

A NEW APPROACH TO LEARNING TO WRITE: SUPPORT INCLUSIVE EDUCATION THROUGH MAGNETIC PENS AND GLOVES

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Annotation. This article covers the application of a magnetic pen and a "Power band" glove, an innovative technological solution aimed at developing writing skills for children with a need for Inclusive Education, a physical defect in the hand, through a project created by the author. Children who are faced with difficulties in the development of small motorics are required to simplify writing movements, correctly grasp the pen, control lines and form writing skills .

On the basis of experience, it was found that this tool seeks to act independently, increases the interest and skill of students in writing. The article covers the mechanism of operation of the innovative device, its practical application and pedagogical recommendations. As we all know, in recent years, a lot of attention has been paid to the development of inclusive education in the educational system of Uzbekistan. In state politics, the integration of children with disabilities and special needs in teaching into the general education system is defined as one of the main areas.

In this regard, the development of writing skills of students of this category is an important factor - ensuring their full-fledged integration into society. As we all know, in recent years, a lot of attention has been paid to the development of inclusive education in the educational system of Uzbekistan. In state politics, the integration of children with disabilities and special needs in teaching into the general education system is defined as one of the main areas. In this regard, the development of writing skills of students of this category is an important factor - ensuring their full-fledged integration into society.

In recent years, there has been an increasing focus on inclusive education in our country. We can also observe that the number of children with limited opportunities studying in institutions increases every year. This creates the need to ensure the rights of students with special needs in educational institutions, to integrate them into society. In inclusive education, students have different abilities and needs, and especially children with special needs experience significant difficulties in the writing process. I can cite a number of reasons for this.

For example, some students have difficulty controlling the movements of the hands and fingers. This is definitely related to the nervous system. As a result, there is an inability to correctly grasp the pen, incorrect drawing of letters or slowing down the speed of writing. - when the corresponding movements of the hand and eye are not sufficiently developed during the writing process, the reader has difficulty adapting to lines, drawings and letters. example, some students have difficulty controlling the movements of the hands and fingers.

This is definitely related to the nervous system. As a result, there is an inability to correctly grasp the pen, incorrect drawing of letters or slowing down the speed of writing. - when the corresponding movements of the hand and eye are not sufficiently developed during the writing process, the reader has difficulty adapting to lines, drawings and letters. - some students may have impaired muscle activity necessary for writing due to neurological or physical limitations. - difficulties in writing can reduce self-confidence in readers, reduce interest in writing. As a result, their motivation for the educational process falls. - since ordinary pens or pencils are not suitable for hand position for some readers, the writing process becomes more difficult and weighty.

The inclusive education system is aimed at creating a comfortable and high-quality educational environment for all children, including children with different states of physical or psychic development. Educators, especially class leaders, are obliged to have knowledge in the basics of Inclusive Education, Special pedagogy and psychology, to be guided by the principles of humanism, tolerance, respect, equality. And in classrooms, it is important that there are special technical means-hearing aids, books for Braille writing, interactive devices, visual-adapted materials. In the educational environment, we should use techniques that help socialization, inclusion in the community, and an individual approach should be applied based on the level of development of students.

As a result of observations, many inclusive education students face physical limitations in writing, catching, or drawing processes. In ensuring their development, there is a great need for special tools, but the available tools are not expensive or flexible. students in Inclusive Education find it difficult to write. This affects the study of writing techniques. The child will have difficulty catching the pen. Falls out of his hand As a result of observations, many inclusive education students face physical limitations in writing, catching, or drawing processes.

In ensuring their development, there is a great need for special tools, but the available tools are not expensive or flexible. students in Inclusive Education find it difficult to write. This affects the study of writing techniques. The child will have difficulty catching the pen. Falls out of his hand. This again causes irritability, disorders of the nervous system. The proposed tool in this regard is to adapt writing tools for children with movement limitations, to encourage readers to write independently. It increases the level of assimilation of students with special needs, and it is envisaged to produce and distribute adapted tools in a local setting.

This project is an important innovative initiative aimed at facilitating their writing activities, based on the physical capabilities of students receiving inclusive education. Children with restrictions on movement through adapted means such as a magnetic pen and a “power band” (Power Glove) will be able to independently write, draw and actively participate in the educational process. Studies and tests show that such tools, which are simple, affordable and prepared in a local setting, not only increase the level of student assimilation, but also enhance their social integration. The practical introduction of the project serves as an important step in improving the quality of inclusive education. On this basis, the project is recommended as a social innovation that can be popularized and applied in other regions as well.

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