



**LEGAL AND REGULATORY FRAMEWORK FOR ORGANIZING
EDUCATION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

Meliboyeva Dilrabo Bahodirovna
Master's Student at Kokand University
dilrabomeliboyeva@gmail.com

ABSTRACT	KEY WORDS
This article discusses the legal and regulatory framework for organizing education for children with special educational needs, approaches to the education of children with special educational needs in our country and around the world.	Disabled, anomaly, modern approaches, legal framework, inclusive education, integration, rehabilitation, correction.

Introduction

At the heart of all the reforms being implemented in our country, it is important, first of all, that the future generation grows up well, that it becomes children who are capable of conquering the world arenas no less than anyone else. In particular, the social protection of orphans and children left without parental care, disabled, and children with developmental disabilities has always been a priority task of the state and society. In order to implement this task, a lot of work is being carried out in the Republic of Uzbekistan to ensure the rights and freedoms of people with developmental disabilities, equal opportunities, eliminate restrictions and boundaries in life activities, adopt a modern approach to the organization and management of education, improve its quality and efficiency, and ensure the continuity and continuity of education for different segments of the population in society.

Discussion

As stated in the “Constitution of the Republic of Uzbekistan” and the Law “On Guarantees of the Rights of the Child”, all citizens in our republic have equal rights. Children in need of special assistance are also equal citizens of our society. From the first days of our country's independence, special attention has been paid to raising a physically and spiritually mature generation, brought up in the spirit of national and universal values, capable of contributing to the development of society.

A number of regulatory documents have been adopted and implemented aimed at social protection of the population, creating legal freedom for them, and protecting children from low-income families, especially children with disabilities and orphans, in need of social protection. In particular, Uzbekistan's membership in the United Nations, the ratification of the Convention on the Rights of the Child, and the adoption of the Law on Guarantees of the Rights of the Child are a vivid example of the care shown to our youth.

The complex rehabilitation of a child in need of special assistance takes the following form: "medical, psychological, pedagogical and socio-economic, the adopted system and process, aimed at eliminating, correcting or fully compensating for the shortcomings. Its goal is "to rehabilitate the social status of a child in need of special assistance, their financial independence and their social adaptation". Medical and social rehabilitation work is carried out in the organization of the educational process for children in need of special assistance, in the process of implementing their social and domestic adaptation, in identifying their specific aspects. Through social rehabilitation, the specific psychological characteristics of the child's personality are developed. During the process, a number of problems associated with a huge number of internal and external factors that arise with a child with developmental disabilities affect the development of the child. In order to effectively start this process, it is necessary to study their specific characteristics, foresee their positive and negative sides, the results of the impact and start correction in a timely manner.

According to V.A. Slavenin, in the process of socialization, the human personality is restored, it acquires the ability to perform social functions, that is, it implies its development, determination of its position and its implementation. These tasks are solved consistently, with a clear goal in mind. The management of this social process, organized with a clear goal in mind, is called education. The concept of education (the process of socialization of the "image" is understood as certain impeccable images, in historical context, in the public consciousness in more or less socially specific dimensions (for example, a harmoniously developed person, etc.). In the process of working with children in need of special assistance, the importance of corrective work is great. The more qualitatively this work is carried out, the easier it is for the child to master knowledge, skills and qualifications. In specialized preschool educational institutions, specialized schools and boarding schools, with various categories of children with disabilities in physical or mental development of preschool and school age in the continuous education system under the Ministry of Public Education of the Republic of Uzbekistan, the educational process is carried out in a corrective direction. Teachers, defectologists and educators try to implement corrective work in different ways in each lesson. The protection of human rights is understood as a set of measures that ensure the legal implementation of their rights. It includes not only legal, but also economic, political and other measures aimed at creating the necessary conditions and environment for the implementation of subjective rights. Legal measures for the protection of rights include all measures that contribute to the legal, unhindered development of civil relations, for example, strengthening the civil legal capacity of subjects, establishing obligations, restoring violated rights and interests, etc. 9 The earlier a developmental defect is detected in a child, the easier it is to solve it. In various regions of Uzbekistan, the problems of early diagnosis and early intervention of children under three years of age have been solved. The "Early Intervention Service" has begun operating in polyclinics, "methodological and organizational foundations of early complex correctional psychological assistance to children have been developed, in-depth medical and psychological and pedagogical examinations are being carried out to prevent child disabilities and secondary developmental disorders. Another example of the use of scientific research results is the developed and practically implemented forms of social support and psychological and pedagogical monitoring of the residents of the boarding-type children's homes "Muruvvat". Individual correctional and developmental programs, habilitation and rehabilitation programs, and methodological manuals have been created for children with complex multiple disabilities in this category. They allow children

to fully integrate into society and prepare for inclusive education. National protection of children's rights is also a component of international protection of human rights.

Today, the Republic of Uzbekistan is a party to many international treaties aimed at protecting the rights and interests of the child. A lot of work is being done in our republic to ratify and implement such international documents as the Universal Declaration of Human Rights, the International Convention on the Rights of the Child, and other international documents into national legislation. The Convention on the Rights of the Child, adopted by the United Nations in 1989, is of particular importance in the system of international documents. This document reflects the rights that a child should have and that concern the rights and legitimate interests of all children. As an example of the implementation of international documents into national legislation, we can cite the Convention of the Republic of Uzbekistan "On Guarantees of the Rights of the Child", which embodies many of the norms of this Convention and entered into force on January 1, 2008. In particular, Article 4 of this law lists the main directions of state policy in the field of protection of children's rights, according to which the main directions of state policy in the field of protection of children's rights are ensuring the rights, freedoms and legitimate interests of the child; protecting the life and health of the child; preventing discrimination of the child; protecting the honor and dignity of the child; ensuring equality of children's rights and opportunities; improving the legal framework for guarantees of children's rights; ensuring compliance with legislation on guarantees of children's rights; ensuring the openness and transparency of the activities of state organizations and their officials in ensuring and protecting the rights, freedoms and legitimate interests of the child, etc. It is a requirement of the time to further improve the legal framework for correctional educational work with children in need of special assistance. Children in need of special assistance with disabilities in physical or mental development are equal members of our state. Ensuring their education and upbringing in all institutions of the continuous education system is one of our main tasks. In the education system established for children in need of special assistance, the child's requirements are first studied, positive aspects, abilities are taken into account, and shortcomings are studied. Certain conditions must be created in this education system. This includes modification, compensation, adaptation, rehabilitation. For example, if a child does not hear, provide him with a hearing aid; cannot walk - use a wheelchair, if he cannot hold a simple spoon in his hand, provide him with other convenient equipment, etc. Inclusive education is an educational system that is individualized and can be adapted to the needs of children and young people in need of special assistance. This work is carried out in educational institutions for normally developed children. Inclusive means involvement (включение), that is, children with disabilities in physical or mental development are connected with healthy peers and receive joint education. To achieve this, an individual approach to each child is required, creating favorable conditions for him based on his disability, if necessary, partially changing the program and plan, etc.

Result

A child in need of assistance attends a preschool institution or school that is convenient for him, close to his home. There, the main work is carried out by a teacher or class teacher. Each preschool or school has a specially trained resource educator who advises and assists the group educator: provides special teaching equipment and devices; conducts explanatory work with parents and teachers; makes changes to the lesson schedule and program, if necessary, and justifies them; improves the qualifications of

educators and teachers, enriches their knowledge and skills; organizes health services, and creates a favorable psychological environment.

Placing a child with a physical or mental disability in a regular kindergarten or school is the first step towards integration. There are different forms and levels of educational integration. In physical integration, the physical difference between a disabled and a healthy child should be reduced as much as possible. A special class or department can be created for this. In functional integration, the functional difference between a disabled and a healthy child should be eliminated as much as possible. For this, it is useful to involve children in music, art, drama clubs and sports. Social integration helps to reduce social differences, encourages disabled and normally developed children to make friends, treat each other with respect, and teaches normally developed children to be kind.

Conclusion. Society should treat people with disabilities correctly. All the provisions of our Constitution also apply to them. Any educational integration increases the quality of inclusive education. The focus of inclusive education is on a child with a physical or mental disability, who is provided with comprehensive care. Integrated means an integral, inseparable part. Every child should be involved in education. In an integrated society, everyone has equal rights, it is a holistic society. Thanks to inclusive education, society becomes an integrated society.

References:

1. O'zbekiston Respublikasining «Ta'lim to'g'risida» qonuni. – T., 2020.
2. Tuve Djonson. Inkluziv ta'lim – Межрегиональная программа по обучению инвалидов (Opereyshin Mersi) Всемирный форум по образованию. Заключительный доклад. – Нью-Йорк, 1990.
3. «Bola huquqlari kafolatlari to'g'risida»gi. O'zbekiston Respublikasi Qonuni. – T.: «O'zbekiston», 2008.
4. O'zbekiston Respublikasida nogironlarni ijtimoiy himoya qilish to'g'risida»gi O'zbekiston Respublikasi Qonuni, – T.: «O'zbekiston», 2008.
5. S.Sh. Aytmetova. «Oligofrenopedagogika». – T., 1994.