

DOI:10.29013/EJA-24-3-96-100



MODELS FOR UNDERSTANDING DISABILITY AND INCLUSIVE EDUCATION AT AN ART UNIVERSITY

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Cite: Khamraeva U.M. (2024). *Models for Understanding Disability and Inclusive Education at an Art University*. *European Journal of Arts* 2024, No 3. <https://doi.org/10.29013/EJA-24-3-96-100>

Abstract

The purpose of the research: This article describes the history of society's attitude to the problem of disability. The main stages in the development of the social model of attitude towards disability are revealed. The article also examines the creative inclusive project of students with disabilities studying at the National Institute of Arts and Design named after Kamoliddin Bekhzod.

Research methods: The following research methods were used: analysis, synthesis, comparison, observation and statistics.

Research results: The result of the study is the creation of new approaches to working with students with special educational needs at an art university

Practical application: The exhibition of creative works is one of the practical applications of the research results.

Keywords: *models, art, disability, inclusive education, painter, exhibition, photo, design, graphics*

Background:

In the modern world community to this moment, several models (Model is a simplified mental or symbolic image of a person. an object or system of objects, used as their "substitute" and a means of operation. Big psychological dictionary / ed. B. G. Meshcheryakova, V. P. Zinchenko.– 3rd ed., revised. and additional St. Petersburg.: Prime-Eurosign, 2006. 672) of describing attitude towards disability have developed – medical, charitable, legal and social. The models allow us to generalize and describe

real life social processes. Approaches to supporting children with health problems in any historical era, first of all, reflect the attitude of society towards these groups of people. The earliest model in the history of society's attitude towards disability is considered to be a religious or moral model. G. Henderson and V. Bryan note that perhaps the prevalence and influence of the religious model of disability in society became possible due to the conviction that some types of disabilities are the result of non-compliance with the morals accepted in society and nonconformity

with religious laws (Henderson G., Bryan W. 2011). Subsequently, the religious or moral model gradually begins to change towards charity, where a person with physical disabilities becomes an object of pity. Killing people who are physically weak and sick, yet are God's creations, has become unacceptable.

In the period between the XVIII to early XX centuries, significant changes are taking place in attitudes towards people with disabilities. States are beginning to provide support and education for children with disabilities. In Western European countries, supplementary schools are being opened for children with health problems.

After World War II, the medical model became especially relevant. Following the creation of the United Nations in 1945 (The Charter of the United Nations was signed on June 26, 1945), on December 10, 1948, the UN General Assembly adopted the Universal Declaration of Human Rights, according to which human rights should be recognized as fundamental and unconditional values, every person has the right to medical care and social services necessary to maintain health of him and his family. The Declaration is recommended for all UN member states (Universal Declaration of Human Rights Adopted by resolution 217 A (III) of the UN General Assembly on December 10, 1948). In the same 1948, the World Health Organization was organized, whose charter defines health as a state of complete physical, mental and social well-being, and not just the absence of diseases and physical defects (Constitution of the World Health Organization, Geneva, World Health Organization, 1948). Provisions for the protection of the rights of persons with disabilities are also contained in documents such as the Declaration of Social Progress and Development, the Principles for the Mentally Ill and the Improvement of Mental Health Care, and the Standard Rules for the Equalization of Opportunities for Persons with Disabilities. On November 20, 1959, the UN General Assembly proclaimed the Declaration of the Rights of the Child. The fifth principle of which is: "A child who is physically, mentally or socially disabled should be provided with special treatment, education and care necessary in view of his special condition." The medical mod-

el has undoubtedly begun to contribute to the health and rehabilitation of people with physical and mental disabilities. However, disability in this model is understood as an individual problem of a person, subject to normalization to the standards of society, as a biological defect, that is, a violation of the tissues or functions of the human body. Medical support throughout life becomes mandatory. Since the 70s of the twentieth century in the USA and Europe, the idea of social inclusion of people with disabilities has come to the fore. The turning point came at the end of the 20th century, as a result of the movement of activists for the rights and freedoms of people with disabilities, who criticized the existing traditional models – medical and charitable. In America, Canada and England, a research movement called "disability studies" is emerging, the goal of which is to change society's attitude towards people with disabilities. Many of the activists were people with disabilities themselves; disabilities are produced by people's prejudices and specific ideas, they argued. The achievement of the activists of the UPIAS movement – "Union of the Physically Handicapped Against Segregation" (Kravchenko S.A., 2004), founded in 1972, was the separation between the very concepts of disability into two: "impairment" – physical injury and "disability" – social exclusion, i.e. biological differences in health, social significance of disability and problems of environmental management. The UN Declaration on the Rights of Persons with Disabilities, adopted on December 9, 1975, states that people with disabilities have all the rights specified in the Declaration. Rights must be recognized for everyone without exception, without distinction or discrimination. In 1980, WHO adopted the International Classification of Defects, Disability and Handicap, which sets out a clear distinction between "defect", "disability" and "incapacity" (World Health Organization, International Classification of Impairments, Disabilities, and Handicaps: A manual of classification relating to the consequences of disability (Geneva, 1980). The basis of the social model is not the correction of the individual's pathology, but the adaptation of the physical environment, the transformation of social institutions that impede the acquisition

of a decent life in society (Kurlenkova A. S., Nosenko-Stein E.E., 2018). The period from 1983 to 1992 was declared by the UN as the Decade of People with Disabilities, and 1981 became the International Year of Persons with Disabilities. On December 3, 1982, the World Program of Action for Persons with Disabilities was adopted, which defined the structure of education for people with disabilities, as well as such principles of the education system as accessibility of educational institutions, a personalised approach taking into account educational needs and universal coverage of children with disabilities in education. Subsequently, key legislation in the field of inclusive education was adopted. The most important document is the “Salamanca Declaration of Principles, Policies and Practices in the Field of Education for Persons with Special Needs” – adopted on June 10, 1994 (United Nations Educational, Scientific and Cultural Organization Ministry of Education and Science Spain This publication may be freely quoted and reproduced. Printed in UNESCO 1994. ED-94/WS/18). The declaration defines new approaches to the education of persons with special needs. The core principle of inclusive education is learning together despite physical differences.

Over the last 10 years, Uzbekistan has seen great changes in the development of social policy, improving the quality of life of people with disabilities. The full inclusion of people with disabilities in all spheres of society, including education, has become one of the priorities of modern public policy in our country. A key point in establishing the rights and freedoms of people with disabilities in Uzbekistan was the signing on June 7, 2021 of the law “On the ratification of the Convention on the Rights of Persons with Disabilities” (Law of the Republic of Uzbekistan dated June 7, 2021 No. ZRU-695 “On ratification of the Convention on the Rights of Persons with Disabilities Collection of legislation of the Republic of Uzbekistan No. 23 (992) June 2021). In 2006, the UN General Assembly adopted the Convention on the Rights of Persons with Disabilities – the main international document containing 50 articles, which outlines all the necessary provisions on the rights and freedoms of people with disabilities. Inclusive education is enshrined in the new “Law

on Education” of 2020 (National Legislation Database, 09.24.2020, No. 03/20/637/1313; 10.12.2021, No. 03/21/721/0952; 11.29.2023, No. 03/23/880/0905; 02/01/2024, No. 03/24/901/0082). There are several areas of action in the field of inclusive higher education policy. In accordance with the Decree of the President of the Republic of Uzbekistan in 2017 “On measures to radically improve the system of state support for persons with disabilities” and the resolution of the Cabinet of Ministers in 2018 “On approval of the regulations on the procedure for admitting persons with disabilities to higher educational institutions for training under additional quotas on the basis of state grant”, young people with I and II disability groups have the opportunity to enroll in a state university with an additional 2% quota on a grant basis for bachelor’s degrees in full-time, part-time or distance learning (National Legislation Database, 06/05/2018, No. 09/18/417/1311; 06/16/2022, No. 07/22/279/0530).

Methods:

There are currently more than 40 students with disabilities studying at the National Institute of Arts and Design named after Kamoliddin Bekhzod. The main task of an educational institution in working with students with special needs is socialization and professional rehabilitation. Students participate in exhibitions, festivals and competitions. On December 1, 2023, the opening of the exhibition “Creativity without Borders” took place at the Tashkent House of Photography. This exhibition was the result of the author’s project approved by us – “Creativity without Borders”. The goals of the project were to create a community of mutual assistance and social adaptation of students at the university, joint creative self-realization, development of the creative potential of each student, and building a constructive dialogue with the university leadership and teachers. The community united all students with special educational needs, their parents, volunteers, and teachers into one group with an account on a social network. As part of the project, over the course of a month, students from fields of study – design, fine arts, applied arts and art history – worked on the exhibition display. Remote and face-to-face

individual consultations were provided on issues of size, technique and subject matter of the work being performed. Students were directly involved in the installation of the exhibition in the hall of the House of Photography, where they jointly learned to select works for exhibition and make labels. Volunteers selected to work with students with special needs filmed videos during the preparation and opening of the exhibition. During the opening, interviews were conducted with students' parents. To highlight the project on youtube, we opened the "Cheklovsiz ijod" channel (https://youtube.com/@xamrayevaumida-xn1cg?si=IlPt9UHOb_8yaAtN). For the channel, we recorded short interviews with the students themselves. Students responded positively to this interview format.

Results:

During the exhibition, more than 200 people visited it. Visitors noted that all the works are distinguished by their particular

sincerity and love of life. Students with special educational needs had the opportunity to show their work to a wide range of viewers, evaluate themselves and study the experience of other young artists. In their creative works, students used new drawing and painting techniques. They showed works made from wool. Embroidered costumes were also present at the exhibition. Works of applied art were also presented – wood carving, plaster carving and miniatures.

Conclusions:

Thus, attitudes towards people with disabilities have undergone many changes. In the 21st century, modern civilized society understands that all people, without exception, have the right to a decent life and education. Career and personal life should not depend on physical health problems. Developing the creative potential of students with disabilities is the most important task of inclusive arts education.

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URL: https://youtube.com/@xamrayevaumida-xn1cg?si=IlPt9UHOb_8yaAtN

URL: <https://www.youtube.com/shorts/JmZDMspTX6Q>

submitted 04.07.2024;
accepted for publication 18.07.2024;
published 28.08.2024
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