



TECHNOLOGY OF ORGANIZING INCLUSIVE EDUCATION IN UZBEKISTAN

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ABSTRACT

Inclusive education can be organized under the following conditions: general and special assistance in general preschool, general secondary school classes, correction pedagogical support in logopedic rooms, correction class (group) special education.

KEYWORDS: *individual activities with teachers and students, preschool resources, development of inclusive education, specific infrastructures.*

INTRODUCTION

The education of children with special needs in the general education environment requires inter-school teacher training and resource teaching activities. Inclusive education can be facilitated by the collaborative efforts of both the teacher and the regular classroom teacher.

In some classes, you may need to separate the child from the classroom for a while. Regardless, it is always required to work with a resource teacher and to have a special education background.

An inter-school resource is a teacher's primary responsibility for providing children with disabilities the necessary tools, equipment, finding sponsors, engaging parents in school support, and helping disabled children, healthy children and classmates. Establishing a strong connection between Andy, providing specialized resource guides, and counseling for parents, children, teachers and school administrators, as well as activities for children with special needs discussions about appropriate educational programs, including the provision of information to parents of children with disabilities. The primary purpose of the resource teacher is to assist students and teachers in need of special education in the educational institutions. The teacher of the resource performs the following tasks:

Identifying the level of support students' needs and meeting with him or her on a regular basis, based on their needs.

Work with students individually, tracking individual plans, helping them adapt to the curriculum, teaching and evaluating.

Provide teachers with information on the specific needs and abilities of the students.

Introducing and advising classroom teachers with individual curricula.

Discussing and evaluating student success on a regular basis.

Working in partnership with the school community management staff and parents;

If necessary, invite students to other support associations (such as seminars, doctors).

- Recording individual activities with teachers and students.

- To help each student to develop an individual curriculum in situations that do not meet the requirements of the standard curriculum;

- Updating and evaluating individual curricula based on changing needs.

- Document and make a list of all available resources (textbooks, learning aids and other devices).

In developing an action plan based on its goals and objectives, an In-School Resource Teacher should consider the following:

Provision of support for special education teachers in preschool resources;

Creating and evaluating individual programs with a classroom teacher;

Providing services that teacher's need;

Manage the delivery of child information when a teacher or school changes

Understanding and meeting the needs of new teachers;

To help teachers adapt to the normal classes in need of special education;

Provide individual and group-based instruction outside the classroom if needed;

Success management of individual programs;



School management to help children with special needs adapt to the school environment;
Study and manage the demand for special aids and tools;
Supporting the development of inclusive education.

It is very important that the teacher in the resource school does not work and does not spend a lot of time and effort.

A resource teacher discusses the challenges and needs of children with disabilities in their classes. From time to time, they provide counseling and instruction on disability issues in the training of teachers. For example, to identify deficiencies, levels of disability, and to provide methodological recommendations to study individual psychological characteristics.

It is important that children with learning difficulties have access to education policies. Education policy should focus on financial support for the development of inclusive education: measures to remove the barriers between special education and secondary schools; introduction of statistics on inclusive schools for persons with disabilities; access to specific infrastructures, issues and techniques is also an integral part of education policy.

Inclusive education is a team work, with responsibility for the whole school community. The leader of the class plays a key role in this. Education policy regulates it. These types of assistance come in many forms, including:

- To advise and assist a classroom teacher;
- Providing special teaching aids and supplies;
- Provision of assistance from parents, volunteers or senior teachers;
- To formulate curriculum, lesson schedules, adaptation to evaluation criteria and adaptation to change;
- Creation of conditions for teachers to improve their skills and knowledge;
- Creating a positive school environment, including an active supportive leader, etc., and developing a friendly attitude towards the learning process;
- Assist the administration in identifying and evaluating children;
- Coordination of social, psychological and health services.

In this education system, appropriate professionals (specialized resource educators, psychologists, health care providers, parents, etc.) should regularly assist schoolteachers in identifying children with disabilities and implementing corrective and pedagogical factors.

Inclusive education provides education for persons with disabilities, along with their social peers, unless enrolled in regular schools unless there is a significant reason for their development.

In some cases, children with very difficult disabilities receive special education in special schools and special rehabilitation centers or regular classes with correction programs. In these schools, it is important to ensure that education is provided to the child's needs.

The organization of various forms of community-based learning and special aids, such as

hearing aids, lenses, using a personalized correction method and adapted curriculum, programs and other factors for the child's individual learning needs. , lamps, wheelchairs) using various technical means and special visual aids. In addition, teachers of special education institutions should work in the field as counseling departments and resource centers for secondary school students, parents, government and non-governmental organizations.

The state should create the following conditions for the education of some children with special needs in educational institutions:

- Early diagnosis of disability;
- Training of specialists;
- Creation of all facilities (facilities) for persons with disabilities in the construction of educational institutions;
- Expanding the network of rehabilitation centers to provide care;
- professional development, retraining and provision of special aids, educational and methodical literature, manuals for teachers with disabilities in order to organize education for children with disabilities in general education; organization of education through various programs;
- Creation of educational conditions for all children and improvement of educational efficiency;

Inclusive education is conducted mainly in the regular classrooms of secondary schools and in secondary schools where students live, and develops best practices for organizing formal and non-formal education.

Inclusion in education is a global problem. A key part of inclusive education is to create a learning environment where children can learn and learn. When children with special needs focus on life from the age of 6, they can achieve much better results. The development of policies that meet the educational needs of children with disabilities is the foundation for supporting inclusive education.

In support of inclusive education, the following issues need to be addressed:

- Develop a positive attitude in the community
Children with special needs are excluded from education due to lack of knowledge about disabled children in society. In addition, when a disabled child's abilities, rights, and needs are systematically underestimated, children develop a negative attitude toward themselves and their abilities.
- Development of an inclusive learning environment.

A key part of inclusive education is to create a learning environment for children to learn and to be friendly. Children should be able to reach school safely and without problems. In addition to adapting the child to the existing general education methodology, it is necessary to adjust the timetable, methodology, and manuals. These changes are not just for children with special needs. It also improves the quality of education for children with normal development.

- Intervention from an early age.



In short, if the child's life is given earlier attention, then the outcome can have a positive effect on the child's further development.

- Creating a positive image of people.

The image of an adult is important for a child to develop a sense of self-confidence and self-worth. But with so many special needs children growing up and growing up, they don't see adults with special needs like them and can't even imagine what it means to be an adult. Therefore, adults with special needs should be regularly involved in the education of children with special needs. Because adults with special needs can understand the importance of educating their children. For this purpose it is necessary to invite adults with special needs to schools. Then they will tell you about their achievements in life. As a result, there is a great opportunity to promote inclusive education.

- Assisting in the development of appropriate policies.

Policies play a key role in supporting inclusive education. Policy support for inclusive education will ensure the effectiveness and development of this education system.

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