

A NEW APPROACH TO THE EDUCATION OF CHILDREN WITH DISABILITIES

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ABSTRACT

In schools for children with limited opportunities, the process of approaching and correctly applying educational methods based on their capabilities, as well as the organization of teaching based on various methods, is the main basis for the comprehensive education of special school students. tried to justify that it is a factor. A new approach to the education of children with disabilities, the special features of pedagogical technologies in auxiliary school education, the scientific and practical importance of using various methods in the cooperation of students and teachers in the organization of education based on modern technologies.

Keywords: Inclusive education, correction, disabled child, asphyxiation, mental, developmentally disabled child, education

It is known that the birth of a child with developmental disabilities fundamentally changes the perspective of the family. Parents face many responsibilities in raising a child, and they face several problems when raising a child with a disability. Identifying such families, rehabilitating children in need of special help and providing correctional and pedagogical support to their parents in this regard in preparing them for school is one of the urgent problems of today. is to convey. In this place, special attention has been paid to the upbringing of some children with developmental disabilities who need social protection. A child's upbringing is formed physically, mentally and emotionally in the family in the bosom of his parents. The fact that the upbringing of children largely depends on the environment in the family, the attitude of the surrounding adults to the upbringing of the child, that the parents are responsible to the society, is recorded in a number of laws and decisions of our country. In order for disabled children to become mentally and physically mature people, it requires a pedagogical factor, that is, special attention should be paid to the pre-school education process.

It is emphasized in the literature that parents should be able to correctly apply correctional-pedagogical methods to eliminate the existing defects in preparing a child for school, and that the trainers of preschool educational institutions should work in cooperation with special specialist pedagogues. It is logically true that children who are not covered by education are responsible for one of the most important issues of today, children's disability. According to the directions of the Ministry of Public Education, 86 special schools and boarding schools operate in our republic. A total of 19,116 children study in these boarding schools and special schools. Taking into account the wishes of the parents, the state legislation is also confused about the involvement of children in education at home. Every special educational institution operating in Uzbekistan has all the work related to children's issues with the consent of the parents. based on The system called inclusive education creates a unique legal basis for children's education.

Such an educational system is based on the philosophy that all children, regardless of the severity of their disabilities, are considered living and integral representatives of the educational system. However, it should not be forgotten that one of the important tasks is to determine the ability of children with special needs to meet the requirements of the special education program.

Today, the following deficiencies have been identified in the training of disabled children in general education schools:

- lack of professionalism in training children with special needs in general education schools,
- lack of corrective training program, special equipment and technical means,
- lack of organization of psychological support for parents of disabled children,
- lack of special pedagogues and specialists in providing primary corrective pedagogical skills to parents with disabled children.

The stated reasons certainly limit the conditions and possibilities of admission of children with disabilities in general education schools. Inclusive education cannot be taught to children with disabilities in a general education school without a legal basis, without scientific, organizational, medical resources, without the possibility of technical means, otherwise, these goal-oriented ideas can eventually cause big problems.

When it comes to the rehabilitation and adjustment of children, of course, the help they receive directly from their families is imagined. If such a family is in a state of economic distress, faces obstacles in social work and education, it is natural that it feels mentally weak. As a result, instead of helping their children in their all-round growth and development, parents are far from expecting results from them. Only if the problems of families with disabled children are solved, they can be fully rehabilitated and integrated.

According to the Ministry of Labor and Social Security, 3-11% of disabled children are born with birth defects and genetic diseases. Almost half of them become disabled due to these diseases. Because of this, parents notice the defect in their children too late and do not take the necessary measures to rehabilitate it in time.

If we investigate the true nature of the reason for the increase in disability among minors in our republic, in the past only healthy children managed to survive, but today due to the progress of medicine, it is possible to save the life of a child born with a defect. It is known that even a healthy child born with short-term asphyxia may develop disability during his later life. However, today it is necessary for parents to do their best to ensure that any consequences of the disease in young children do not go uncomplicated and do not lead to disability, otherwise the number of disabled people in society may increase. Various models of early intervention for children with developmental disabilities from infancy have been written in foreign literature, including centers in Sweden and early intervention programs in the United States. Taking into account the model of the above centers, the "Integrative Education Center" in the city of Saint-Petersburg established the Early Aid Service (Slujba ranney pomoshi - SPR) and has been working until now. The activities of the early aid service are aimed at providing assistance to children with developmental disabilities from infancy (from 0 to 3 years) and their families. The long-term studies presented in the literature show that if perinatal pathology is detected early, in the first months of the child's life, and appropriate corrective treatment is organized, great success can be achieved in overcoming these changes. Providing special education to children

with disabilities in many developed countries, the implementation of such programs differs in terms of content and funding.

Hungary has a better chance than other countries, as can be seen from the general indicator of preschool education. For example, in Hungary, 86% of children aged 3 to 5 go to kindergarten, while in Poland this figure is only 50%. The positive side of going to the kindergarten is that changes in the child's development and diseases are identified in time and directed to prevention and treatment, and there is an opportunity to carry out corrective work. It should be noted that in the process of correction, not only the doctor, pedagogue, masseur, but also the family should be in the first place. Unfortunately, most parents wait for positive results without taking any restorative measures for their child's lost functions. However, only parents can be patient and diligent in working on this or that function that has stopped in their child. In addition, there are many parents who are excellent educators who are able to develop their hidden potential in the growth of their injured child, who are capable of creative inventions.

Teaching a child at home is a very difficult and demanding job. The pedagogues, who have just started to take on such responsibility, are disappointed that there is no visible result from their long-term training. But working on such children requires a lot of attention and patience. To increase the child's enthusiasm for action and work, even to stop at things that are not so important, to encourage and praise him repeatedly, to increase his interest in learning, as well as The most important aspects are the development of the child's confidence that he will do everything according to the brochure. It is not appropriate to ignore the child's positive attitude towards the task, it is necessary to highlight and evaluate the simple, tangible successes he achieves. Based on the main idea of the pedagogue's work, it is to encourage the student to taste the feelings of joy, happiness, success and luck, while awakening feelings of trust and hope in life. Even a one-time achievement can change a child's life and lifestyle. However, it is not easy to find the language of families with disabled children. In such cases, we would recommend listening to M.Egg's advice. "My child is not like others..." In his book, he says: "You are entrusted with the noble task of raising your child. Only you can lead him to goodness, his future depends only on you. No one will do it for you. In order to help him, it is enough that you understand your child along with your patience, love and striving towards the goal.

Nevertheless, the efforts of pedagogues to educate children with disabilities are somewhat difficult due to the lack of support from parents. One of the main reasons for this is that parents are not properly prepared to raise a child. That is why it is one of the urgent issues of today to improve the correctional and pedagogical literacy of parents, and it is a huge task that we are responsible for. The acquisition of theoretical knowledge and practical skills by students is carried out in various forms of the educational process. In special schools, boarding schools, the educational process is organized through lessons, excursions, individual activities, musical-rhythmic activities. In the forms of training, homework, optional training, the main attention is paid to the solution of the tasks set before the boarding school. The lesson is considered the leading form of organizing the educational process, and it was first introduced as the main form of work in the school in the 17th century. In the field of pedagogy, it has not lost its importance due to its rich theoretical heritage - it was put into practice by Jan Amos Comenius, the author of "The Great Didactics". the main form of the training process. The goals of lessons conducted in special schools and boarding schools are determined based on the tasks set for the education

of children with hearing problems. 3 goals are set before any lesson held in special schools and boarding schools:

1. The educational goal includes equipping children with theoretical knowledge and practical skills in the scope of the curriculum;
2. The educational goal is to educate students in the spirit of national independence, to form their personal moral qualities, to form skills and qualifications that allow them to find their place in social life;
3. The correctional-developmental purpose involves the elimination of secondary problems arising as a result of the primary problems of children who need special help. The educational, educational and corrective developmental tasks of the lesson must be solved without interdependence. In the process of conducting a lesson, the teacher achieves the effectiveness of education if he works to solve these tasks in four ways: pedagogical, psychological and hygienic organizational requirements:

Pedagogical requirements for the lesson must meet the pedagogical requirements arising from general didactic and specific principles of teaching in special schools and boarding schools. The main requirements are as follows:

- the tasks of the lesson and the stages of the educational process are determined based on the programmatic requirements, as well as the level of general, intellectual and speech development of the students of the class;
- designing in advance the skillful and appropriate use of work methods aimed at activating the cognitive activities of students;
- acquisition of knowledge, skills and abilities related to the lesson in the basis of the formation of students' speech as a communication tool;
- paying special attention to the instructional and demonstrational practical work process based on the developmental characteristics of children in need of special assistance;
- the use of different forms of speech in lessons (in which form of speech is the leader is determined based on the requirements of the stage, as well as the general and speech development of the students of the class);
- paying serious attention to the distribution of time allocated to the work performed on the board based on the developmental characteristics of children with special needs.

Psychological requirements for the lesson. The effectiveness of the lesson depends to a large extent on the teacher's knowledge of the developmental characteristics of his students, and the teacher always considers the perception of his students when planning and conducting each lesson. , attention, memory, and imagination should not be overlooked. Having accurate information about the mental processes of their students greatly helps the teacher in choosing effective forms and methods of work. It is known. children with physical and mental development problems experience great difficulties in acquiring theoretical knowledge, skills and abilities. The teacher's warm attitude towards children, skillful support, and ability to establish communication not only awakens in students the ability to actively participate in lessons, but also creates confidence in their abilities, that is, their optimistic spirit. .Hygienic requirements for the lesson. The state of students' work skills depends on the extent to which hygienic requirements are observed. Because some teachers try to deal with the students even

during the break due to the fact that they cannot master the learning material during the allotted time.

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