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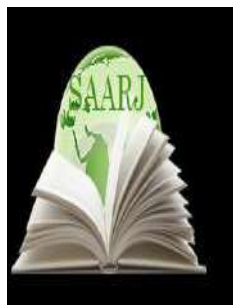
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VISION

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THE CORRECTIVE IMPORTANCE OF INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES

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ABSTRACT

This article identifies the special needs of children with disabilities in the inclusive education system and focuses on the conditions created in the inclusive education process for their integration into social life and their free development as individuals. Also, the use of methods of teaching children with disabilities in the educational process in inclusive classrooms, adapting students to study among normal peers, issues of independent thinking and skills development on the basis of corrective methods in the learning process.

KEYWORDS: *Inclusive, Education, Disability, Inclusive Class, Teaching, Method, Correction Method, Ability, Integration, Personality, Special Education, Speech Therapist, Ophthalmologist Learning Strategy, Defectologist.*

INTRODUCTION

After gaining independence, the Republic of Uzbekistan has undergone dramatic changes in the process of economic, social, spiritual and educational development. The priority policy of our state is to democratize the education system and its content.

In a short period of time, educational reforms in all spheres of our country have been carried out consistently and rapidly, with many positive results. In this regard, the state pays special attention to the creation of facilities for the education of children with disabilities, who are part of our society and need social protection.

According to Article 23 of the Law on Education, special educational institutions have been established to create favorable conditions for the education and protection of the health of children and adolescents with mental and physical problems. A policy of reviewing the development of special education has begun. In many countries, it has become necessary to introduce integrated education for children with disabilities, instead of separate education for children with disabilities in special education institutions.

THE MAIN FINDINGS AND RESULTS

Over the past 10-15 years, Uzbekistan has been working to integrate children with disabilities into the general education system and to integrate and inclusive education. Integration and inclusive education The integration of non-scientific children into general education institutions into a full-fledged special or inclusive education system, a correctional educational institution consists of enrolling children in educational institutions in the areas where they live due to their distance from their place of residence.

It is important to note that in an inclusive education environment, the child is among healthy peers and is able to be educated without being separated from his or her family. The issue of inclusive education strategy, which is widely promoted around the world today, is one of the most pressing issues in Uzbekistan. The priority of educational reform in Uzbekistan is to bring up children with disabilities on the basis of a democratic approach to education, to create optimal conditions for the development of creative abilities, to develop professional skills, as well as to realize their potential. According to Vygotsky's theory of the harmony of environment and personality, the social environment is of paramount importance for children with disabilities. The United States and Southern European countries have created a legal framework for the development of integration and the management of this process. In recent years, Uzbekistan has taken a number of measures to introduce integrated and inclusive education.

For a very long time, it was considered more effective to educate children with special needs in special educational institutions than in general education institutions. Special education has developed as an education system for children with disabilities. This education was based on the assumption that the needs of children with disabilities could not be met in general education institutions. The fact that children with disabilities are educated in a special education system makes it difficult for them to adapt to society after graduation. It also forces them to stay away from their families. This category of children also becomes accustomed to dependency and faces many difficulties in self-care.

At present, the Republic pays great attention to the issues of education and upbringing of children with special needs in the special or general education system, as well as the global integration and promotion of integration. and inclusive education is gradually being implemented in Uzbekistan on the basis of cooperation projects of international organizations. Article 41 of the Constitution of the Republic of Uzbekistan specifically addresses the issue of education of

children with disabilities in general education institutions and the creation of favorable conditions for them.

Inclusive education is a public policy to overcome barriers between children with disabilities and healthy children, children with special educational needs (disabled for some reason) and adolescents with developmental disabilities or economic difficulties. is an education system that represents an addition to the general education process aimed at adapting to social life regardless! Inclusive education ensures that children with special needs receive education on an equal footing with children with normal development. That is why it is so important.

The activities of children with disabilities, other children with special needs, other children, teachers and educators have a special place in inclusive education. Thanks to this education, children with special needs:

- meet their physical and mental needs
- develop social behavior and self-service skills:
- Assimilate educational materials that take into account their capabilities:
- Develops by participating in various games with their peers:
- Chess games in physical education classes can be a time-keeping referee or goalkeeper in various sports competitions:
- Made friends in a friendly environment:
- Participate in various entertainment and festive events
- Participate in classroom activities
- Cleanliness ensures the observance of personal hygiene
- Develop a sense of responsibility to the class.
- Participate in the preparation of didactic and teaching aids in the classroom.

So, given the above considerations, inclusive education recognizes that children with special needs can be educated not only in special schools, but also in general education schools where healthy children are educated.

To do this, both the school level and the teachers must be ready for an inclusive education system, and the school level, physical conditions and learning opportunities must fully meet these educational requirements. There are a number of interrelated factors that contribute to the successful implementation of integration at the school level. The central factor is the opportunity to be included in the curriculum, as well as the physical location of the buildings, the opportunity to study and the funding opportunity are also key factors. The physical environment at school also plays an important role in inclusive education. Simply put, students enter the doors of all schools through stairs, but children with disabilities in wheelchairs cannot climb these stairs, and even children in crutches may have difficulty.

This means that healthy children, as well as children with disabilities, must be able to walk freely through both stairs and doors.

In addition, special seats and equipment in classrooms and laboratories should be suitable for children with disabilities. After creating the necessary conditions for the education of children with special needs in the system of inclusive education in secondary schools, what to pay attention to when involving this category of children in education, what should be the main focus in their education, it requires attention to a number of issues, such as how appropriate the training processes are to be organized.

Of course, children with special needs, depending on the characteristics of their physical, mental and mental development, have certain disabilities, need special care, given the limited ability to manage their own activities independently, a great deal of responsibility is required from teachers and educators in teaching and educating these children in the process of their involvement in education.

The main goal of inclusive education is to include all children who have the opportunity to start education, including children with special needs, in the general education process.

The process of inclusive education should have the following legal and social bases. Namely:

- Every child has the basic right to education and should have the opportunity to receive the necessary level of education.
- Every child has their own characteristics, interests and learning needs.
- They should have the opportunity to study in secondary schools with special educational needs, where it is necessary to create conditions based on targeted pedagogical methods to meet their needs.
- Children of all ages need to study and grow up in the same conditions as children who live and work around them.
- Inclusive classes should focus on helping students and educators become the best members of society by developing a new perspective on society and the school.
- Inclusive education requires teachers, principals, parents and special educators of secondary schools to work together in one group.

In many cases, parents of children in need do not require these children to receive a proper education because they do not have a clear understanding of their children's rights and other educational opportunities.

Parents need to be aware that they can overcome obstacles such as shame and loss of self because of their children's shortcomings. At this point, parents of children with disabilities should be given detailed information about the content of inclusive education and the important aspects of educating these children in an inclusive education system.

The establishment of general education schools imposes certain responsibilities on teachers and specialist teachers responsible for the effectiveness of the process of teaching children in need in inclusive classrooms.

HERE ARE SOME SUGGESTIONS ON HOW TO LOOK OR GET AN APPOINTMENT FOR HAIR EXTENSIONS

Teachers have the following tasks to help children with hearing impairments become literate.

- Children with hearing impairments should be aware of changes in speech and mood in a timely manner
- Collaborate with a specialist otolaryngologist if necessary to determine the level of hearing in children
- In inclusive classes, such children should be transferred to the first floor.
- Monitor the student's mastery of the topic as the teacher explains the topic to the class.
- The teacher explains to the student's parents the characteristics of the child's learning difficulties, gives the necessary advice

Teachers have the following tasks to help children with hearing impairments become literate.

- The child should work in a well-lit room so that he can see your face, hands or lips.
- If the child is instructed to use a hearing aid, make sure that the child is wearing it and that the batteries are in good condition.
- The teacher should speak clearly and loudly during the lesson, but without shouting.
- Spend time with a student who can hear well. His partner helps him find the page he needs, repeat assignments, and so on.
- During the lesson, direct the student with a hearing impairment to observe and listen to other students respond to the teacher.
- If they see other students and can't hear their answers, the teacher can turn to the student with a hearing impairment and repeat what he or she said.
- Make sure that the student understands the task correctly.
- If the child's speech is not clear, help him to use words correctly and follow the grammar, and encourage them to pay attention to their attempts to speak.

When working with students with speech impediments, the teacher should pay attention to the following:

- The teacher should pay special attention to students with speech defects, as well as work with speech therapists.
- It is important not to offend the child with underestimation for reading and writing mistakes, to encourage him, to instill in him the idea that relying on the positive aspects of his behavior can overcome difficulties.
- Students with speech defects should be familiar with the characteristics of the character. Students need to be able to not laugh at their classmates who have speech impediments, not to insult them, not to expose their shortcomings, and to be able to organize the kindness of the students in the class.

The role of the teacher in working with visually impaired students

- Ensure that visually impaired students sit in the first classroom in an inclusive classroom.
- To pay attention to the health of visually impaired students in effective teaching, to get the necessary advice from a specialist ophthalmologist.

- It is important to keep in mind that visually impaired students in inclusive classrooms can also damage a child's vision, such as bending over, jumping, or lifting weights in physical education classes.

- The teacher should pay special attention to the preparation of special exhibitions for such students, taking into account the presence of blind students in the classroom.

The role of the teacher in working with visually impaired students

When adapting a visually impaired student to a room:

- Ask the child for the best place to see the blackboard and make sure he or she sits there.

- If the eyes of a visually impaired child are sensitive to light, they should not be pushed out of the window. He should wear a cap to protect his eyes from glare and use a cardboard barrier when reading and writing.

- It is recommended to write the words in capital letters on the blackboard during the teaching process and to use colored pencils when writing.

- Children should be allowed to get closer to the blackboard or visual aids to look better.

- What is written on the board by the teacher should be read aloud.

- Use visual aids, such as capitalized materials, to help children read better.

- Visually impaired students may have difficulty seeing lines in notebooks. You can give them notebooks with thick lines.

- If a student sits with a student he or she can see, that student will help him or her organize the work, as well as help his or her classmate open the page he or she needs, repeat the instructions in class, and so on.

The role of the teacher in working with students with intellectual disabilities

- A teacher working in inclusive classrooms is able to distinguish between students with normal development and students with intellectual disabilities.

- Do not apply the curriculum requirements for healthy students in the classroom to mentally retarded students

- In the course of the lesson should be given educational tasks that correspond to the ability of students with intellectual disabilities.

- The student should not be harassed by students for not mastering the lessons, but should be encouraged to take into account some of his achievements in the classroom.

- Minimize distractions and avoid clutter.

- Arrange for children with intellectual disabilities who have a tendency to run around to sit on the wall with older children and give them the necessary assignments during the lesson.

- "She needs to be shown what to do."

- Use simple words when giving assignments and check how well the child understands.

- When working with children with intellectual disabilities in the classroom, they must work on and complete one activity. Let the child understand that once one task is completed, he or she can start another.
- Divide the tasks into smaller parts, and let the child start with what he or she knows before moving on to the more complex part.
- When a child does well in school, he should be praised and rewarded for his work.
- When a child completes a task, he or she should be given additional or practical instructions, which will help to strengthen the child's skills and increase his self-confidence.
- The family member who does the "homework" with the child should be told about the topic and work with him on a regular basis.
- In class, the child should sit with a student who can help the child concentrate and participate in activities in the classroom.

CONCLUSION

In general, to educate children with special needs in general education schools among their peers, as well as in the schools in the neighborhood where they live, to bring them up in the family after school, under the supervision of their parents, for their full development and adaptation to social life. , most importantly, the education of children with special needs among their healthy peers creates ample opportunities for them to look to the future with confidence, to strive for a certain goal, to grow into a certain developed adult in the future.

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