

## ADAPTATION OF THE EDUCATIONAL PROCESS IN TEACHING ON INCLUSIVE EDUCATION IN GENERAL EDUCATION

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### ANNOTATION

this article covers the adaptation of the educational process and the regulatory framework of inclusive education in teaching on inclusive education in general education.

**Keywords:** general education, inclusive, student, school, cooperation, project, educational process, assistant educator

Today, in our republic, children with special educational needs have wide opportunities to create favorable conditions for educational education and their adaptation to social life, increase social activity and support their talent, promote physical and mental development, increase technical and vocational knowledge and skill levels, and prepare students and young people for independent life. In particular, the Presidential Decree "on measures to further improve the educational system for children with special educational needs" was adopted. The resolution approved the concept of the development of inclusive education in the public education system in 2020-2025 and the "road map" for its implementation in 2020-2021. According to him from the 2021-2022 school year:

- in primary base Correctional classes, adapted (adaptive) educational programs have been developed to provide education to children with special educational needs;
- special pedagogical state units were allocated at the expense of the gradual approval of the states of specialized educational institutions in secondary schools, where an inclusive education system was introduced for children with special educational needs and basic Correctional classes were opened;
- in mastering individual educational programs for children with special educational needs, special educators and tutors (auxiliary pedagogical staff) were closely assisted;
- volonteers with the appropriate qualifications as a tyutor (assistant pedagogical employee) to general educational institutions, where an inclusive education system was introduced, and upper-year students in the pedagogical direction of higher educational institutions were voluntarily involved in the period of pedagogical practice;
- one of the parents of children with special educational needs (their legal representatives) was included in the Supervisory Board of secondary schools, where an inclusive education system was introduced and the base Correctional classes were opened;
- on the basis of a general state grant for professional educational institutions based on the needs of persons with disabilities, up to two percent of the admission indicators were allocated to these persons.

In inclusive education, education training for children with poor physical and mental development requires the adaptation of the class and the course process according to what extent the child's hearing level is impaired. We studied the course process in inclusive education in an experimental way. Although the inclusive class teacher has achieved a higher coupler compared to the ordinary class teacher, but in the process of observation it turned out that in the process of inclusive education it is faced with a huge number of obstacles and problems.

That is why we want to give methodological recommendations to teachers who take classes in an inclusive class on improving the effectiveness of the class-lesson process.

Adaptation of class and lesson process in inclusive education of children with disabilities in physical and mental development

1. Given the disaggregation of a child with a deficiency in physical and mental development, there should be no excesses in the Parta;

2. Given the rapid exhaustion of a child with a lack of physical and mental development, giving them assignments that allow them to be on the move (such as "wash the notebooks", "clean the board");

3. Not forgetting to spend physical minutes in each lesson;

4. Identifying a student with classroom leadership skills and appointing a "class administrator" (junior teacher) (which the student uses more when working with a child with teacher mental development problems);

5. Crossing children with poor physical and mental development with the most excellent student in the class;

6. Relying mainly on exhibitionism in the lesson;

7. Giving assignments in parts to a child with poor physical and mental development;

8. Not forgetting to stimulate the child;

9. Constant use of the variety of methods;

10. Maximum reliance on Game techniques;

11. Also give the child additional or practical guidance when completing the assignment;

12. Giving assignments in which a student with poor physical and mental development also contributes to the class community;

13. Constant supervision of a student with poor physical and mental development.

The inclusion of children with special educational needs in the general education process, Education and education with their peers and continuing their studies together at the next stages will be desirable if the following is implemented in order to improve the regulatory legal framework aimed at developing quality inclusive education.

Within the framework of organizational and practical measures:

1. To create an unobstructed environment for children with special educational needs to be educated in public schools, among all.

2. To publish special literature for children with special educational needs, to arm them with knowledge and skills in accordance with the mechanism of inclusive education in the modern form of educators who teach them.

3. Formation of a tolerance attitude towards children with special educational needs in healthy children who are educated on the basis of inclusive education with children with special educational needs.

4. Most parents do not have information about the existence of inclusive education and its legal basis. Providing tutorials and methodological recommendations that provide insight and information on specific inclusive education for parents with children with special educational needs.

5. Propaganda and propaganda work on inclusive education is carried out only in urban areas. These tasks should also be introduced in rural areas schools of this method and their activities should be developed.

6. Development of international cooperation in the development of inclusive education in Uzbekistan.

7. It is necessary to establish a system of extracurricular activities for children with special educational needs and develop a system of cooperation with parents in this regard.

As a result of the implementation of organizational and practical measures within the framework of inclusive education, it is assumed that educators will also work on them, in particular, improve their pedagogical skills.

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