



Goals and Tasks of Organizing Inclusive Education of Disabled Students in the System of General Education Schools

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Abstract: *In this article, issues such as the education of children with special needs, current issues in this field, the structure of the implementation of the inclusive education policy, the possibilities of studying in public schools with special educational needs are considered. Special emphasis is placed on the following legal and social foundations of this process.*

Keywords: *Children with special needs, inclusive education, primary school students, inclusive model, remedial education, integrated education, home education, inclusive approach to education.*

The purpose of all the reforms carried out in our republic is to build a solid foundation for the future of our country. This foundation is created as a result of raising healthy, mature and mature individuals. That is why the "National Personnel Training Program" and the Law "On Education" were adopted. These reforms in the field of education are bearing fruit today. The scope of these legal regulations covers the education of children with special needs.

The issue of education of children with special needs is becoming one of the most urgent issues today.

Special education has developed as an educational system for children with disabilities. It is built on the assumption that the needs of children with disabilities cannot be met in general education institutions. Special education operates all over the world in the form of schools or boarding schools, as well as small parts of general schools.

Education of children with special needs in the special education system makes it difficult for them to adapt to society after finishing school. It also forces them to stay away from their families. This category of children gets used to being taken care of, and they face difficulties in self-care. In addition, many children with special needs are excluded from education. Currently, in our Republic, inclusive education policy is being implemented in order to ensure that children with special needs receive education in the special or general education system according to their development level, characteristics of disabilities and abilities.

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. Inclusive education is of great importance as it provides education to children with special needs.

This means including such children in the continuous general education system. This process must have the following legal and social foundations. That is: - Every child has the basic right to education and should have the opportunity to get the necessary level of education. - Every child has his own characteristics, interests, abilities and educational needs. - They have the opportunity to

study in public schools with special educational needs, where it is necessary to create conditions based on goal-oriented pedagogical methods to meet their needs. - It is necessary for children of all ages to study and develop in the same conditions as the children living and working around them. - Inclusive classrooms should be focused on helping students and pedagogues to become the best members of society by developing a new perspective on society and school. Inclusive education requires students, principals, parents and special pedagogues of general education schools to cooperate in one group. In many cases, parents of children with special needs do not demand proper education because they have a wrong understanding of their children's educational rights and other opportunities.

Parents need to be educated on how to overcome barriers such as embarrassment and loss of self because of their children's disabilities. All parents should be given detailed information about what inclusive education is all about and what opportunities it gives to children.

It is necessary to expand and not limit the educational support of parents to their children. In this way, it is necessary for parents to be involved in the discussions regarding the placement of children in educational institutions and the accuracy of educational programs, as well as the continuation of the educational process at home or elsewhere.

If any child matures and grows up healthy, if his cognitive activity and sensory abilities are perfectly developed, such children will be ready to be admitted to school from the age of 6-7.

1. However, among the students of general education schools, there are children who experience difficulties in mastering the curriculum. As a result of the presence of certain conditions necessary for the child's development either in the mother's womb or after birth, physical, mental and mental defects can lead to deficiencies. Such children have defects in hearing, vision, speech and mental activity.
2. Currently, inclusive education is being launched to study such children in general education schools along with their healthy peers. What teachers should pay attention to when organizing inclusive education of students with disabilities in general education schools. We would like to talk about what special schools should pay attention to some students with disabilities below.
3. In order for hearing-impaired children to acquire sufficient literacy, teachers have the following tasks:
4. It is necessary to know the changes in speech and mentality of children with hearing loss in time.
5. In order to find out the level of the child's hearing ability, if necessary, it is necessary to send him to an otolaryngologist for treatment.
6. The most important thing is to always remember that there is a child in the class who does not hear very well and to put such children in the 1st desk.
7. When the teacher is explaining the topic to the students of the class, while reading the text of the dictation, he should see how much the student understands the topic.
8. When evaluating the work of children with hearing loss, analyzing the quality of errors, if they made a mistake due to their hearing loss, the grade should not be lowered.
9. The teacher should explain to the child's parents the characteristics of the child's difficulties in studying, teach how to properly help the student in preparing homework.
10. When working with students with speech impairment.
11. the teacher should pay attention to the following:
12. The teacher should pay special attention to students who pronounce incorrectly, and get advice from speech therapists.

13. It is important not to hurt the child by giving a low grade for his mistakes in reading and writing, to encourage him, to rely on the positive aspects of his behavior, to instill in him the idea that difficulties can be overcome.
14. It is necessary to conduct separate conversations with stuttering children and study their character traits. The students of the class should not laugh at their friend who stutters, not to point out his shortcomings, and should be able to organize the sympathy of the students of the class.
15. When students who stutter answer questions orally, they should be politely helped, and they should not be asked to immediately compose long sentences.
16. It is better to evaluate the knowledge of deaf students and their written answers.
17. They are not required to answer verbally when there are foreigners.
18. It is absolutely inappropriate to shout at mute children, make fun of them, call them nicknames.
19. The role of the teacher in working with visually impaired students
20. If there is a student in the class who does not see well, first of all, it is necessary to contact his parents and recommend that he be shown to an ophthalmologist.
21. Sometimes the child's parents try to hide their blindness. They don't think about the consequences of showing off in normal school conditions. The teacher should also explain these aspects to the parents.
22. Failure to identify children with poor eyesight in time may not only cause them to fail, and then lead to disruptions in education, but also make the eye defect even worse.
23. It should not be forgotten that many activities that are simple for a general school student, such as bending, jumping hard, lifting weights in physical education class, can also damage the child's eyesight.
24. The teacher should prepare special exhibitions for such children, taking into account the presence of visually impaired children in the class.
25. In order to protect the child's eyesight, it is necessary to organize the wearing of glasses in cooperation with parents.
26. In conclusion, it can be said that one of the most urgent problems today is the issue of important tasks and the situation in the system related to children in need of social protection. After Uzbekistan gained independence, deep reforms and changes took place in the system of social protection of children, as in all areas. In the course of the development of Uzbekistan as a legal state, the President defined the rule of law as the main factor in protecting the interests of every citizen regardless of his gender, nationality, race, and age. Today, we must emphasize that every child in our country is treated as a citizen of our country who fully enjoys all rights. The reforms carried out by the Ministry of Public Education are based on the principles of the "Convention on the Rights of the Child" ratified by the state. It covers aspects such as: - issues of non-discrimination - survival and development - child's personal interest - child's outlook. In the process of applying these principles in practice, it is known that this task is not easy. In this regard, the following can be cited as an example:

For example, the majority of children educated in boarding schools are disabled children. In the recommendations of international organizations, it is said that the inclusive method should be applied as the main method in deinstitutionalization. So, can it be said that teaching a deaf student far from home violates his rights under the convention? We answer yes. Because we are depriving the child of the principle of "non-discrimination" and the right to live with his family. If we leave the child to study in a village school near his home in a class of 35 students, we will violate the principle of his "personal interests". The child does not get enough attention here. Due to the absence of defectologists in the school, the student cannot learn as in a special institution, as a result, he lags behind in development and cannot prepare for a profession. In addition, the principle of "Personal

opinion" of the child is violated in this place. The research carried out by the Resplika Children's Social Adaptation Center in cooperation with the Ministry of Public Education shows that 99 percent of deaf children do not want to study in general education institutions.

Pupils are educated there in special boarding schools. The same situation can be observed in boarding schools for mentally retarded students in our Republic. Therefore, it is necessary to carefully study the environment when introducing inclusive education to deinstitutionalization. After all, our main goal is to ensure the rights of every child to live in his own family and receive quality education among children. For this, we need to solve complex issues and carry out this work in different directions. In order to increase the efficiency of the work carried out in the way of social protection of children, it is necessary to carry out constant monitoring of the implemented programs. In this direction, important works are being carried out by the Ministry of Public Education. In particular, in order to monitor the social protection of groups of children in need of protection, inter-organizational information is created, and with the participation of regional, city, district public education, state health, labor and population social protection departments, information on each disabled child is collected. data bank is created. Every household was studied by the employees of public education departments and disabled children were identified. As a result, 4750 children were attracted to study. Also, the results of monitoring will be an impetus for the development of measures to improve the educational and medical services in the continuous education system, to identify erroneous diagnoses, and to increase the work efficiency of medical-psychological-pedagogical commissions. As a result of studying the situation, it can be proudly stated that today there is almost no child in our republic who is not involved in education. The education of children with disabilities is an area of the higher education system that requires extremely high attention, and children with disabilities are a social stratum of society, since most of them grow up in low-income families. Inclusive education is the inclusion of children with disabilities in the educational methods that are implemented for most children by all necessary means. Only then can all children with disabilities achieve active participation in society.

Inclusive education is effective not only in terms of education, but also in terms of the spiritual and physical growth of children, as well as the economy of means. The Ministry of Public Education is paying attention to teaching in special education on the basis of inclusive and integrated education as one of the main directions of education policy. An inclusive approach to education is not only pedagogically, emotionally and psychologically convenient, it is also much cheaper and effective for the country. In this situation, well-prepared experimental projects should be created, which should ensure the implementation of the positive aspects of inclusive education and the dissemination of their models.

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