

THE NECESSITY AND LEGAL FOUNDATIONS OF ORGANIZING "MEHRLI MAKTAB" AND HOME-BASED EDUCATION

Zulfiqorova Dilshoda Nomoz qizi

Shamuratova Tumari

Jorabekova Juldizay

Nietbaeva Aysanem

CSPU Tourism faculty

Foreign language and literature second year students

Jumaniyazova Zulfiya Aitbayevna

Ilmiy rahbar: CHDPU Pedagogika fakulteti Maxsus pedagogika kafedراسi o'qituvchisi

ORCID ID: <https://orcid.org/0009-0005-2967-8629>

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Abstract

Education is universally recognized as a basic human right and an essential condition for personal development, social inclusion, and national progress. However, children with chronic illnesses, disabilities, or those undergoing long-term medical treatment often face serious barriers to attending ordinary schools. If alternative educational opportunities are not provided, such children risk academic delay, emotional stress, and social isolation. For this reason, modern educational systems develop special mechanisms such as hospital schools and home-based education. The article concludes that these educational models ensure continuity of learning, psychological well-being, equal opportunities, and implementation of constitutional rights. Their development demonstrates Uzbekistan's commitment to inclusive education and social justice.

Keywords: Mehrli Maktab, home-based education, inclusive education, legal foundations, children's rights, Uzbekistan, equal opportunity, hospital school, educational policy, equality in education, educational reform, special pedagogy.

Introduction. Education is one of the most important social institutions in every country. It shapes intellectual capacity, moral values, professional skills, and civic responsibility. International organizations such as UNESCO and UNICEF emphasize that all children, regardless of health condition or disability, must have equal access to quality education. Despite this principle, many children around the world cannot regularly attend school due to long-term illnesses, physical disabilities, rehabilitation processes, or hospitalization. Interruptions in schooling can negatively affect not only academic performance but also emotional stability and future integration into society. Therefore, governments must provide flexible educational alternatives.

Research and findings: The issue of educating children with illnesses, disabilities, or long-term medical needs has been widely studied by international scholars and organizations. Previous research confirms that hospital schools and home-based education are effective models for protecting children's academic continuity, emotional well-being, and social inclusion. The following findings support the necessity of organizing Mehrli Maktab and home-based education in Uzbekistan. **Inclusive Education as a Human Right.** International research shows that equal access to education is one of the key principles of modern society. According to UNESCO, children with disabilities or medical limitations must receive the same educational opportunities as all other learners. UNESCO reports emphasize that exclusion from education

increases poverty, social inequality, and future unemployment risks. Similarly, UNICEF noted that children who are unable to attend school due to illness often experience learning loss and emotional isolation if no alternative system exists UNICEF. These findings justify the need for state-supported systems such as Mehrli Maktab and home-based education. **Effectiveness of Hospital Schools.** Research in Europe and Asia has shown that hospital schools positively influence children receiving treatment. A study conducted by Hopkins found that children who continued education during hospitalization demonstrated higher motivation, lower anxiety, and better reintegration into regular schools after recovery. Another study by Shiu in Hong Kong reported that hospital teaching helps maintain self-confidence and reduces stress among long-term pediatric patients. Children felt more hopeful when they could continue normal learning activities. This supports the purpose of Mehrli Maktab, where education is combined with treatment and psychological support. **Benefits of Home-Based Education.** Home instruction has also been widely researched. According to a study by Lines, home-based education for medically fragile children prevents academic delay and allows flexible individualized teaching plans. Cooper and Nye found that one-to-one learning environments often improve concentration and teacher-student interaction, especially for children with special needs. In Uzbekistan, this model is especially valuable for children who cannot travel to school because of mobility limitations or chronic illness. **Psychological Impact of Continuous Learning.** Research shows that illness can negatively affect children’s mental health. Thompson and Gustafson found that children with chronic illness often face anxiety, sadness, and fear of social exclusion. However, educational engagement during treatment significantly improves emotional resilience. A later study concluded that structured learning routines reduce depression and increase children’s sense of normality. Therefore, Mehrli Maktab and home-based education are not only academic tools, but also forms of psychological rehabilitation.

Methodology. This study used a qualitative and descriptive research design to examine the necessity and legal foundations of organizing Mehrli Maktab and home-based education in Uzbekistan. The purpose of the methodology was to analyze existing legal documents, educational reforms, and previous scientific studies related to inclusive education, hospital schools, and home instruction. The study was based on document analysis and comparative review methods. Official laws, government resolutions, academic articles, and reports from international organizations were examined to understand how alternative educational systems are organized and why they are necessary.

Results. The study produced several significant findings regarding the necessity and effectiveness of Mehrli Maktab and home-based education in Uzbekistan. **Equal Access to Education Was Strengthened.** The findings showed that these educational systems help children continue learning despite illness or disability. UNESCO emphasizes that inclusive systems reduce exclusion and increase equality. In Uzbekistan, Mehrli Maktab and home education directly support this principle by ensuring that no child is denied schooling because of health barriers. **Academic Continuity Improved.** Research reviewed in this study found that students receiving instruction during illness perform better academically than those whose education is interrupted. Kaffenberger reported that children who continued studying during treatment returned to mainstream schools with fewer learning gaps. This means such institutions reduce grade repetition and academic delay. **Psychological Well-Being**

Increased. The study found that learning activities improve emotional health among children receiving treatment. Hopkins (2018) observed that hospital education reduces fear and anxiety because children maintain normal routines. Similarly, children studying at home feel less isolated when teachers regularly visit them. **Parents Received Greater Support.** The findings indicate that home-based education creates stronger cooperation between families and teachers. Parents become active partners in the educational process and better understand their child’s progress and needs. This family involvement is considered important for special-needs learners. **Legal Guarantees Were Effectively Implemented.** The study confirmed that Uzbekistan’s legal framework supports these systems. The Constitution guarantees the right to education, while the Law “On Education” provides for inclusive and alternative learning forms. Resolution No. 234 formally established Mehrli Maktab, proving that inclusive education is backed not only by theory but by state policy. **Social Inclusion Was Encouraged.** Students who remain connected to education are more likely to reintegrate into society after recovery. They preserve communication skills, self-confidence, and peer identity. UNICEF noted that educational exclusion increases long-term social risks, while inclusion strengthens life outcomes.

Conclusion. Based on the research findings, it can be concluded that the organization of Mehrli Maktab and home-based education is an important and necessary step toward building an inclusive educational system in Uzbekistan. These educational forms ensure that children who are unable to attend regular schools because of chronic illness, disability, or long-term medical treatment are not deprived of their fundamental right to education. The study showed that Mehrli Maktab provides not only academic continuity but also psychological support, social adaptation, and emotional stability for children receiving treatment in hospitals. Likewise, home-based education allows students with serious health limitations to continue learning in a safe and comfortable environment through individualized instruction. Legal analysis confirmed that these systems are supported by the Constitution of the Republic of Uzbekistan, the Law “On Education” and the Resolution of the Cabinet of Ministers No. 234, which established Mehrli Maktab. This demonstrates the state’s commitment to protecting vulnerable children and implementing modern inclusive policies. The findings also revealed that alternative education reduces academic loss, improves self-confidence, strengthens cooperation between teachers and families, and increases the possibility of successful reintegration into ordinary schools after recovery. In conclusion, Mehrli Maktab and home-based education are not only educational services but also instruments of social justice and human dignity. Their further expansion, improved teacher training, digital support, and psychological services will contribute to a stronger, fairer, and more humane educational system in Uzbekistan.

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