



Toward Inclusive Education in Medicine

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Abstract: *Inclusive education in medicine aims to ensure equal access to the educational process for all students, including persons with disabilities. This article considers the main aspects of inclusion in medical education, analyzes the legislative norms regulating this direction, and distinguishes different types of inclusion depending on medical indications. Uzbekistan, as a developing country according to its own model, pays great attention to the educational development of young people. One of these directions in Uzbekistan with the UNICEF organization has introduced several programs to introduce inclusive education for young people with disabilities, which not only improves the quality of life of these children, but also gives them the opportunity to be full-fledged people for society.*

Keywords: *Inclusive education, medicine, inclusion, educational process, disability, the Law of the Republic of Uzbekistan on Education.*

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Relevance

Inclusive education in the modern world is becoming increasingly important, especially in the field of medicine, where the training of specialists requires a high level of competence and understanding of the peculiarities of interaction with patients with different needs. Ensuring accessibility of medical education for all categories of citizens contributes to the formation of a more inclusive and equitable society, which is emphasized in the legislative acts of the Republic of Uzbekistan.

Purpose of the study

The purpose of this study is to analyze and systematize the types of inclusion in medical education, as well as to determine the role of inclusive approach in the training of medical professionals.

Materials and methods

We consider complementary scientific approaches - systemic, personality-oriented, anthropological, axiological, activity, competence approaches - as methodological bases. The essence of the inclusive approach in education? "inclusion" - joint learning, (including education, inclusion) - is a type of education, in which every person, regardless of the existing intellectual and other features, physical, emotional, social, mental, linguistic, is given the opportunity to study in higher educational and general education institutions.

The peculiarity of inclusive education is that it is oriented to the individual and not to the curriculum. It uses pedagogy that meets the needs of each individual, including those with disabilities and those who need additional support.

The International Inclusive Hub began operating in Tashkent in August 2024 and can be a guarantor of quality education. International Inclusive Hub offers career-oriented educational programs for young people with different physical abilities to discover talents and choose professions. This will ensure their rehabilitation and effective adaptation in the society. The Hub is one of the manifestations of the platform-accelerator for the implementation and testing of projects aimed at the development of inclusion in Uzbekistan, which brings together international, national and public organizations.

The National Agency for Social Protection under the President of Uzbekistan, the Ministry of Higher Education, Science and Innovation, the Ministry of Employment and Poverty Reduction of the Republic of Uzbekistan with the Zamin Foundation, the Ministry of Preschool and School Education are involved in the implementation of the project.

On April 25, the Minister of Higher Education, Science and Innovation of Uzbekistan, Kongratbay Sharipov, received Professor Michael Schwartz, a renowned legal scholar from Syracuse University in the United States. The projects on development of inclusive education in higher and professional educational institutions in the Republic of Uzbekistan were adopted. Syracuse University is located in the city of Syracuse, New York. It was founded in 1870 and is a private research university in the United States. Prof. M. Schwartz is a renowned scholar in the field of international law and works as the head of the legal clinic, also provides legal assistance to persons with disabilities.

Types of inclusion Inclusion in medical education can be classified by the degree of inclusion of students with disabilities in the educational process. Depending on medical indications, the following types of inclusion are distinguished:

- Type I inclusion- full degree of inclusion in the educational process. Students with disabilities participate in classes on an equal basis with other students, receiving the necessary support and adaptation of the educational environment.
- Type II inclusion - partial and episodic degree of inclusion. In this case, students can participate in separate educational modules or disciplines, while the rest of the classes take place in specialized groups.
- Type III inclusion - episodic inclusion. Students with disabilities participate in the learning process only during certain periods, with the bulk of learning taking place in specialized settings.

Legislative regulation In the legislation of the Republic of Uzbekistan, the issues of inclusive education are regulated by the article of the Law on Education, which provides for the rights of all citizens to equal access to educational services, regardless of their physical abilities. This law obliges educational institutions to create conditions for inclusive education, including the development of individual educational programs and the provision of technical means of adaptation. In general terms, the Concept for the development of inclusive education in the system of public education in 2020-2025 (hereinafter - the Concept) is designed to organize a system of inclusive education, guarantee and ensure the right to education of children with special educational needs. The Concept defines the goals, objectives, main directions, medium-term and long-term perspective stages of development of inclusive education, as well as is the basis for the development of programs and comprehensive measures aimed at the development of inclusive education in the Republic of Uzbekistan (6).

In a concrete sense, “inclusive education” is an ideology, because the basis of this concept is formed by the idea that all persons are persons with certain needs in training, in the acquisition of different levels of qualification. And the task of all levels of the educational system is to develop and apply

appropriate skills to learning and teaching, which will have a more flexible potential to meet and realize different abilities and needs. Forms of learning in inclusive education.

There are various forms of learning used in inclusive education including:

- Individualized education programs.
- Group sessions with assistants or tutors.
- Distance learning using specialized platforms and technologies.

Number of children in an inclusive classroom

The optimal number of children in an inclusive classroom should not exceed 20-25 children to ensure that each student with disabilities receives the necessary attention and support.

Principles of inclusive education

The basic principles of inclusive education include:

1. Equality of rights and opportunities for all learners.
2. an individualized approach to each learner.
3. Creation of an adapted educational environment.
4. Interaction and cooperation between all participants of the educational process.
5. Continuous evaluation and adjustment of the educational process in accordance with the needs of students.

Categories of children related to inclusive education

Inclusive education includes children with various disabilities, including physical, sensory and intellectual disabilities, as well as children with chronic illnesses that may limit their participation in the traditional educational process.

Results.

In our republic a lot of work on inclusive education is carried out - conditions for growth and development, professional formation of persons with disabilities are created, legislative bases on formation of conditions for further development and improvement of quality of life of persons with disabilities are created. The article reveals types and forms of inclusive education with possible methods of application in higher educational institutions in the countries of Central Asia. The legislative base for education of persons with disabilities in Uzbekistan is studied.

In Uzbekistan International Inclusive Hub plans to create 1250 “smart classes” that allow students to learn Korean language and information technology.

Conclusion.

Thus, we conclude that social inclusion of children and adults with disabilities requires broad systemic change and a multi-sectoral approach that removes institutional and structural barriers to enable persons with disabilities to meet their basic needs related to health, rehabilitation, economic and social security, learning and skills development, and living in their communities.

Conclusions

Inclusive education in medicine plays a key role in developing professionals who are able to work in a diverse and ever-changing environment. It is important to provide conditions for the full participation of all students in the educational process, which requires both a regulatory framework and appropriate training of teaching staff. Legislative acts of the Republic of Uzbekistan serve as a

basis for the development of inclusive education, but further improvement of this direction requires constant monitoring and adaptation to the real needs of students.

International Inclusive Hub will provide programs for students with disabilities with equal chances to receive quality education and develop talents, master in-demand modern professions.

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