

WAYS TO ORGANIZE THE PEDAGOGICAL PROCESS OF TEACHING CHILDREN WITH DISABILITIES IN SECONDARY SCHOOLS

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ABSTRACT

Inclusive education is a public policy, a flexible and individualized care system for sick children with disabilities or other reasons who need special care, and is an inclusive, innovative type of education that provides equal treatment for all children.

To treat all children equally, regardless of nationality, race, body color, social origin, family status in society, source, material and spiritual condition, physical or mental development, to give them every opportunity appreciation is an education that involves development.

Goals and Objectives of Inclusive Education

-Creation of necessary psychological and pedagogical, correctional conditions for education of children with disabilities;

-Implementation of general education programs and correctional work ;

-Guaranteeing the right of students to equality in education;

-Disabled and healthy with the active participation of society and family

See the needs of children moment;

- Early adaptation to social life;

-The realization of the right of children with disabilities to live in the divorce case will see production;

-To form a friendly and loving attitude towards children with disabilities in society.

Q Inclusive Education Rules:

1. The value of a person does not depend on his ability and achievement.

2. Everyone has the ability to think and feel.

3. Everyone has the ability to hear and communicate.

4. Everyone needs each other.

5. Complete and genuine education of a person is possible only in real cooperation.

6. Everyone needs the support of their peers.

7. The success of all learners is not that they cannot do something, but that they can do something.

8. The number of integrated students in the classrooms of an inclusive secondary school shall not exceed 2-3 and the total number of students shall be set at 25.

Needs for Inclusive Education

Every person has needs to be loved, cared for, protected, inspired by personal activities, and so on.

People with disabilities are no exception, but they also have special personal needs.

They differ from each other even if their disabilities are similar based on aspects of their behavior, interests, and abilities.

Every child is perfect as an individual and every child needs help to adapt and develop.

Children with disabilities can also interact with healthy children.

Children with disabilities also have the right to be educated alongside their healthy peers.

Problems of Inclusive Education

- Lack of educational and methodical literature;
- Negative treatment of children with disabilities;
- Invisibility of children with disabilities among healthy peers;
- Lack of adaptation of educational institutions;
- Large number of students in the class;
- Dependence of children with disabilities;
- Personnel issues.
- Lack of understanding of society and parents about the essence of inclusive education.

Thus, it is necessary to develop inclusive education:

- o Improving the legal framework;
- o Forming a friendly attitude towards children with disabilities;
- o Start at an early age corrective measures that will allow to achieve positive results in the development of the child;
- o Organization of medical-psychological-pedagogical observation for each child involved in general education, ie constant support of specialists;
- o Ensuring that every child with disabilities receives the necessary forms of upbringing and education together with healthy children;

The formation of correct perceptions of racism, disability and a wide range of opportunities in the minds of children is crucial in increasing the effectiveness of inclusive education. Children with disabilities are subject to insults and ridicule due to misconceptions. What is even more tragic is that such negative attitudes are ignored by some teachers. In order to increase the effectiveness of education, it is necessary to create an equal, loving, friendly and warm environment for all children in all schools. It is necessary to condemn racism, laughter over disability in school and to form a concept of equality between them. We have made the following recommendations that limit the ability to form concepts of equality among children:

- Educators in all classrooms should help create a positive environment in which children can discuss their lives and feelings in a mutually supportive and supportive way;
- It is important to explain to students that disability is not an isolation, but a disability as a result of a defect. Children with disabilities are required to achieve the elimination of feelings of fear and disgust.

Educators should in some cases avoid using stereotypes and not comment in front of children even after using their initiatives. They are required to explain to children why nicknames, ridicule, and negative attitudes are created and not allowed to happen.

Where appropriate, it is advisable to discuss with the whole class the negative attitudes expressed by individual students in children with disabilities. You have to fight to the end to achieve a positive result.

It is important that each discussion compares, records, and emphasizes the child's achievements to his or her previous achievements. It is important not to ask questions about a child's race, social background, gender, or disability when conducting diverse and psychological tests with students.

Involvement of children with disabilities in all forms of education, whether in special schools, preschools, classrooms or groups in general education institutions, or at home is a process of integration in a certain way, because during and after school these children interact with other children, including children studying in secondary schools, their social adaptation and social adaptation provided. However, it is the right of every child and parent to choose the appropriate conditions for education. Specialists of the psychological-medical-pedagogical commission are tasked with studying and diagnosing the child's mental and physical condition, and as a result of a comprehensive examination of the child, recommendations are made to determine the appropriate educational conditions for children. Thus, in order to effectively involve a child with special needs in the field of general education, it is necessary to:

- Initiation of corrective measures at an early age, which will allow to achieve positive results in the development of the child
- Organization of medical-psychological-pedagogical observation for each child involved in general education, ie constant support of specialists;
- Ensuring that every child with disabilities chooses the necessary forms of upbringing and education together with healthy children, based on the needs of mental and physical development and education;

The necessary insights and insights about inclusive education discussed above can be useful in putting integrated learning into practice³. The analysis of the surveys will help to overcome the difficulties encountered in the process of teaching children with disabilities in secondary schools.

REFERENCES

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