

CHARACTERISTICS OF TRAINING ORGANIZED IN INCLUSIVE SCHOOLS

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Abstract. This article discusses the essence of the inclusive education system, its role and significance in modern schools. The forms, methods and pedagogical approaches of classes conducted in inclusive schools are analyzed. The role of teachers in working with students with special needs, the problems they face and their solutions are also considered.

Keywords: inclusive education, inclusive school, special needs, individual approach, rehabilitation training, social skills, support service, special education speech therapist, psychological support, life preparation, students with disabilities, inclusion in education, equal opportunities and adaptation in education.

One of the main directions of reforms in the field of education today is the development of inclusive education. Inclusive education is a system aimed at educating children with physical, mental or other disabilities along with their healthy peers, and its main goal is to ensure the opportunity for each child to receive education. In this regard, classes in inclusive schools require specific methodologies and approaches.

Special education is an educational system designed for children with physical, mental, spiritual or social disabilities, aimed at meeting their individual needs. In special education, special curricula and methodologies are developed based on an individual approach to each student. Today, special education is being combined with inclusive education in many countries, that is, children with disabilities are involved in general education institutions and are provided with additional assistance.

The main goal of the education system is to realize the individual potential of each child, to form them as equal members of society. Therefore, in recent years, the concept of inclusive education has been gaining special importance in the educational policy of Uzbekistan. An inclusive school is not only the inclusion of children with special needs in the general education process, but also the creation of a comfortable environment for all students. The organization of classes in such schools has its own characteristics and requires a new approach, patience and creativity from teachers [1].

Research and published manuals on inclusive education cover a number of important aspects. In particular, the Resolution of the President of the Republic of Uzbekistan No. PQ-4556 of December 4, 2019 creates the main legal framework for supporting persons with disabilities, guaranteeing their rights to education and introducing inclusive education. "Concept of Inclusive Education" (Ministry of Public Education of the Republic of Uzbekistan, 2020) is a programmatic document that defines the theoretical and practical directions of developing inclusive education in our country. Badalov A. "Zamonaviy pedagogikada inklyuziv ta'limning rivojlanish tendensiyalari" (2025) is a methodological guide for teachers and students, which provides a detailed description of the methods, tools and approaches used in working with children with special needs. Ainscow M., Booth T. "Index for Inclusion" (2002) is a widely used practical guide internationally, which developed criteria and indicators for organizing inclusive education in schools. Florian L. "The SAGE Handbook of Special Education" (2014)

is a fundamental study that scientifically substantiates modern approaches to special education and inclusive education. N.H. Yusufkhodzhaeva "Inclusive Education: Methodology and Practice" (2019) – analyzes the methodological foundations and experience of implementing inclusive education in the conditions of Uzbekistan. UNESCO "Inclusive Education: Guidelines for Policy Makers" (2009) – presents international recommendations for the implementation of inclusive education worldwide. N.K. Avliyakov "Pedagogical Technologies and Pedagogical Skills" (2019) – covers the issues of using innovative technologies in the educational process, as well as improving the professional skills of teachers. Features of inclusive classes.

Classes in inclusive classes:

Are carried out on the basis of a differential approach. The individual capabilities, needs and level of development of each child are taken into account. Taking into account the physical, psychological and intellectual capabilities of each student. Adjusting the pace of learning by giving students tasks of different levels. Creating the opportunity to work independently, receive additional help or study in small groups according to their abilities [2].

A multi-module methodology is used. That is, one topic is explained in several modules, adapted to students of different levels. Simplifying standard textbooks for children with special needs. Using pictures, audio materials, video lessons, interactive presentations. Using pictograms and graphic symbols for children with speech problems, Braille and audio books for those with visual impairments [3].

Adapting the learning environment. Equipping classrooms with spacious, bright and safe equipment. Installation of ramps, special desks and adapted educational tools for students with disabilities. Creating opportunities for free movement for teachers and students [4].

Variety of pedagogical methods and technologies. Game methods, role-playing games, interactive exercises. Use more visual aids, pictures, multimedia technologies. Increase tasks based on practical activities [5].

Multidisciplinary approach. Joint work of a psychologist, defectologist, speech therapist and social pedagogue along with the teacher. Drawing up an individual development program for each child and its regular monitoring [6].

Socio-psychological support. Formation of a friendly environment and mutual respect between healthy children and students with special needs. Cultivation of qualities such as humanity, kindness, solidarity. Active involvement of parents in the educational process [7].

The importance of inclusive classes. Educational significance - every child's right to education is ensured, children with special needs also master the general education program. Educational significance - students develop qualities such as mutual respect, helping, and social responsibility. Social significance - the integration of children with disabilities into society is strengthened, the principles of justice and equality in the education system are strengthened [8].

In an inclusive school, the teacher:

- Performs the role of not only a teacher, but also a guide, motivator and supporter.
- Must demonstrate qualities such as social and emotional competencies, patience, empathy.
- Must have thoroughly mastered inclusive education methodologies through special courses and advanced training programs.

Methods used in classes.

- Individually planned lessons: Lessons adapted to the capabilities and abilities of each student.
- Rehabilitation classes: Special classes to develop speech, motor skills, and social skills.
- Social skills training: Classes aimed at facilitating students' adaptation to the environment.
- Psychological support: Individual and group classes to stabilize emotional and mental state.

- Work with adaptive technologies: Teaching using computers and other technologies.
- The following pedagogical methods are widely used in inclusive classes:
- Cooperative learning - each child actively participates through group work.
- Project-based learning - developing students through tasks close to real life.
- Game-based methods - are especially effective in primary grades.
- Sensory teaching methods - are important for children with limited physical development.

In conclusion, inclusive education is not only about creating opportunities for children with special needs, but also about developing the entire educational environment based on the principles of humanity, equality and justice. Classes organized in inclusive schools actively involve students in the learning process, taking into account their individual characteristics. Such classes not only provide knowledge, but also ensure the socialization, adaptation to society and personal development of students.

Classes conducted in inclusive schools make a significant contribution to the personal development of each student. This form of education, while ensuring equal rights for children, strengthens tolerance and social cohesion in society. Therefore, educational institutions, educators, and parents should strive to develop inclusive education together.

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