

Specific Features Of The Introduction Of Inclusive Education

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Annotation

Currently, in our Republic, the education of children and adolescents in need of special support, taking into account the types and degrees of their disabilities, 9 areas of special education (mentally impaired, retarded mental development, speech, vision and hearing impairments Correctional education for children with disabilities, children with autism, Down, children with physical disabilities, children with physical disabilities) is organized. Comprehensive work on improving the system and content of special education, developing the material and technical base, using new pedagogical technology, information media in the process of special education, creating educational and methodological foundations, providing programs and textbooks. is going.

Key words: children with special needs, correctional education, special education, segregation, inclusive education, compensation, autism, Down, mental retardation.

INTRODUCTION.

Our state clearly determined that it is the need of the hour to gradually implement a number of measures, such as enriching the educational content with information about the national values and historical monuments of our people, introducing advanced pedagogical technology and information. In the past short period of time, educational reforms were carried out consistently and quickly in all aspects of our country, and many positive results were achieved. In this place, the state pays special attention to the creation of facilities for the education and upbringing of children with disabilities who are a part of our society and need social protection.

According to the legislation, privileges are established for certain categories of children for admission to secondary special, vocational and higher educational institutions. Also, as a result of the democratization of education reform and the fight against discrimination at the international level, the outlook of the society has changed, and a

new approach, mutual respect, and positive attitude have been formed among people of different categories. The policy of revising the development of the field of special education has begun to be implemented. Many countries have abandoned "segregation" education and found it necessary to implement integrated education for children with disabilities. In our country, the main focus is on educating children with disabilities in differentiated special educational institutions, and this educational system is developed. For the next 10-15 years, the integration and inclusion of children with disabilities into the general education system is being implemented. The strategy of integration and inclusive education includes the integration of children who are not involved in science into the full special or inclusive education system in general education institutions, and the correctional education institution, due to the distance from the children's residence, to the educational institutions in the areas where they live. consists of teaching.

It should be noted that in the conditions of inclusive education, the child will be among healthy peers and will be able to receive education without being separated from his family. Currently, the inclusive education strategy, which is widely promoted worldwide, that is, the issue of education and upbringing of children with developmental problems, is also one of the urgent problems in Uzbekistan. There are measures aimed at wide introduction of inclusive education policy in the republic, cooperation projects of state and non-state organizations to study international and national work experiences.

Experience has shown that the introduction of "Inclusive education" requires us to take into account the specific characteristics of the social, political, cultural development of our country, and our national values. There are still a number of problems in explaining to the public the goals and tasks of implementing inclusive education, and the methods of organizing education. During 2006-2009, on the basis of the state grant of the Science and Technology Center of the Republic of Uzbekistan, by specialists of the Special Education Department:

- on the basis of general education standard requirements and modernized programs, recommendations on 9 subjects and correctional state requirements on 5 subjects were created for adaptation to primary classes of schools for blind children. In schools for visually impaired children, the educational process is carried out on the basis of general education standards;

- State educational requirements and curricula were created for the elementary grades of the school for hearing-impaired (deaf) and hard-of-hearing children from 8 subjects and 4 correctional subjects. Hearing impaired children are taught from the 6th grade on the basis of general educational programs and State educational standards. Based on the adaptation of the modernized and improved

DTS and programs of general education, taking into account the age and psycho-physical characteristics of students' hearing ability, correctional state educational requirements and programs were created in 14 subjects;

Taking into account the level of development and individual characteristics of secondary school students, correctional education is developed for them in a stratified manner (for those with light, medium, and severe levels). In 2004, drafts of state requirements and curricula for correctional education in 30 titles from 13 subjects were developed for mildly mentally retarded children;

Curriculum for therapeutic gymnastics, rhythmic, speech therapy, and social life training aimed at correcting students' cognitive and physical activity deficiencies and behavior disorders;

The main task of special education is to teach and educate children with disabilities in physical and mental development in a corrective manner.

Our state allocates large amounts of funds to the strengthening of the material and technical base of special pre-school educational institutions, schools, and boarding schools, as well as to the correction of existing deficiencies of students with disabilities, their education, treatment, and career guidance. Improving the education of this category of children and adolescents, introducing new innovative pedagogical and information technologies in the process of special education, properly organizing the education of children in need of social protection, identifying their defects from an early age and correction (removal), full adjustment to social society is an important and integral part of the educational system.

Our state pays serious attention to the implementation of a humanistic approach to vocational training of children with disabilities, creating sufficient conditions for the development

of their professional skills, adapting them to social life, finding their place and becoming a full-fledged member of society. . Moreover, this issue is an urgent problem of today. In order to improve the educational content and increase its efficiency, educational programs, educational standards and requirements are revised, a new generation of textbooks and training manuals are created based on them, and innovative pedagogical technologies are introduced into the educational process.

It is worth noting that in specialized (special) educational institutions, a number of effective activities are being carried out in order to provide material and technical support to children's education and to restore their health. In the process of providing specialized boarding schools with the necessary equipment, foreign investments and funds of sponsors were widely involved.

The educational process of special educational institutions is carried out on the basis of the curriculum, correctional program and textbooks based on the requirements of general and special correctional education. In the course of the lesson, the individual characteristics, abilities and opportunities of each child are taken into account. (specialist speech therapists (speech therapist, typhologist, deaf pedagogue, oligophrenopedagogue) work in educational institutions organized according to the type of disability mentioned above. According to the purpose and task of education, general education for children and adolescents is In addition to imparting knowledge on For example: "Development of object imagination and visual perception", "Development of fine motor skills and skin sensation", "targeting and movement", "Social and household orientation", "for blind children" Treatment gymnastics", "Rhythmics", "Logopedia" are carried out. Correctional subjects such as "development of hearing", "social work", "lip teaching", "development of speech", "therapeutic

gymnastics" for the school of children with hearing impairment, for children with impaired locomotion. Classes such as "healing gymnastics", "logopedia", "rhythmics" are held individually and in groups based on special programs in specially equipped rooms by specialists. For auxiliary school students, correctional subjects "work speech development", "speech therapy", "healing gymnastics" and "work" are taught. Auxiliary tools and visual aids are used for their training and correction.

The positive aspects of special education are:

- comprehensive medical-pedagogical support is provided in educational institutions, they are fully supported by the state;
 - defectologist pedagogues carry out corrective and developmental work in order to fully satisfy the special needs of children;
 - students, trainees will have the opportunity to use a special educational program, textbook teaching-methodical and technical tools;
- the number of students in the classes does not exceed 12-16, and it is possible to fully implement the individual approach;
- favorable conditions are created for the formation of special skills, such as orientation before and after the lesson, formation of speech communication, self-service;

Although the quality of correctional-pedagogical work of special education and upbringing is at a high level, some problems arise in adapting to our social life because children with special needs do not receive education and upbringing in a healthy environment. Therefore, it is recognized by the world community that the education of children and adolescents with disabilities in the age-segregated education system causes many negative consequences, and the policy of inclusive education is supported. According to L.S. Vygotsky: "Our special schools have some advantages as well as some disadvantages. They

limit their educators to a narrow school community: they focus on deaf, blind or mentally retarded children. he focuses on his existing deficiency and adapts all conditions to this deficiency. All this prevents the child from entering real life.

Instead of taking the child out of the limited world, the special school usually develops such skills that, as a result, his separatism increases, and the child dives deeper into his own world.

Therefore, the task of raising a child with a developmental disability was entrusted to L.S. Vygotsky believed that it is necessary to integrate the child into life and organize compensation for his defect in another way. In this place, he understood compensation as a social aspect, not a biological one, because in the process of working with a child with a developmental disability, the educator is not faced with biological aspects (factors), but with its social consequences. Combining a healthy child with a disabled child should serve as the starting point for the wide-ranging restructuring of special education. Currently, in our Republic, great attention is being paid to the issues of education and upbringing of children with special needs in the special or general education system according to their development level, opportunities, characteristics of defects and abilities.

Experience has shown that the implementation of inclusive education in our country has its own characteristics. Taking into account the social and economic development of our republic, our national values, and without abandoning or shortening the historically formed special education system, on the contrary, it is integrally connected with general education, and in cooperation with the national module of gradual transition to inclusive integration education. it is desirable to create. In the future, special educational institutions should act as a consulting center for general education institutions on the methods of correctional subjects. Special education

pedagogues and defectologists act as a resource pedagogue who advises the teacher of general education on the method of correctional education when necessary for the education of children with disabilities in general education institutions. Such assistance is also provided by medical staff and psychologists of special educational institutions.

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