



Implementing inclusive education for visual disabilities in higher education

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ABSTRACT

This article addresses the pressing need for inclusive education at higher levels, particularly focusing on the inclusion of students with visual impairments in Uzbekistan. Drawing on international experiences from developed countries, it advocates for the implementation of inclusive teaching practices to ensure equal access to education for all students. The challenges faced by students with disabilities in higher education settings are discussed, emphasizing the importance of teacher training and awareness programs. By adapting successful strategies from abroad and partnering with local special schools, universities can create a more welcoming and accessible environment for students with disabilities. Ultimately, the article underscores the transformative potential of inclusive education in fostering a more equitable and inclusive society.

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Oliy ta'lim muassasalarida ko'rish imkoniyati cheklanganlar uchun inklyuziv ta'limni joriy etish

ANNOTATSIYA

Kalit so'zlar:

inkluziv ta'lim,
ko'rish qobiliyatining
zaifligi,
o'qituvchilarning malaka
oshirish dasturi,
turli o'quvchilarning
o'rganish jarayonidagi
ehtiyotlari,
o'qitish integratsiyasi.

Ushbu maqola yuqori darajadagi inklyuziv ta'limga bo'lgan dolzarb ehtiyojga, xususan, O'zbekistonda ko'rishda nuqsoni bo'lgan o'quvchilarni qamrab olishga qaratilgan. Rivojlangan mamlakatlarning xalqaro tajribalariga tayangan holda, u barcha talabalar uchun ta'lim olishdan teng foydalanishni ta'minlash uchun inklyuziv o'qitish amaliyotini joriy etish tarafdori. Oliy ta'lim muassasalarida imkoniyati cheklangan talabalar duch keladigan muammolar muhokama qilinib, o'qituvchilar

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malakasini oshirish va xabardorlikni oshirish dasturlari muhimligi ta'kidlanadi. Xorijdagi muvaffaqiyatli strategiyalarni moslashtirish va mahalliy maxsus maktablar bilan hamkorlik qilish orqali universitetlar nogiron talabalar uchun yanada qulay va qulay muhit yaratishi mumkin. Oxir oqibat, maqola yanada adolatli va inklyuziv jamiyatni rivojlantirishda inklyuziv ta'limning transformatsion salohiyatini ta'kidlaydi.

Внедрение инклюзивного образования для лиц с нарушениями зрения в высших учебных заведениях

АННОТАЦИЯ

Ключевые слова:

инклюзивное образование, нарушение зрения, программа подготовки учителей, учебные потребности учащихся с различными нарушениями зрения, интеграция в обучении.

В данной статье рассматривается острая необходимость инклюзивного образования на более высоких уровнях, уделяя особое внимание включению учащихся с нарушениями зрения в Узбекистане. Основываясь на международном опыте развитых стран, авторы выступают за внедрение инклюзивной практики преподавания, чтобы обеспечить равный доступ к образованию для всех учащихся. В статье обсуждаются проблемы, с которыми сталкиваются студенты с ограниченными возможностями в высших учебных заведениях, подчеркивая важность программ подготовки учителей и повышения осведомленности. Адаптируя успешные зарубежные стратегии и сотрудничая с местными специальными школами, университеты могут создать более гостеприимную и доступную среду для студентов с ограниченными возможностями. В заключение подчеркивается преобразующий потенциал инклюзивного образования в построении более справедливого и инклюзивного общества.

Establishing a campus with accessibility for students with disabilities shows the institution's commitment to create a welcoming environment for all students.

Greg Sullivan

One of the most controversial issues regarding education that is waiting for improvements around the world is education for disabilities, especially, at higher educational levels. Implementing inclusive teaching at a higher level of education is getting a well-spread way in developed countries such as Spain, France, Great Britain, and China. For this form of teaching Iheanaho and Osourji (2008) provide their current definition, according to it: "Inclusive education is a program that can enable learners with or without disability to participate fully in the educational settings to meet their learning needs. In addition, it creates equal facilities to overcome barriers to special needs participants. It makes disabilities a part of the educational system (Rosenzweig, 2011) considering the overall goal of inclusive education is to provide all types of students with accessibility to education and active participation in society. Looking international experience in this field and adapting it in the local universities would open a chance to cover special need students and normal students in a single classroom.

As Vaughn, Bos, and Schumm (2007) state “Just putting visual impairments in general education classroom is not enough, there are facilities that should be done to create a convenient sphere for them”. That is why, firstly, teachers are expected to make a special effort to help them meet educational standards. Filling these gaps serves to advance the accessibility of visual impairments in educational settings.

The second gap is connected with a teacher training program. According to Garriott et al. (2003) to alleviate the misconceptions and fears teachers have while teaching students with disabilities, teachers should be provided with knowledge and skills that enable them to feel competent to accommodate the learning needs of a diverse student population. For this Silverman (2007) proposes organizing a teacher training program for university staff to work with disabilities. In our case organizing such programs in partnership with local special schools for visual impairments may be helpful to increase awareness of teachers who work with special needs learners. A two-month training that is held once a week would be enough for university teachers to increase their awareness in terms of how to work with disabilities. Teachers in ordinary educational settings rarely make individualized plans for students with disabilities (Schumm & Vaughn, 1991). Before entering higher education, they (visual impairments) have been members of a society consisting of people like them. They get primary education at specialized schools that are wholly adapted to teach and work with these kinds of pupils. Everything from simple learning materials to teaching methods of teachers is utilized considering their physical condition. Their presence at higher educational levels increases twice responsibility of institute staff owing to the following reasons:

A classroom would be a new sphere for this category of students.

– what they used for learning at their schools assisted them, but in some higher education settings, this matter is still under question.

It is undeniable truth when inclusive teaching is implemented correctly, it can prove its benefits in various ways for not only students with visual disabilities but for the educational system as a whole, therefore staff development and teacher training programs should focus on why inclusive teaching is essential and how they can provide it successfully.

Integration of inclusive teaching in a classroom does not mean changing the whole teaching approach and direction that are in use, but it works as a supplementary tool to the currently used method in a classroom that involves a learner with disability. In other words, teachers’ choice of inclusive teaching does not destroy other able-bodied learners’ needs in education. It is for expanding the studying abilities of special needs learners. In other words, inclusive education not only ensures equal access to learning but also promotes active participation and integration of students with disabilities into mainstream educational settings.

However, the journey towards inclusive education requires concerted efforts and multifaceted approaches. Beyond mere inclusion in classrooms, there is a pressing need for comprehensive teacher training programs to equip educators with the knowledge and skills necessary to support diverse student populations effectively. Collaboration with local special schools and international partners can further enhance awareness and capacity-building initiatives.

To conclude, the successful implementation of inclusive education holds transformative potential, not only for students with disabilities but for the educational system as a whole. By fostering a culture of inclusivity and accessibility, higher education plays an important role in building a more equitable society. Establishing the best educational system for youth to study is the main responsibility of people involved in education whether it is a government or an ordinary classroom teacher.

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