

THE EFFECTIVENESS AND DRIVING FORCES OF THE APPLICATION OF PEDAGOGICAL METHODS IN THE PROCESS OF INCLUSIVE EDUCATION

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Annotation:

This article presents specific principles of children in the process of inclusive education according to psychological, physical, emotional defects, state care for children with disabilities, methods of encouraging students involved in inclusive education

Keyword: inclusive education, aspect, stimulation, movement - base members injury, deafness, blindness, consistency, method, principle.

In recent years, it can be noted that the reforms carried out by the state and the president in terms of the content of education and its organization have taken place in Uzbekistan at the level of world standards for school education and advanced countries. It is gratifying that in the structure of these works there is also the education of children with disabilities, who definitely need special attention, and attention and care for them. Including the inclusive educational environments organized for them as care for children in need of special care, the programs, textbooks that are being created and published every year, the class and school buildings that are being overhauled and newly completed.

Among such care provided by the state to children with disabilities since childhood, the activities of teachers and defectologists, who operate in institutions where inclusive education is introduced, are entrusted with the implementation of the policy of our state in the process of education and upbringing of children with disabilities and by completing the task responsible for preparing them for a harmonious rehabilitation

All directions of institutions where inclusive education is introduced carry out the educational process in various pedagogical and psychological directions based on the extirerations of children. In particular, in the education of children with injured or weak-sighted support members, it is also envisaged to carry out specific correctional work, in the process of which there are also psycholoic work carried out by a defectologist and parents on the same floor with the teacher.

The content of pedagogical and psychological work proceeds from the maximum and tasks of each inclusive educational environment and determines the content, areas of activity of the teacher's work. Based on this, it can be said-in addition to educating children in the content of work of teachers of the ki inclusive educational environment, the main place is occupied by the conduct of work in the pedagogical direction. That is, the teacher, in cooperation with parents, will continue his pedagogical and psychological work aimed at improving the quality of education of children with disabilities, and will carry out some of them mustatively.

The purpose and task of an inclusive educational environment is aimed at correcting and compensating existing shortcomings in students with disabilities using pedagogical-psychological

methods, as well as improving their education. The shortcomings contained in them are realized in the process of education and upbringing by applying special methods under certain conditions. This process, in turn, is subject to certain aspects: order, system and laws. Pedagogical-psychologist aspects in inclusive education are a set of laws that are used in order to better organize the entire educational process. These rules include the content, methods, forms of Organization of the pedagogical process and upbringing. However, in the process of inclusive education, specific principles are also used according to the psychological, physical, emotional defects of children. The system of pedagogical aspects, composed and nationally based in special pedagogy, includes the relationship of education and upbringing with life, upbringing in a personal, team and team, the consistency and duration of pedagogical and psychological influence, the unity of assertiveness and respect for the person of the educator, compliance with the age and individual characteristics of children with disabilities of the educational process,

The principle of consistency, systematicity, integrity and continuity of pedagogical and psychological impact is also one of the necessary aspects in the effectiveness of educational activities. The observance of these passports necessitates the construction of a pedagogical system in such a way that its educational parts and elements should form a holistic unity, without being side by side with each other. The fact that pedagogical influence does not have a system is completely contrary to educational work. The diversity of requirements in relation to students of an inclusive learning environment causes a lot of harm to the quality of Education. Unfortunately, in practice it often happens that the family, let alone support the school initiative, has the opposite effect. Sometimes even among teachers, a unit of requirements is not provided. Pedagogical-psychological activity is a long-term process in which many people participate. For this reason, it is extremely important in their work to observe consistency, achievement, continuity, timely determine the level of upbringing of students, the development zone in the near future.

Another of the specific pedagogical and psychological aspects in inclusive education is the consideration of the age and individual characteristics of schoolchildren, as well as the type of defect. The implementation of this principle requires the Coordination of the content and forms of students' activities in accordance with their age, life experience, strength and capabilities. At the moment, each child is a separate world. For this reason, the educational process must also be more individual than the educational process. This goal will be achievable if the teacher, relying on the requirements and interests at a certain moment, is able to find new requirements and ways of generating new Qi-zig, which are the decisive basis of the motives of behavior and activity to satisfy them. A teacher who works with children with disabilities, defectologists should never forget that in all educational processes it is used with children who have a defect in their general maturity. Only then will they correctly understand all sorts of frustrating, unpleasant situations that are encountered in practice and be able to prevent them. Otherwise, children with disabilities will not be able to understand the various unpleasant situations that occur due to their defects. So, one-on-one pedagogical and psychological work with such children is not carried out.

Pedagogical and psychological methods it is necessary to understand the method of influencing the system of behavior and relationships of the child's mind, knowledge-skills, will in order to form a comprehensively harmonious personality.

Pedagogical and psychological methods are divided into certain elements, as in the educational process, they are called methods, paths. The school teacher or defectologist organizes a competition for spelling writing for the first time, which explains and shows how to hold a pen and a notebook, How to write, how to sit in a parta and chairs so that the writing process is easy before dividing children's performance into specific parts. This is how the teacher's explanation appears in this case as a methodological method. Pedagogical and psychological methods do not consist only in influencing the child. Pedagogical-Psychological is a two-way process that combines the activities of a student with the activities of a teacher-defectologist. To achieve the active readiness of the child for pedagogical influence, it is necessary to put him in certain conditions, to organize his active activities. Therefore, in pedagogical science, organizational forms of education are considered as methods of organizing the collective and individual activities of students in accordance with them from a pedagogical point of view. It can be said that class meetings, precepts, conversations, work carried out in places of residence with children, activities, etc., are organizational forms of the psycholoic process. Methodological ways in which the solution of one or another pedagogical task is organized in accordance with the goal are called pedagogical and psycholoic means.

The means used in the educational process with children (visual aids, books, radio, television), as well as the types of activities in which children are involved, can be educational tools.

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