution's admissions committee to conduct explanatory work with visually impaired applicants.
5. The admission commission of the higher educational institution shall establish commissions on subjects to conduct entrance exams.
6. The programs of entrance examinations in science are drawn up in full accordance with the programs of general secondary education, secondary special education, vocational education general education subjects, and higher and secondary special education of the Republic of Uzbekistan. approved by the Ministry of Education.
7. The commission conducting the entrance exams includes a representative of the blind or disabled society.
8. Admission commissions of higher education institutions organize consultations for visually impaired applicants according to a specially prepared schedule for subjects of entrance exams.
9. Entrance exams for the specified category of applicants will be held by admission commissions of higher education institutions until July 26.
10. Applicants belonging to this category and information about the results of entrance exams will be submitted to the State Commission and the State Test Center by July 27.

11. Applicants who have successfully passed the entrance exams are accepted on the basis of non-competitive state grants, in agreement with the State Commission, according to the minutes of the meeting of the higher education institution's admission commission and the order of the rector of the higher education institution.²

In conclusion, the following recommendations are given to solve the problems of integration in the educational process for blind students.

Audio recording of the lesson.

An easy and inexpensive way to create a healthy learning environment for blind children is to audio-record all lessons. In this way, students can listen twice to see if they have fully understood the lesson and the sequence of topics. Students can record lessons through special programs on their phones.

Enabling smart scanners and readers.

The use of smart scanners and readers is a very useful method for blind students. These technologies can easily read books and manuals aloud. Even those who cannot read information written on paper can easily absorb the information written through these devices. Students must be provided with such devices by the school.³

Also, inclusive education means that the diversity of needs of children with disabilities must be matched by a continuum of services, primarily by an educational environment that is most suitable for such children. This principle means that all children should be included in the social and academic life of the school where they live. Inclusive schools focus on educational achievement unlike conventional schools abroad. The goal of the inclusive school is to give all students (regardless of their mental and physical condition) the opportunity to complete social life, to actively participate in the team, society, thereby providing all-round influence and support to children. There is a lot of attention to inclusive education in Uzbekistan and foreign countries. After analyzing the foreign experience of teaching disabled children, it can be noted that in a number of countries there is a clear agreement on the importance of integrating such children. Regardless of the country, no child is left out of the state's attention.

² Nogironligi bo'lgan shaxslarni davlat tomonidan qo'llab-quvvatlash tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida O'zbekiston Respublikasi Prezidentining 2017-yil 1-avgustdagi F-5006 son farmoni.

³ N.Abidova "Ko'rishga nuqsoni bo'lgan bolalar rivojlanish xususiyatlari" (Respublika Ilmiy-amaliy anjumanining maqolalar to'plami) 2011 yil.



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