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INVOLVING CHILDREN WITH DISABILITIES IN INCLUSIVE EDUCATION

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Abstract: In this article, the issue of integration and inclusive education of children with disabilities in the general education system is being implemented. Integration of children who are not involved in the science of integration and inclusive education strategy into full-fledged special or inclusive education system in general education institutions, including the correctional education institution in the educational institutions in the regions where they live due to the distance from the children's residence. consists of teaching.

Key words: inclusive, mentally retarded, mentally retarded, speech, vision and hearing impaired children, speech therapist, autism

ENTER

Currently, in our Republic, the education of children and adolescents who need special support, taking into account the types of their disabilities and their levels, 8 areas of special education (mentally impaired, retarded mental development, speech, vision and hearing defects correctional education was 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 According to the legislation, privileges are established for certain categories of children for admission to secondary special, vocational and higher educational institutions.

Inclusive education is an educational system that aims to educate all children with and without disabilities together. In this system, children have the opportunity to learn, grow and develop together. A key idea in inclusive education is that not all children have the same abilities and have different learning needs. Therefore, the education system must be adapted to meet the needs of all children.

LITERATURE ANALYSIS

The world's leading scientists conducted their research on the pedagogical foundations of improving the effectiveness of the formation of pedagogical responsibility in future speech and language teachers, involving children with disabilities in inclusive education. These researches are mainly aimed at studying the structure of the pedagogical responsibility of a defectologist, knowing the motivations for work, and psychologically rationally solving the problems of increasing the effectiveness of pedagogical responsibility for future defectologists.

In the works of Stepanova, as well as P.A. Prosetsky, E.M. Nikireyev, V.A. Slastenin, V.A. Yakunin and others, a large empirical material of observations has been collected, the results of experiments and theoretical generalizations in this regard are given. Also, B.G.Ananiev, S.L.Rubinshtein, M.Argil, V.G.Aseev, L.I.Bojovich, K.Levin, A.N.Leonyev, Z.Freid and other

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scientists, the complexity and multifacetedness of the problem of pedagogical responsibility to understand its essence, nature, structure, as well as those who approached the methods of its study.

RESEARCH METHODOLOGY:

Each child with disabilities will have unique characteristics. Their abilities, needs and challenges may be different. Some children may need more help than others. However, all children with disabilities have unique abilities and are capable of developing them. Their characteristics may depend on the following factors:

- Type of disability
- Degree of disability
- Age
- Gender
- Culture
- Socio-economic conditions

Therefore, an individual approach is required for each child with disabilities. This allows us to identify their needs and provide them with appropriate education and upbringing.

ANALYSIS AND RESULTS:

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- Type of disability
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Therefore, an individual approach is required for each child with disabilities. This allows us to identify their needs and provide them with appropriate education and training.

The educational needs of children with disabilities vary and depend on their characteristics. To meet these needs, special approaches should be used in the educational system.

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 According to the legislation, privileges are established for certain categories of children for admission to secondary special, vocational and higher educational institutions.

Special educational programs

Special curricula should be created to meet the educational needs of children with disabilities. These programs should take into account the specific difficulties of children and be aimed at developing their abilities.

Support services

Supportive services, such as teacher support, speech therapists, psychologists, therapists, etc., help children with disabilities successfully integrate into the educational process.

Customized learning environment

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The learning environment should be adapted for children with disabilities. This is related to the comfort of the classrooms, the availability of learning materials and the qualifications of the teachers.

Family and community support

Family and community support is very important in the educational process of children with disabilities. Parents and community members should support the learning process and help children feel confident.

Inclusive education has several advantages. Among them:

• Expand opportunities for learning and growth for all children
• Increase self-confidence and social integration of children with disabilities
• Educate non-disabled children in the spirit of respect and understanding towards disabled children
• Enriching the educational process and introducing new learning methods
• Contribute to an inclusive and tolerant society

Inclusive education system serves to strengthen equality and justice in society. Through this system, all children can develop their skills and become active members of society.

Basic principles of implementation of inclusive education

In order to successfully implement inclusive education, a number of basic principles must be followed. These principles include:

• Recognize the equal rights of all children and create equal opportunities for them
• Identifying children's individual needs and creating customized educational programs to meet them
• Training of teachers with inclusive education methods and technologies
• Involving the family and society in the process of inclusive education
• Creating an environment that supports inclusive education

Adherence to these principles allows effective implementation of inclusive education and increases the academic success of all children.

Training of pedagogues to involve children with disabilities in inclusive education

For the successful implementation of inclusive education, the competence of pedagogues is very important. Educators must have in-depth knowledge and skills about the characteristics of children with disabilities, their educational needs and inclusive education methods. Teachers should be trained in the following areas:

• To study the methods of teaching children with disabilities
• Application of special educational materials and technologies
• Creating customized educational programs to meet the individual needs of children
• Cooperation with family and community
• Forming a positive attitude towards inclusive education

Educators' qualifications contribute to the successful implementation of inclusive education and increase the academic success of children with disabilities.

SUMMARY

Inclusive education is important to create equal opportunities for children with disabilities and ensure their integration into society. As stated in this document, the implementation of inclusive education requires improving the qualifications of pedagogues, strengthening the cooperation of the family and society, and meeting the individual needs of children.

Therefore, the following suggestions can be made for the successful implementation of inclusive education:

• Organization of special trainings and seminars for teachers on inclusive education

• Providing educational materials and technologies necessary for the education of children with disabilities

• Sharing information on inclusive education with family and community members and involving them in the process of inclusive education

• Continuous improvement of inclusive education system and introduction of new methods

By implementing these proposals, it is possible to increase the educational success of children with disabilities, ensure their integration into society, and contribute to the inclusion of society.

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