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EDUCATING CHILDREN WITH DISABILITIES IN THE PROCESS OF INCLUSIVE EDUCATION AND CREATING INDIVIDUAL METHODOLOGICAL DIDACTICS SUPPORT

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Abstract

This article is about improving the quality of inclusive education and providing education to children with disabilities. In the process of inclusive education, the creation of individual methodological and didactic guidance ensures equal opportunities for students in obtaining knowledge.

Keywords

Inclusive, didactics, method, pedagogy, speech therapy, defectological, psychological cluster approach, correctional, rehabilitation education and upbringing.

INTRODUCTION

Today, important tasks are set, such as increasing the availability of quality educational services, training highly qualified personnel in accordance with the modern needs of the labor market. The adoption of a number of laws by the President of the Republic of Uzbekistan in 1991, the adoption of the Law and Resolutions on Supporting Children with Disabilities and Educational Needs in Uzbekistan, is the initial stage of reforming the education system of children with special needs. The policy on the development of integrated (inclusive) education in Uzbekistan is based on the following principles.

-creation of mechanisms for managing and coordinating the activities of educational institutions, parents, and public organizations in order to integrate children with disabilities into general education.

-state support for children with disabilities in receiving quality education focused on their needs and capabilities.

-establishment of positive relationships among students with their peers, development of tolerance in people around them.

Uzbekistan's policy in the field of integrated (inclusive) education is aimed at creating optimal conditions for young citizens to receive education and is aimed at achieving the following goals.

✓ creating conditions for the integration of children with disabilities among their healthy peers;

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✓ creating the necessary conditions to meet the specific educational needs of persons with disabilities;

✓ scientifically and methodologically developing the content of special integrated (inclusive) education based on the needs of children with disabilities.

It is clear that our President is creating many conditions for children with disabilities, supporting them, and opening up more opportunities.[1]

LITERATURE REVIEW AND METHODS

Improving the quality of teaching, effectively organizing a learning environment that is appropriate to the capabilities of students and takes into account state educational standards, and developing cooperation between organizations and public institutions in this process is becoming increasingly important. Solving these socio-pedagogical issues requires mutually beneficial cooperation between education, health care, and neighborhood organizations in providing quality education to children with disabilities. This requires clarifying the didactic requirements for organizing classes in inclusive classes, organizational factors, pedagogical and psychological conditions, and methodological skills of primary school teachers, as well as cluster approaches to developing professional competence. In inclusive education, quality is easily and conveniently achieved through modern technologies. The professional skills and cooperation of teachers in the inclusive education system are primarily related to the specific features of working with children with special needs. [2] Inclusive education is based on the ideology of excluding any cases of children with disabilities, ensuring equal opportunities for all, but creating the necessary conditions for children with special educational needs. Today, a lot of work is being done in our country to identify groups of children with disabilities and developmental disorders, create truly inclusive conditions for them to receive quality education and subsequently find decent work. One of the important problems of inclusive education is to identify groups of children with special educational needs, provide them with quality education and increase their potential.

In the development of inclusive education, priority principles and directions are of great importance. For the development of a child with disabilities, it is necessary to create conditions in which he can be included in the processes of resocialization. Such an environment serves to unite all participants in the educational process, as well as to provide psychological assistance in eliminating developmental deficiencies. Psychological and pedagogical support for children with disabilities presupposes the ability of the teacher to organize joint and individual activities of children with various health problems with healthy peers. Collecting initial information about the history of each child serves to increase knowledge about their abilities. The correct introduction of pedagogical technologies in the educational process leads to the teacher acting as the main organizer or consultant in this process. This requires more independent work, creativity, and willpower from the student. Trainings based on pedagogical technology satisfy the desire of young people to express their attitude to important life achievements and problems, provide them with the opportunity to think and justify their points of view. [3]

The priorities of state policy in the field of education are quality, accessibility, personal orientation, content, diversity of educational programs and educational areas, etc. A child with disabilities should adapt to school or society, regardless of their individual or medical condition. For example, a child with hearing impairment should learn to speak using a hearing aid in order

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to adapt to the general education environment. A healthy child is not required to learn sign language and other forms of communication. If there are problems with reading, the child must fulfill the standard requirements. Otherwise, the teacher must undergo additional training. Inclusive education requires changing the system, not the child. In the process of analyzing theoretical literature, it was found that there is a commonality between the concepts of integration and inclusion, the basis of which is the inclusion of children with special needs in the general education system. When studying the implementation of the Inclusive Education system in foreign countries, it was found that the implementation of this education system requires a long time and requires a large amount of material resources. Inclusive education requires the creation of additional facilities for children with disabilities to receive education in general education institutions, thereby creating favorable conditions for children with disabilities. [4]

RESULTS

In general education institutions, educating children with special needs alone does not give effective results. For this, it is necessary to create an atmosphere of friendship at school by teachers, defectologists, and psychologists. The formation of an atmosphere of friendship in the classroom creates the basis for healthy and special needs children to be kind to each other and always help each other. It increases the self-confidence of children with disabilities. This ensures that correctional and pedagogical work is effective and easier. Solving the problem of equality in the education of children with special needs is one of the urgent problems of today. However, even today, many children are excluded from education for various reasons. It is necessary to consider organizational, scientific and methodological issues of involving them in inclusive education, develop measures for training specialists, and improve their skills. There are two main factors that contribute to the inclusion of children with special needs in mainstream education. First, children with disabilities can interact with healthy children. If inclusive education is properly organized, children with special needs will be socially protected, while healthy children will be educated on the principles of social justice and equality, will be more kind and considerate towards children with disabilities, will be more sensitive to them, and will consider it natural to care for them.

Secondly, children with disabilities also feel that they have the right to be educated and raised alongside their healthy peers and begin to adapt to social life easier and earlier. Inclusive education requires the cooperation of parents, teachers, specialists, and the community in the education and upbringing of children with disabilities. In general, an inclusive education model should become a cultural model that develops stable components of relationships between subjects. The basis of such a model is the acceptance of the diversity of human individuality and tolerance for the values of each person's life, his right to education and acceptance in the social community. The formation of such a cultural model is a complex process, and its positive results imply the formation of inclusive education. The creation and development of universal cultural patterns of behavior in inclusive education is inextricably linked to the professional training of the teacher, and the main goal is to develop the inclusive training of social studies students in higher education institutions in a cluster educational environment. [5]

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DISCUSSION

The problem of children with disabilities is currently attracting the attention of the general public in all developed countries. No country's law supports the exclusion of children with disabilities from society or the community. Issues related to the treatment, upbringing and close assistance of children with special needs have always been of concern to the general public. In recent years, the attitude and care towards children with special needs have begun to change on a global scale. Currently, a number of laws and resolutions on supporting, educating, educating, vocational guidance and preparing disabled people for social life, educational and methodological literature, and advanced work practices are being promoted not only internationally but also in Uzbekistan. Issues such as what types of education should be organized for children with disabilities, how long should they be educated, and social rehabilitation have been of interest to the public, and such problems are finding their solutions. [6]

CONCLUSION

Inclusive education involves the education and upbringing of children with disabilities and the correction of their defects. In inclusive education, children with disabilities are educated together with healthy children. In this case, defectologists, psychologists, speech therapists, and pedagogues carry out educational work with children with disabilities. The cooperation of parents in this gives high results. The goal of inclusive education is to educate healthy children with disabled children and help them find their own way. Involving children with disabilities in inclusive education is one of the priority areas of modern pedagogy, which requires organizing education taking into account the individual needs, abilities, and level of development of each student. The creation of individual methodological and didactic support in the process of inclusive education ensures equal opportunities for students in acquiring knowledge, supports their socialization, independent thinking and the formation of communication skills. Methodological materials, adapted curricula, special pedagogical technologies and support tools developed on the basis of an individual approach serve to fully realize the child's potential. [7]

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