Discipline designation	**Inclusive education. Hospital pedagogy**
Semester(s) in which the discipline is taught	4
Responsible teacher	Muzaffarova Khayitgul Nesibovna, doctor of philosophy (PhD), associate professor Kamolova Shirin Osarovna, senior lecturer
Language of instruction	Uzbek
Connection to the curriculum	Mandatory
Study load (including contact hours, IWS)	Total workload: 120 hours Contact hours: lectures: 30 hours practical lessons: 14 hours seminars: 16 hours IWS: 60 hours
ECTS	4
Prerequisites	Special Pedagogy, Developmental Physiology, Medical Psychology
The aim of the discipline	**The aim of the discipline** is to develop students' professional competencies in educational work in an environment of inclusive education for students with special educational needs. and supporting the education of children undergoing long-term treatment in medical institutions (hospitals, hospitals, etc.). **The results of the education** The objective of the subject is to develop theoretical ideas of inclusive education for students as a new phenomenon of social and educational policy; -plan and organize educational, correctional and developmental work in the conditions of inclusive education; - be able to develop and implement pedagogical approaches to solving specific pedagogical problems of inclusive education. to form in future specialists knowledge about theoretical and practical skills in hospital education of children; – develop skills in working with children in medical institutions or at home, including the use of adaptive technologies and multimedia learning tools; – to develop professional competence in the field of hospital pedagogy, including the ability to work in a multidisciplinary team of medical workers and teachers, as well as to interact with parents and maintain confidentiality of information about the child; – realize and understand the specifics of education of children in medical institutions or with limited access to regular school; - be able to understand how to provide a child with access to education and support in learning in conditions of his illness or restrictions associated with illness; - develop skills in description, interpretation, and prediction of phenomena; - develop their personal readiness to work with children with special educational needs and the desire to acquire knowledge to provide them with pedagogical assistance.
The content of the lessons	1. Content and essence of inclusive education. 2.Methodological foundations of inclusive education. 3.Psychological, pedagogical and organizational conditions of inclusive education.

	4. Diversity of students and class. 5. Technologies of inclusive education Universal curriculum and individual curriculum. 6.Individual educational route: principles of construction, interprofessional team. 7. Technologies to support the learning of children with special educational needs in educational organizations. 8. Features of inclusive education for students with special educational needs Strategies for inclusive education of children with varying degrees of intellectual disability, children with disorders and the autism spectrum, children with sensory impairments and the conditions for their implementation. 9. Education designing an inclusive environment in an organization. 10. Basic concepts and definitions of the subject "Hospital pedagogy" and its history. 11. Methodological foundations of "Hospital pedagogy". 12. The relationship of participants in hospital schools in the learning process (child, parents, teaching staff, medical staff). 13. Organization of training for children in need of long-term treatment. 14. Specific features of long-term ill children. 15. Interdisciplinary interaction in teaching children in need of long-term treatment.
The form of the exam	Written
The requirements for the education and examinations	**Requirements for successful completion of the module** Complete mastery of theoretical and methodological concepts in the subject, the ability to correctly reflect the results of analysis, independently reason about the processes being studied and carry out tasks in the current, intermediate forms of assessment, and pass written work on the final assessment. When creating questions for final assessments, deviations from the content of the scientific program are not allowed. The bank of questions for final assessments for each subject is discussed at the meeting and approved by the head of the department. When compiling tickets for final assessments, a bank of questions for final assessments is used, the number (5 questions) of questions in the ticket in a 50/50 ratio, depending on classroom and independent learning. No later than 1 week before the start of the meeting, tickets signed by the head of the department are placed in an envelope and sealed by the dean's office, and 5 minutes before the start of the exam, they are brought in a sealed envelope to the classroom and opened in the presence of students. The duration of the final assessments is 80 minutes. Answers to the questions of the final assessments are recorded in notebooks with the seal of the dean's office. After completing the final assessments, the work is immediately encrypted by a representative of the dean's office, and the notebooks are transferred to the commission for verification. From the moment the final assessments are completed, a period of 72 hours is allotted for verification; the results are posted on the electronic platform. Professors and teachers who taught students in this subject will not be involved in the process of Student(s) who are dissatisfied with the results of the final assessments may submit a written or oral appeal within 24 hours from the date of the published results of the final assessments. Complaints submitted after 24 hours from the publication of the FA results will not be accepted administering the exam and checking students' answers.

Rererences	1. S.V. Sharikov, A.S. Obukhov, V.V. Vagarina, A.A. Filatova. “Professional and personal positions of hospital school teachers.” Journal “Pedagogy”, 2020. Vol. 84. No. 10. Moscow. 2. Sharikov S.V., Volkova T.V. Hospital pedagogy as a motivation for the development of progressive consciousness of society and social inclusion // Modern preschool education: theory and practice. Electronic journal. – 2023. – No. 10. – P. 2–23. 3. Strategies for inclusive education: Textbook. 2018 4. Renata Ticha, University of Minnesota, USA Brian H. Abery, University of Minnesota, USA Christopher Johnston, University of Minnesota, USA Alvard Poghosyan, UNICEF Armenia, Republic of Armenia Paula Frederica Hunt, Disability, Education and Development Specialist, LDA, Portugal. 5. “Inclusion in education.” Manual for School Management Committee. First edition December 2020 Agrahayana 1942 Editor-in-Chief: Shveta Uppal 6. Handbook “Inclusive Education” First edition 2020 7."The Inclusive Classroom: Strategies for Effective Differentiated Instruction" by Moya L. Andrews (2018).
Scope of assessment criteria and procedure	**CURRENT CONTROL** **Purpose:** Determining and assessing the student's level of knowledge, practical skills, and competencies on course topics. **Instructions:** The student's activity in daily classes is assessed through the student's mastery of course topics, as well as constructively interpreting and analyzing the educational material, developing module-specific skills, acquiring practical skills (in terms of quality and the specified number) and competencies, solving problem situations aimed at applying professional practical skills, working in a team, preparing presentations, etc. **Current control form:** Activity in lessons Preparing educational materials Working with sources within the subject Using educational technologies Working in a team Preparing presentations Working with projects **INTERMEDIATE CONTROL** **Purpose:** Assessing the student's knowledge and practical skills and level of mastery of lecture material after completing the relevant section of the course. **Form and procedure of intermediate control:** Midterm examination is held during the semester during the training sessions after the completion of the relevant module of the curriculum of the subject. Midterm examination is held once in written form within the framework of this subject. Midterm examination questions cover all topics of the subject. **Independent learning:** **Purpose:** Independent learning is aimed at fully covering the content of this course, expanding the theoretical knowledge acquired, and establishing independent learning activities for students. **Form and procedure of independent education:** ndependent work assignments are completed in the form of an educational project, presentation, case study, problem solving, information search, digest, colloquium, essay, article, abstract, etc. Completed assignments for independent study are placed in the electronic system and checked based on the anti-plagiarism program and evaluated by the

subject teacher.

In this case, the uniqueness of the completed assignment should not be less than 60%, otherwise the assignment will not be accepted for assessment.

The number of independent work assignments, depending on the nature of the subject, should not be less than 3 for one subject (module).

Independent work assignments account for 60% of the points allocated for current and intermediate control.

Independent learning task 1: Preparation of project work based on independent learning topics

Independent learning task 2: Preparing sample video lessons based on specialized subject topics.

Independent learning task 3: Preparation of open lesson plans in specialized subjects using interactive methods.

Independent learning task 4: Analysis of educational normative documents for specialized subjects and preparation of presentations.

FINAL CONTROL

Purpose: The final examination is held at the end of the semester to determine the level of mastery of the student's theoretical knowledge and practical skills in the relevant subject. The final examination is held at a specified time according to the examination schedule created by the Registrar's Office on the electronic platform.

Requirements: The student must have passed the current control, intermediate control and independent learning assignments by the deadline for the final control type in the relevant subject.

A student who has not passed the current control, intermediate control and independent learning assignments, as well as who has received a score in the range of "0-29.9" for these assignments and control types, is not included in the final control type.

Also, a student who has missed 25 percent or more of the classroom hours allocated to a subject without a reason is excluded from this subject and is not included in the final control type and is considered not to have mastered the relevant credits in this subject.

A student who has not passed or was not included in the final control type and has received a score in the range of "0-29.9" for this type of control is considered to be an academic debtor.

Final control form: The final examination in this subject will be conducted in written form.

If the final examination is conducted in written form, the requirements for assessment must also be reflected.

Criteria for assessing student knowledge

5 stars	100 points		Evaluation criteria
5	90-100	Excel lent	When a student is considered to be able to make independent conclusions and decisions, think creatively, observe independently, apply the knowledge he has gained in practice, understand, know, express, and narrate the essence of the subject (subject), and have an idea about the subject (subject)

	4	70-89,9	Good	When the student is considered to be able to observe independently, apply the knowledge he has gained in practice, understand, know, express, and narrate the essence of the subject (subject), and has an idea about the subject (subject)
	3	60-69,9	Satisfactory	When the student is found to be able to apply the knowledge he has gained in practice, understands, knows, can express, and narrate the essence of the subject (subject), and has an idea about the subject (subject)
	2	0-59,9	Unsatisfactory	When it is determined that the student has not mastered the science program, does not understand the essence of the science (subject), and does not have an idea about the science (subject)

Course evaluation criteria and procedure

Control type	**Total points allocated**	**Control (task) form**	**Distribution of points**	**Qualifying score**
Current control	30 points	System tasks	20 points (divided by the number of tasks)	18 points
		Student activity (in seminars, practical, laboratory classes)	10 points	
Intermediate control	20 points	Supervision: Written work	10 points	12 points
		System tasks	10 points (divided by the number of tasks)	
Final inspection	50 points	Written assignment (5 questions)	50 points (10 points per question)	30 points

** **Note:** 60% of the points allocated for current and intermediate control are allocated to independent work assignments. Independent work assignments are evaluated as system assignments through the electronic platform.*