

WAYS TO IMPROVE HIGHER VOCATIONAL EDUCATION OF STUDENTS WITH DISABILITIES

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Abstract

In recent years, the educational practice implemented in New Uzbekistan and the established relations in the field of education have demonstrated a readiness to implement new forms of relations with people with disabilities and people with limited health care. The spread of inclusive education helps to significantly expand the scope of professional training of this category of persons, increases their competitiveness in the modern labor market. Ensuring equal educational opportunities for people with disabilities is an important component of the implementation of the principles of independent living, vocational education, and social and labor adaptation.

Keywords: People with disabilities, competitiveness, teacher training, vocational education and social work adaptation.

NOGIRON BO'LGAN TALABALARNING OLIY KASBIY TA'LIMINI TAKOMILLASHTIRISH YO'LLARI

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Annotatsiya

So'nggi yillarda Yangi O'zbekistonda amalga oshirilayotgan ta'lim amaliyoti va ta'lim sohasida o'rnatilgan munosabatlar doirasida nogironlar va sog'liqni saqlash imkoniyatlari cheklangan odamlar bilan munosabatlarning yangi shakllarini amalga oshirishga tayyorligini namoyish yetdi. Inklyuziv ta'limning tarqalishi ushbu toifadagi shaxslarning kasbiy tayyorgarligi doirasini sezilarli darajada kengaytirishga yordam beradi, ularning zamonaviy mehnat bozorida raqobatbardoshligini oshiradi. Nogironlar uchun teng ta'lim imkoniyatlarini ta'minlash mustaqil yashash, kasb-hunar ta'limi va ijtimoiy va mehnatga moslashish tamoyillarini amalga oshirishning muhim tarkibiy qismidir.

Kalit so'zlar: nogironlar, raqobatbardoshlik, o'qituvchilarni tayyorlash, kasb-hunar ta'limi va ijtimoiy mehnatga moslashish.

Аннотация



В последние годы современное узбекское общество демонстрирует готовность к реализации новых форм взаимоотношения с людьми, имеющими инвалидность и ограниченные возможности здоровья в рамках реализуемых образовательных практик и выстраиваемых в образовании отношений. Распространение инклюзивного образования способствует существенному расширению спектра профессиональной подготовки данной категории лиц, повышает их конкурентоспособность на современном рынке труда. Обеспечение равных возможностей в получении образования для инвалидов является важной составной частью реализации принципов независимой жизни, доступа к профессиональному образованию и социально-трудовой адаптации.

Ключевые слова: лица с инвалидностью, конкурентоспособность, подготовка преподавателей, профессиональное образование и социально-трудовая адаптация.

Annotation

In recent years, modern Uzbek society has demonstrated its readiness to implement new forms of relationships with people with disabilities and limited health opportunities within the framework of implemented educational practices and relationships built in education. The spread of inclusive education contributes to a significant expansion of the range of vocational training of this category of persons, increases their competitiveness in the modern labor market. Ensuring equal educational opportunities for people with disabilities is an important component of the implementation of the principles of independent living, access to vocational education and social and labor adaptation.

Keywords: persons with disabilities, competitiveness, teacher training, vocational education and social and labor adaptation.

Introduction

To date, the issues of vocational education of young people with special needs and disabilities are a priority area of the educational policy of the Republic of Uzbekistan. The opportunity to receive high-quality vocational education, the demand for which in the labor market allows people with disabilities to improve their economic living conditions, overcome labor and social isolation, and become as actively involved in public life as possible. It can be said that education is becoming one of the main means of rehabilitation of this category of people. In recent years, modern Uzbek society has demonstrated its readiness to implement new forms of relations with people with disabilities and limited opportunities within the framework of the ongoing educational practice and established relations in the educational sphere. The spread of inclusive education helps to significantly expand the scope of professional training of this category of people, increases their competitiveness in the modern labor market. Ensuring equal educational opportunities for people with disabilities is an important component of the implementation of the principles of independent living, vocational education and adaptation to social work. Modern trends in improving the processes of socialization of people with disabilities and their integration into society have led to the need for science to develop models



and algorithms that fully reflect the content and essence of supporting this category of the population at various stages of their entry into the social and educational space. Support as a process of support in overcoming existing developmental problems is designed to help students with disabilities make informed life choices at all stages of their life path.

Main Part

The practical support for inclusive vocational education of people with disabilities in the Republic of Uzbekistan is the implementation of the initiative to create basic vocational education organizations (KTT) in the secondary specialized vocational education system and, accordingly, inclusive Higher Education Resource Centers (OTRM) in the higher education system. In the process of implementing projects and creating the necessary models and algorithms for their implementation, the main stages of supporting higher education for people with disabilities and people with disabilities and the corresponding areas of work of specialists were identified:

1. Support for vocational guidance for people with disabilities at the stage of basic general and secondary general education: Section 4. Comprehensive support for the education of students with disabilities;
2. Conducting vocational guidance activities among graduating students;
3. Analysis and forecasting of the contingent of applicants and providing advice on diagnostics and career guidance;
4. Conducting briefings for the secretaries of the admissions committee.
5. Providing advice on the rules and procedure for admission, the possibility of studying in colleges, technical schools and universities for disabled people and people with disabilities in the chosen profession and specialty;
6. Medical and social examination, interaction with city schools, parents of disabled applicants;
7. Filling out a special questionnaire for the applicant to determine the special educational needs of the applicant and the special educational conditions necessary for him.
8. Creating special conditions for disabled people at the stage of submitting documents and involving assistant teachers;
9. Preparing disabled students in their chosen specialty and conducting discussions with prospective candidates;
10. Creating special conditions for disabled applicants to pass entrance tests.
12. Supporting admission to secondary specialized vocational and higher education institutions: - analysis of the incoming contingent of disabled people and disabled people, analysis of individual rehabilitation programs and questionnaires (teachers, teachers-curators and students-game technicians, adaptation subjects trainers, departmental schedules, educational department), developers of curricula and work programs of educational subjects);
13. Informing structural units, teachers and officials working with disabled students about the need to create special educational conditions and take into account the special educational needs of disabled and disabled students;
14. Providing special educational conditions (access infrastructure, methodological and educational materials) for disabled students and teachers;



15. Support for training in the chosen field (specialty):

- diagnostics and support for adaptation to the university, introduction of special technologies, methods and techniques into the adaptation science program;
- creating conditions for the restoration of education, adaptation of curricula and work programs of academic subjects; developing an individual educational direction;
- introducing adaptive disciplines and a specialized adaptation module for students with disabilities;
- identifying individual options for practical training, taking into account contraindications to engaging in certain types of professional activities and hygienic requirements for working conditions for people with disabilities;
- providing advice on overcoming learning difficulties and preventing academic risks for students with disabilities and disabled people;
- involving students with disabilities in organizing and participating in cultural, creative and extracurricular activities;
- engaging in adaptive physical education.

Support for practice:

- preparing and distributing methodological recommendations on supporting the practice of people with disabilities to heads of practice in educational (profession/specialty) areas, employers;
- creating an opportunity for alternative practice, including on the basis of an educational organization;
- implementation of interaction between managers, support for internships and graduation work, qualification assignments, employment, primary support for a young specialist;
- advising students on issues of professional self-determination and strengthening in the workplace;
- involving students in participation in professional skill competitions of various levels;
- mastering the course “Career Technology”; – cooperation between departments, resource centers for supporting students with disabilities and this category of individuals, employment assistance centers and organizations, associations, enterprises that assist in the employment of disabled people and HIA graduates;
- assistance in finding and securing employment for disabled graduates.

Today, the opportunities for young people with disabilities to obtain higher education in Uzbekistan have significantly expanded, as more than a thousand students are admitted to higher educational institutions in the country annually on the basis of a state grant based on an additional two percent quota.

Results and discussion section

Within the framework of the project “Social adaptation of students with disabilities in higher education institutions”, we conducted research (questionnaires, interviews, observations) in 3 higher education institutions of our country: Tashkent State Pedagogical University. Nizami, Chirchik State Pedagogical Institute, Jizzakh State Pedagogical Institute. This allowed us to



study the socio-psychological conditions created for gifted and talented students to receive higher education.

The survey was conducted on 525 first-year students, of whom 43 had hearing impairments (8.1%), 105 had vision impairments (20.2%), 248 had musculoskeletal disorders (47.1%), and 129 had other diseases (25.1%). The student contingent included 43 people (8.1%) with group I disabilities, 440 people (84.2%) with group II disabilities, 15 people (3.0%) with group III disabilities, and 27 people (5.4%) with childhood disabilities.

The student survey included questions related to the accessibility of buildings and premises of educational institutions, the presence of acceptable psychological conditions in the community, and the use of special educational programs, adapted educational materials, textbooks and technologies, the provision of tutoring services, and other conditions. Development of educational programs by students with special educational needs.

It was found that the control of knowledge of students with visual impairments is carried out orally, and teachers from nearby specialized schools are involved in reading written work. Students with visual impairments use written speech in communication and control work. At the same time, students (41.2%) noted that the lack of ramps, adapted elevators, automatic doors, sufficiently wide doors, adapted showers, make it difficult for students with musculoskeletal disorders and visual impairments to move comfortably and stay in the university dormitory. Students with auditory and visual impairments (43.4%) noted the need for teachers to present lecture materials with theses due to difficulties in perceiving and understanding large texts, the need for sign language and typhlotechnical textbooks, the need to ensure the availability of information and resource centers, living quarters (dormitories), adaptation of educational materials, the need for specialist sign language interpreters, etc.

Difficulties in orientation in space, continuous movement, understanding lecture notes and educational materials, which indicate the need for typhlopedagogues, students, assistant teachers and accompanying specialists. When analyzing the contingent of students by nosology, it was found that students with severe visual and auditory impairments study in the direction of special pedagogy.

Experience shows that due to the lack of hearing and vision control, deaf and blind students cannot fully engage in speech therapy.

- adaptation of students with disabilities to the educational process;
- organization of additional classes for the development of subjects;
- provision of typhoon interpreter services, assistance in audio recording of textbooks, preparation of materials printed in Braille and large print, assistance with assistive technologies;
- training blind students to navigate the territory, the building and premises of the educational institution, ensuring architectural convenience, allocating parking spaces for personal cars of students with disabilities, organizing transportation of students.

CONCLUSION

Therefore, in order to ensure the right of students with disabilities to receive higher professional education, it is necessary to ensure social and pedagogical conditions for students of higher



educational institutions to receive education, as well as the introduction of effective educational technologies.

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