



LEGAL BASIS OF EDUCATION OF CHILDREN IN NEED OF SPECIAL HELP IN UZBEKISTAN

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Abstract: In this article, the legal basis of education of children with special needs in Uzbekistan, the reforms carried out in the mask system are discussed.

Key words: legal basis, inclusive education, method, normative, upbringing and education,.

INTRODUCTION

A person is born with certain rights. But it takes a long time before the child, who has not yet left his mother's milk, reaches the level where he can defend his rights. It is during this period that there is a need to protect his rights with the force of law. Therefore, the field of "child rights" has emerged in the international legal system, which covers the rights, privileges and guarantees of children who are physically and mentally immature, including those who need special attention and care. This field, which is considered an integral part of human rights, has followed its own path of development.

At the top of the list of international legal documents that provide for the protection and guarantee of children's rights is the Universal Declaration of Human Rights, which begins with the glorious recognition that "*All people are born free and equal in their dignity and rights...*".

MAIN PART

The Convention on the Rights of the Child is the most comprehensive and forward-looking document of international law on children's rights. It was unanimously adopted by the **UN General Assembly on November 20, 1989**. Until then, the **Declaration of the Rights of the Child**, adopted in 1959, was in force for 30 years. The Declaration declared that "Humanity must give all the best that it has to children."

On December 9, **1992**, the Republic of Uzbekistan ratified the UN Convention on the Rights of the Child, which entered into force on September 2,



1990, and assumed international obligations to comply with its provisions and implement them. States that have joined the Convention on the Rights of the Child regularly send national reports to the Committee on the Rights of the Child on activities related to its implementation. The first national report on the implementation of this Convention in the Republic of Uzbekistan was prepared in 1997.

Despite the fact that more than a hundred laws in our country regulate one or another child's rights and freedoms, on January 7, 2008, the Law "**On Guarantees of Children's Rights**" came into force in Uzbekistan in order to regulate relations in the field of guarantees of children's rights.

On April 22, 2019, the Decision of the President of the Republic of Uzbekistan PQ-4296 "**On additional measures to further strengthen the guarantees of children's rights**" was signed. According to it, the responsibility of state bodies has been increased to ensure a high level of children's rights.

In his speech of the President of the Republic of Uzbekistan (24.01.2020), the Youth Union of Uzbekistan noted the need to develop the concept "**Youth of Uzbekistan - 2025**", in which practical measures to raise a mentally and physically mature generation should be determined.

According to it, on January 18, 2021, the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 23 on "**Approving the Concept of Development of State Policy on Youth in Uzbekistan until 2025**" was approved.

The concept is based on the main principle of "Working for the interests of young people" defined in the UN "**Youth-2030**" strategy. The "roadmap" for the implementation of the Concept in 2021-2022 was approved with the document. The concept will be implemented step by step on the basis of the corresponding "roadmaps", which will be approved annually starting from 2023.

The concept envisages ensuring quality education of young people at all stages of education, creating conditions for the development of inclusive education in the



regions, creating suitable working conditions for young people, expanding their economic opportunities, and developing entrepreneurship.

In 2024, the adoption of the law of the Republic of Uzbekistan "On the representative of the Oliy Majlis of the Republic of Uzbekistan on children's rights (children's ombudsman)" was the most important event in the field.

A child should receive various impressions - see objects, hold them, observe the work of adults, hear various sounds. This is a necessary condition for children's sensory development. The timely development of sensory abilities creates a foundation for children's mental education.

Attention, memory, desire, interest and other similar mental processes are of great importance for the child's mental development. Timely and correct development of a child's speech is the basis of mental development. Speech is a mental process: it has a great influence on the development of perception, memory, etc., on children's activities. As children's speech begins to develop, the role of adults' words as an educational tool increases. The formation of a child's personality begins from the first days of his life. Based on what he sees and hears every day, the child expresses his attitude to the existence and people around him, the behavior of adults, the child's assessment of the work, the happenings, his attitude towards people - all these are the spiritual image of the child. affects the formation. Violation of certain conditions necessary for the development of a child, either in the mother's womb or after birth, can lead to various defects and deficiencies in physical or mental development. In the discipline of correctional pedagogy, work is carried out on various categories of children who need special support:

They are:

1) children with hearing impairments (deaf, hard-of-hearing children, children who became deaf late);

2) children with visual impairments (blind,



- visually impaired children);*
- 3) *mentally retarded children;*
 - 4) *children with severe speech defects;*
 - 5) *children with locomotor defects;*
 - 6) *mentally retarded children.*
 - 7) *children with multiple developmental disabilities;*
 - 8) *children with autism syndrome.*

Children with special needs should be brought up and educated in inclusive education or in specialized educational institutions among their normally developed peers. Only defects that strongly affect the overall development of the child can be grounds for considering him as a child in need of special assistance. For example, if a child hears only in the left ear, but this defect does not affect his overall development, and he learns along with his peers at school, he does not belong to the category of children who need special help. This person cannot be considered as needing special help if the defects that have appeared for certain reasons in older people do not affect their general development. Severe, sudden changes observed in the physical or mental development of children with special needs have a negative impact on the formation of the child's personality. Therefore, special conditions should be created for the upbringing and education of such children, that is, they should be educated in specially specialized pre-school educational institutions and schools or among their normally developed peers and, if necessary, on the basis of special programs and textbooks. It is necessary to be trained and educated. Any defect observed in a child in need of special assistance may be related to organic or functional changes in the central or peripheral nervous system. Various deficiencies in the development of a child can also appear as a result of an unfavorable environment, improper upbringing, and education. For example, unfavorable family conditions, pedagogical neglect, the teacher's wrong attitude towards the child and many other reasons have a negative impact on the child's development,



make him/her not able to master the program materials well, and fall among the underachieving students. 'causes it to become sloppy. Nevertheless, we do not include such a child in the category of children in need of special assistance, because the defects in his development are not due to any organic or functional pathological changes in the body, but are caused by other reasons. Parents, guardians and teachers should be able to distinguish such children from children with special needs. According to the causes of origin, any defective development can be congenital or acquired in marriage. Congenital defects largely depend on the health and living conditions of the expectant mother. The development of the fetus in the mother's womb can be affected by infection, intoxication, injury and other factors. It is possible for the mother to suffer from various diseases during pregnancy, to take various medicines arbitrarily and knowingly, which may cause the child to be born with defects. Birth defects can also depend on the influence of genetic, that is, hereditary factors. For example, impairment of hearing, visual analyzer, transmission of intellectual disability from generation to child is also observed (phenylketonuria, Down syndrome, rhesus factor incompatibility, etc.). Parents' alcoholism, drug addiction, and drug addiction can also cause a child to be born with defects. Defects acquired in marriage occur as a result of the impact of harmful factors on the child's organism at the time of birth and in the subsequent periods. Brain damage during childbirth, umbilical cord wrapping and suffocation of the child (asphyxia), etc., can sometimes lead to its defective development. A child suffering from various diseases at an early age (up to three years old), for example, meningitis, meningoencephalitis, otitis, damage to the central nervous system and other similar diseases can also cause the development of defects. In our country, many measures are being taken to prevent defects in the physical and mental development of children, and a lot of progress has been made in this area. In Uzbekistan, the number of children in need of special assistance has decreased due to the expansion of treatment and prevention of the population and the great



achievements in the field of medicine. There are cases of children needing special help due to smallpox, plague, typhus, cholera, trachoma, measles and other infectious diseases specific to children. Due to hereditary factors and intoxication and other reasons that lead to damage to the brain and analyzers during the formation of the body, there are still cases where the child needs special help.

CONCLUSION

Children are not alike. There is no identical child. Although the children are the same age, they are different from each other. Some children are capricious, some are cheerful, some sing well, and some cannot sing. From the day he was born, the child sees, hears, touches something, feels pain, heat, smell and taste. Tevarak begins with knowing the surrounding existence - sensing and understanding, that is, with the reflection of things and events in reality in the child's mind. A child's perception is greatly improved in the first years of his life, and at the age of two, he begins to distinguish objects by color, shape, size, distinguish a familiar tone, etc. He develops various sensory skills: seeing and examining, listening and hearing, distinguishing objects based on their external signs, and imitating what he sees and hears.

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