

Pedagogical Characteristics of Working with Persons with Disabilities in the Higher Education System

Barno Berdieva

deputy of the Legislative

Chamber of the Oliy Majlis, independent researcher

Abstract: This article provides a pedagogical analysis of social adaptation of students with disabilities in higher education and their opportunities for independent learning.

Keywords: education, inclusivity, barriers in the education system, opportunities, pedagogy, higher education system, barrier-free education, New Uzbekistan, educational opportunities.

Working with persons with disabilities is today considered one of the primary and most important tasks in all spheres of society. In previous years and eras, persons with disabilities were interpreted primarily as objects of medicine.

Preparing them for society and ensuring their participation in new social relations has become one of the key tendencies of social policy being implemented in all countries of the world. However, in certain societies this issue is still recognized as an acute social problem, and this process continues.

In particular, it remains one of the important and fundamental problems in the education system. Involving students with disabilities in higher education means that these independent individuals have equal rights and opportunities. Although the conditions created for them depend on individual approaches and processes, they are connected with special pedagogical competencies. Indeed, their integration into society and the education system is considered an essential matter.

In this regard, it is appropriate to organize the following opportunities within the higher education system:

First, providing equal and independent education to students with disabilities and creating opportunities for them to access it;

Second, teaching persons with disabilities in their chosen fields of interest, providing them with education, and ensuring they receive a diploma;

Third, defining directions for social integration of persons with disabilities — particularly students — after completing higher education;

Fourth, developing program plans aimed at reducing any methods and approaches in the education system directed at discrimination and segregation of students with disabilities.

The changes that occurred in the world during the 1990s were first reflected in the social relations of the population, and particularly in the education system. In particular, it was observed that persons with disabilities began to be recognized as a distinct social group, and were even designated as "invalids" in certain legislative documents. According to experts, this is explained by the lack of a specific approach to the field, the absence of specialized pedagogical directions, and especially the weakness of opportunities for students with disabilities to receive education in the higher education system. However, according to data, it is possible to observe that certain students themselves voluntarily assisted such students in a volunteer capacity.

Barriers in the field were mainly associated with stereotypes. This is clearly visible in the higher education system. From a pedagogical standpoint, working with students with disabilities is a branch of special pedagogy that constitutes a distinct methodology. Communication barriers — including resistance from students themselves to studying alongside students and pupils with disabilities — were frequently encountered. This, as we can see, led to a further sharpening of the social dimensions of the problem. According to scholars, differences across faculties at higher education institutions were

notable.

Therefore, ensuring inclusivity in the education system without segregating them, and strengthening practical measures aimed at ensuring social adaptability, is recognized as one of the important conditions for ensuring inclusivity in the education system — particularly in higher education.

The continuous study of this problem began to yield positive results. States began to formulate measures and legal norms aimed at ensuring equal participation of persons with disabilities in all spheres of society. In some universities, a special assistant position was introduced specifically to provide deeper explanations of lessons to students with disabilities and assist them in completing homework assignments. This later began to spread as best practice to other higher education institutions.

At Humboldt University in Germany, the first 15 minutes of each lesson are dedicated to asking students with disabilities about their homework, explaining material, and discussing issues that are troubling their educational assistants. Interestingly, it can be observed that other students also began voluntarily joining such volunteer activities.

However, the inclusion and adaptation of persons with disabilities into the higher education system is a tendency that never ends yet constantly requires ongoing research. This is explained by the fact that such individuals always wish to have their own independent status in society and to have opportunities equal to those of healthy people — particularly regarding participation in education.

It can also be observed that reforms have yielded positive results in all countries. According to the results of a survey conducted among students in Russia in 2019, 86% of respondents rated the participation of persons with disabilities in education as "positive," while only 2% gave a "negative" response.

In conclusion, ensuring inclusivity in the higher education system is another important pedagogical factor for improving quality indicators in education. This requires introducing new scientific and pedagogical approaches and continuously studying the problem. It is appropriate for inclusivity in higher education to be recognized not as a separate direction, but as an essential one.

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