

TYPES OF CHILDREN WITH DISABILITIES AND THEIR INVOLVEMENT IN INCLUSIVE EDUCATION

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ANNOTATION

The task of modern continuing education is to improve the quality of education and upbringing, to ensure a high scientific level of thorough teaching of the basics of science. This task involves the development of students' knowledge of the sciences through the improvement of teaching methods, as well as the intensive formation of skills to effectively apply the acquired knowledge in practice. Inclusive education (derived from English, inclusive, inclusion, adaptation, inclusion, inclusion) to overcome barriers (discrimination) between children with disabilities and healthy, children with special needs, (for some reason, disabilities) adolescents or an education system that represents inclusion in the general education process aimed at adapting to social life regardless of economic difficulties.

Keywords: School environment, Correctional education, visual impairment, learning problems, communication.

INTRODUCTION

Children involved in inclusive education: Children with mental retardation; Traffic balance is violated: Light-minded children who are able to serve themselves Children with speech impediments (unrestricted communication): Visually impaired children and adolescents: Children with hearing impairment and late (after 5 years) deafness: Children and adolescents with visual impairments (Braille and fluency): Children with poor eyesight (up to 04 degrees): Deaf (communicative-speaking, fluent, and literate) children and adolescents. Inclusive education is a type of methodological assistance in various forms, which include:

- Advice and assistance to the class teacher;
- Provision of special training manuals and auxiliary materials;
- Providing support from parents, volunteers or senior teachers;
- Introduce changes to the curriculum schedule, assessment criteria and changes;
- Creating conditions for improving the knowledge and skills of teachers;
- Creating a positive school environment for active supportive leaders and others with disabilities and forming a friendly attitude in the learning process;
- Assisting the administration in identifying and assessing children;
- Coordination of social psychological and health services.

In inclusive education, educating children with special needs requires adapting the classroom and the learning process according to the type of disability of the child. Organization of the educational process in the system of inclusive education: In all general education schools where

inclusive education is organized, a friendly attitude towards children and adolescents with disabilities is formed mentally.

In addition to the state educational standards, correctional programs for children and adolescents with disabilities are taken into account in secondary schools with inclusive education, and conditions are created for the implementation of special correctional work (specially equipped correctional room, special technical means). In inclusive secondary schools, classes last 35 minutes in the preparatory group and first grades, and 45 minutes in the upper grades. The knowledge of children and adolescents with disabilities is theirs evaluated in the prescribed manner based on personal characteristics and abilities. In addition to modern general didactic principles, special principles are taken into account in the educational process. Correctional education is organized according to the needs of students. Students are admitted to the inclusive secondary school on the basis of the application of parents and the conclusions of the psychological / pedagogical commissions and approved by the orders of the heads of educational institutions. The number of integrated students in the classes of inclusive secondary schools shall not exceed 3/4 and the total number of students shall be set at 25.

Adapting classes and the teaching process in the inclusive education of children with visual impairments. The teacher should ask the child with a visual impairment (if he or she is visually impaired) to move the board to the most convenient place to see it;

- If the eyes of a child with visual impairment are sensitive to light, they should be taken to the window. Therefore, a cardboard barrier can be used to protect the child's eyes from light;

- High results can be achieved if the most moral and noble students in the class are identified and a visually impaired child is appointed as a "leading" student;

- The teacher is required to read aloud the information written on the board;

- A child with a visual impairment acquires information on the basis of auditory and tactile sensations. That is why they should be given the opportunity to hold things;
- The teacher should say the name of each student so that the child with a visual impairment can know who is speaking in the class discussion.

Adapting classes and the teaching process in the inclusive education of children with hearing impairments Move the hearing-impaired child closer to the teacher and the board (no more than 3 meters) so that everyone in the class can see; In the course of the lesson, the teacher should only look at the students in the classroom and start the lesson by focusing on the deaf students; The teacher should not cover his face with a book or other object when explaining the topic, and should not stand on his back while explaining the information on the board. This is because most children with hearing impairments are able to receive learning material, explanations, references, etc. on the basis of lip-smacking; The inclusive classroom should be well lit. Because children with hearing impairments need to see the teachers and students' faces, hands, or lips well; The desks should be positioned accordingly so that the hearing-impaired child can see the lips of other children; It is required not to make noise in the classroom on a regular basis. An inclusive classroom is required to be on the base and quiet side of the school; It is recommended that the teacher speak clearly and loudly but without shouting.

Adapting classes and the learning process for children with inclusive learning problems in basic movement organs Not much is required to educate a child with mild cerebral palsy in general

education classes. But adjusting the class of teaching a child with severe cerebral palsy in the general education system is a little more complicated. To do this, class customization may be limited to: Cerebral palsy Mass chairs to keep the head and body upright while the child is sitting; Special seats to keep the child's neck at the desired level; Communication boards (for example, boards consisting of a picture or various symbols) so that the teacher and peers can understand the child; Place aids near the walls of the classroom so that the child can move around the classroom; Classroom desks adapt for cerebral palsy baby stroller; If the child has severe speech impediments, other forms of communication can be used, such as pictures or drawing cards. When they are placed on the classroom board, the child expresses little thought through these means; Encourage the child to ask questions, but with little speech to him or her give them a chance to respond by means; Organization of a type of complex care (speech therapist, masseur); Ask their peers to interact with the child, because children always find a way to communicate with each other; Children who have difficulty controlling their legs have a lot of difficulty writing. Therefore, they should be given extra time to write or they should be given a copy of the card or another student can write to them.

In summary, inclusive education means that all students, including those with disabilities, receive the support they need to receive an education appropriate to their age and participate in all aspects of school life. Inclusive education has a positive educational and social impact on all students, both those who need and those who do not.

LIST OF REFERENCES

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