

## **ENTWICKLUNG EINES INKLUSIVEN BILDUNGSSYSTEMS IN USBEKISTAN – DIE ANFORDERUNG DES JAHRHUNDERTS**

**L.Romanova,**

Institut für Umschulung und Weiterbildung von Direktoren und Spezialisten  
von Vorschulerziehungsorganisationen, unabhängiger Forscher

**Zusammenfassung:** Der Artikel diskutiert neue Ansätze für die Arbeit mit Kindern mit Sprachbehinderungen, die laufenden Reformen zu diesem Problem, die im Land eingeführt werden, und analysiert die Ansichten von Experten auf diesem Gebiet. Es wird auch festgestellt, dass die Ursachen von Sprachfehlern bei Kindern mit komplexer Taubheit in einem frühen Alter, deren Symptome beschädigte oder unterentwickelte Sprachbereiche im Gehirn, ein schlecht geformtes komplexes System zwischen Analysatoren und Trägheit ihrer Aktivität sind, negative Faktoren sind stören und behindern die Entwicklung des Kindes in den ersten Lebensjahren.

**Schlüsselwörter:** Bildung, Erziehung, Informationsfluss, intellektuelle, körperliche, geistige Entwicklung, sprachliche Kommunikation, wissenschaftliche Forschung

## **DEVELOPMENT OF INCLUSIVE EDUCATION SYSTEM IN UZBEKISTAN - THE DEMAND OF THE CENTURY**

**L.Romanova,** Institute for retraining and advanced training of directors and specialists of preschool education organizations independent researcher

**Abstract:** The article discusses new approaches to working with children with speech disabilities, the ongoing reforms concerning this problem that are being established in the country, and analyzes the views of experts in this field. It is also stated that the causes of speech defects in children with complex deafness at an early age, the symptoms of which are damaged or underdeveloped speech areas in the brain, poorly formed complex system between analyzers, and sluggishness of their activity are negative factors that disrupt and hinder the child's development in the first years of life.

**Keywords:** education, upbringing, information flow, intellectual, physical, spiritual development, speech communication, scientific research

It is known that the future of the nation depends on how the issue of education of the younger generation is addressed. The foundation for school education is formed from the pre-school age of children. Therefore, if attention is paid to the extent to which children are prepared for education from an early age, it is possible to see how positive the results of their education in school and later in other educational institutions will be. Often, school education involves very strong information flows in itself, and it must develop the ability to process these flows and solve problems regarding them. Therefore, the main purpose of today's preschool education is the intellectual, physical, spiritual development of children, their effective preparation for school education.

One of the most pressing issues today and most importantly, in preparing children for school education, is to identify and eliminate various shortcomings in them. In our country, special opportunities are created for children with developmental disabilities.

In particular, the Resolution of the President of the Republic of Uzbekistan dated August 16, 2018 "On measures to establish a state specialized multidisciplinary preschool institution with a rehabilitation center for children in the Aral Sea region" raised the actions and reforms in this direction to a new level. In order to ensure the implementation of this decision, as a manifestation of such a high level of care in Nukus, a preschool organization with a rehabilitation center named "Imkon" was commissioned. In addition to standard rooms, this preschool has a swimming pool, treatment and physical education hall, 2 physiotherapy rooms, 2 massage rooms, sensory room, fine motor development, social adaptation, music and art therapy room, there are also specialists as orthopedist, psychologist, pediatrician, dietitian, speech therapist, rehabilitation specialist, psych neurologist, methodologist and doctor on duty.

The issue of children's health in the Aral Sea region remains relevant, as of January 1, 2018, the number of children with disabilities under the age of 7 in the Republic of Karakalpakstan increased by 17.5% compared to 2013.

For children with various physical disabilities, each day of exercise is important. As a result, the age of admission to this preschool has been reduced from 3 to 2 years.

Educators are required to deal with children with developmental disabilities individually, taking into account their every skills, behavior, deeds and acts separately.

According to B.R.Djuraeva, H.A.Umarova, H.M.Tajiboeva, G.M.Nazirova, the educator not only stay at one place being wrapped up in his or her own perspectives, but he or she also opens up and perfects through the rich forms of his or her pedagogical experience. In such situations, the educator's ways of thinking, mental culture change, and emotional feelings develop. The next condition is the educator's readiness for culture and communication [49; 27-p.].

Developmental defects in children can occur at different periods of their life or can be congenital.

For example, a child who later loses the ability to see and hear has a greater developmental advantage than a child who is born blind and deaf. It is believed that a child who has developed normally from birth and is blind or deaf by the age of 2-3 has large and small motor skills, the ability to play with objects, to find the right path in the environment, to experience emotional, sign and even verbal communication with adults.

It is known that the intellectual, personal and verbal development of a 5-6-year-old child will be at a completely different level, and if the disaster chases him at this age, a completely different situation will arise. In a normally developing child at this age, all objects, signs, and interactions are more clearly and differentiated with the meanings of certain words, and their images are restored in the child's mind using words, even though they may have not seen them by their sight.

The names of objects, symbols, relationships actually have got a more generalized and at the same time differentiated basis. A child of this age should imagine that behind every word, it is he who further defines, expands and generalizes, enriching the meaning and significance of the word. At this age, the child's ability to generalize visually emerges and develops, and it forms the basis of future concepts.

Hence, speech acts and units in relation to action and deeds in the child mind shifts to figurative and imaginative thinking. By the age of five, elements of verbal planning of one's own actions appear in a child's habitual daily activities. In such cases, if the disease has not damaged the brain by touching the peripheral sections of the analyzers, all the life experiences of the child reached primary and secondary school age can be successfully applied in its further development even after the disorder has occurred. On the other hand, it cannot be ignored that a complex disorder acquired in preschool age can significantly delay a child's future development.

Psychologists V. Karimova and R. Sunnatova said the following about the concept: "The feeling that results from the impact of events in the objective world on the human mind is called 'thought'. On the basis of thought, the human eye will be able to see the mysterious aspects of the thing that are not directly perceived, that are not in front of his eyes, and even if there are, that are related to the inner nature of the thing"<sup>1</sup>.

A child's behavior can change dramatically, communication with adults can become extremely difficult, and relationships with peers can be completely disrupted. The older the child is, the are more possibility that severe reactive states will occur when the normal routine of interaction and movement in the environment is suddenly disrupted.

Depending on how successfully the broken relationship with the environment is restored, it will be possible to make a definite judgment about the child's developmental prospects. To do this, it is important to carefully gather all the available information about the characteristics of the child's pre-disease mental development and to begin the timely restoration of lost connections using the preserved sensory organs. The above mentioned approaches to the classification of complex disorders observed in children show how many variants of such disorders there are.

However, in such a diverse manifestation of the disorder, the main categories of children can be distinguished: children with surviving potential developmental disabilities and children with mental retardation.

That is, these children are children capable of independent active mental activity and children in need of constant care and full care of others. The question concerning of the potential developmental of each individual child with complex disorders can only be addressed in the process of his or her education and upbringing.

Causes and symptoms of speech defects in children with complex deafness at an early age are the negative factors which result in damaged or underdeveloped speech

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<sup>1</sup> Karimova V. M., Sunnatova R. Independent thinking. –T.: Sharq, 2000. - 16-p.  
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zones in the brain, poorly formed and slow functioning of the complex system between analyzers, they are negative factors that disrupt and hinder the child's development in the first years of life.

In order to provide timely psychological and pedagogical, correctional assistance to these group of children, it is important to identify defects in their mental and social development as early as possible; it will also help to eliminate them at an early age.

L. R. Muminova has developed indicators and diagnostics of mental and physical development of children less than three years of age, but the study concerning classification, analysis of the causes of defects; scientific research on the implementation of corrective work is among the list of works to be done in the near future. The structure and compensation processes of speech deficiency are often determined by when the brain damage occurred. It has now been proven that the nature of an entire brain developmental anomaly depends to some extent on the duration of the injury.

It is estimated that brain damage that is brought during the first 3-4 months of pregnancy results in slightly broader changes in brain structure. Depending on which parts of the nervous system are affected by this or that harmful factor, the motor, sensory, speech, or intellectual functions generally lag behind in their development. Due to the constant unfavorable conditions during the course of pregnancy, it is observed that the whole brain is not developed along with the more pronounced individual brain systems. This serves as the basis for the occurrence of complex defects.

Among the causes of underdevelopment or damage to the brain are maternal infections or intoxications during pregnancy, toxicosis, birth trauma, asphyxia, incompatibility of maternal and fetal blood on Rhesus factor, central nervous system diseases and brain injuries in the first years of life. Hereditary factors play a special role in the occurrence of speech disorders, including speech developmental delays. In such cases, speech impairment can occur even under the influence of seemingly insignificant harmful factors.

Injuries are divided into time-related pregnancy pathology, postnatal lesions that occur as a result of central nervous system disorders associated with birth injuries, and exposure to infections and injuries after childbirth. In the etiology of speech retardation, perinatal encephalopathy - a special place in the brain, which occurs as a result of the combined action of harmful factors during childbirth, as well as during pregnancy.

There are two main types of disorders of residual-organic trauma of the central nervous system: dysontogenetic - disorders as a result of underdevelopment of certain structures and physiological systems or delay in their formation: examples of such disorders are speech retardation; encephalopathy - a disorder of the central nervous system as a consequence of damage to this or that structure, these disorders can be exemplified by speech and movement defects, as well as other defects, such as alalia, hearing impairment, mental retardation, mental retardation and others. Knowledge of the anatomical-physiological mechanisms of speech, i.e. the structure and

organization of speech activity, firstly, to imagine the complex mechanism of speech in the norm, secondly, a differential approach to the analysis of speech pathology (disorder); third, it allows the correct identification of corrective action paths.

To study and understand speech disorders, it is necessary to know the normal path of development of the child's speech, the peculiarities of this process, the conditions that play a major role in the successful formation of speech. It is also important to know exactly the developmental stages of a child's speech. This is necessary in order to know and identify in a timely manner any shortcomings in the process of speech development.

In the course of our experimental work, we tried to identify the following main causes of speech defects in preschool children:

- various pathologies during embryonic development;
- toxicosis during pregnancy, viral and endocrine diseases, injuries, non-compliance of blood with Rhesus factor;
- trauma and asphyxia during childbirth;
- brain diseases in the first year of child development (meningitis, encephalopathy);
- brain injuries that occur with concussion;
- hereditary factors; in such cases, speech disorders are part of the general nervous system disorders and are accompanied by intellectual and motor deficits;
- poor social and living conditions; this condition leads to micro social pedagogical neglect, vegetative dysfunction, disturbances of the emotional-volitional environment, and speech development.

To conclude, today there is a need to conduct research to increase the scope of special programs, manuals, developments, visual aids for the development of speech in children with developmental disabilities in preschool age.

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