

**PREPARING CHILDREN WITH DISABILITIES INVOLVED IN INCLUSIVE
EDUCATION FOR FAMILY LIFE***Akramova Khafiza Samadovna**Associate Professor of the Department of Special Pedagogy, JDPU**Mullayeva Mokhinur Marat kizi**Special Pedagogy, Speech Therapy Specialty**1st year Master's student*

Abstract: This article discusses the special attention currently paid to inclusive education, its content, the main aspects of organizing inclusive education, the role of parents in inclusive education, their main tasks, the mental state of children, the creation of a system that meets the educational needs of children with different abilities, the process of interaction with families and parents, and the main results of work with parents in the implementation of inclusive education.

Keywords: education, inclusive education, child, school, disability, psyche, family, parents, abilities, speech therapist, psychologist, pediatrician, cooperation.

Today, like many countries, Uzbekistan is creating opportunities for children with disabilities to receive education and upbringing, as well as medical treatment. In this regard, within the framework of the project "Inclusive Education in Uzbekistan", a "National Concept" of the inclusive education model has been developed. According to experts and specialists, this model is of particular importance due to its modernity. This model has been recognized as successful and effective by the Ministry of Public Education of the Republic of Uzbekistan. The participants of the inclusive education system are:

- parents, family, neighborhood;
- teachers, educators, defectologists;
- healthy and disabled children;
- non-governmental non-profit public organizations.

The activities of children with special needs, other children, teachers and educators have a special place in inclusive education. Thanks to such education, children with special needs satisfy their physical and mental needs; master educational materials that take into account their capabilities; develop by participating in various games with their peers. In the family, parents, when educating their children, should first of all study the personal characteristics of children. Creating the necessary conditions and searching for opportunities for educating children with disabilities is the main task of modern science and scientific research in the field of special pedagogical education. The adoption of the Law "On Education" in a new edition in our country was also one of the important steps in this regard. In particular, Article 20 of the Law states: "Inclusive education is aimed at ensuring equal opportunities for all learners to receive education in educational organizations, taking into account the diversity of individual educational needs and individual capabilities." The issue of children's education, their disabilities, especially speech disabilities, and measures to eliminate them in the future has been a constant focus of special pedagogy. In recent years, a number of works have been carried out in our country to develop inclusive education, and many scientists have conducted research in this area. The results of these studies are reflected in their candidate and doctoral dissertations, textbooks, monographs, pamphlets, educational and methodological manuals. In particular, they are widely

covered in the works of foreign scientists A.P.Usova, K.P.Bekker, M.Sovak, N.A.Ignatchenko, E.S.Almazova and others. Also, inclusive education in Uzbekistan and its main issues have been studied in the scientific works of our scientists such as Z.M.Ahmedova, M.Yu.Ayupova., M.P.Hamidova, L.R.Mo'minova, D.A.Nurkeldiyeva, J.V.Khusanova, L.Nurmuhammedova. Typically, inclusive education is a process of developing general education, which provides opportunities for children with special educational needs to receive education, providing quality education to all children, regardless of their abilities and status. An inclusive education system guarantees that children in wheelchairs who cannot attend school, or children at risk of such, have equal access to education and special support in any nearby school. In European countries, especially in German-speaking countries, the term "inclusion" is used relatively rarely. They continue to use the terms "integration", "cooperative learning". The creation of a system that meets the educational needs of children with different abilities is ensured by the continuity of preschool, school, vocational and higher education systems. Parenting has a significant impact on the mental state of a child. Some congenital defects of children, and sometimes mental retardation, may not be noticeable from the outside. Of course, from an early age, the physical disabilities of a child are immediately taken into account by parents. After collecting information about such families, a special plan is developed. First of all, special recommendations are developed on how parents should care for such children. A pediatrician, teacher, psychologist, neurologist, speech therapist, therapist, etc. work with each child with disabilities. The main goal of working with the family is to create favorable conditions for the personal development of all family members (physical, mental, social, spiritual, moral, intellectual), to provide comprehensive moral support, as well as to protect the child and his environment from the negative impact of various factors on his personal development. The process of interaction with the family and parents includes:

- studying the living conditions of the family;
- clarifying the general problems of the family and studying its characteristics;
- clarifying the differences from others, as well as the goals and aspirations of the family;
- observe the forms of answering questions or reacting to surrounding events (silence, talking quickly or a lot, quarreling, aggressiveness, self-control, distrust, etc.);
- learn how such families have been helped in the past and how they can be helped in the future;
- study the past and personal characteristics of family members.

One of the important areas of work with parents raising children with disabilities is the existence of public associations (associations) of parents of children with disabilities. Because such an association or union is a reliable guarantee that they will not be isolated and will be in a constant process of communication. Such associations, created to provide assistance to families raising children with disabilities, set themselves the task of ensuring that parents pay adequate attention to their child, instilling in the child the concept of "special laws of development", and realizing the child's personal, intellectual, creative and social resources to the maximum. In conclusion, it can be said that the systematic and effective implementation of inclusive education is closely related to the forms, methods, scope and quality of work with parents, which requires special responsibility and innovative approaches from the Department of Preschool and School Education, its territorial bodies, and employees of educational institutions under their jurisdiction.

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