

ORGANIZATIONAL AND METHODOLOGICAL WORK NECESSARY FOR THE INTRODUCTION OF INCLUSIVE EDUCATION INTO PRACTICE

Teacher of the Department of special pedagogy of the Kokand State Pedagogical Institute
Yuldashev Sodirjon Jo'rayevich

Annotation: the article examines the proposed conclusions about the problems for which the current topic is waiting for a solution to changes in the practice of inclusive education.

Key words: inclusive class, inclusive school, special auxiliary apparatus, (hearing aids, lens, magnifying glass, wheelchairs).

The changes taking place in all areas have had an impact on education, especially in inclusive education. Education of children with special needs in a general educational environment is organized taking into account their specific characteristics, type of defect, level and number of children in the class. First of all, it is worth noting that although the youth of the students is the same, but they are not like each other. All children are individual psychologic personality traits, acceptance rate, zexn and perception are different. Therefore, the issue of organizing the educational process in inclusive classes, where a child with special needs is studying, requires solving more complex problems in the. In an inclusive class, it is possible to achieve a successful course of the lesson process only if the teacher can take into account the possibility of children and plan classes accordingly, find out how the disability of children affects the acquisition of knowledge, use effective ways to overcome these difficulties, fully establish school and family cooperation, and confidently look into the future Each child develops at the level of his ability, the famous psychologist scientist L. S. It can be confirmed by Vigotsky's opinion that "progress will continue even in any zinc or physical defect. "The tallium of new ideas for inclusive education is National. requires organizational and methodological reforms. Children in need of special education are children whose needs are not met in the current school system. For this reason, schools must meet the common goals, aspirations, interests of all children in different ways and ensure that they receive knowledge. For the development of inclusive education, it is important to make structural changes to the general education system. The barriers between" general education "and" special education " must be removed. Despite the fact that special education is part of general education, two educational systems are used in practice, consisting of its own students, teachers, management team and supply system. In the "inclusive school", which meets the requirements of all students, there is no need for such a system. Reforms can control the practice of educational goals, but cannot directly control their pedagogical practice. For this reason, in order to be effective, the isolates must be discussed in detail and considered by the administrators of the education system as well as those who put it into practice. Inclusive education can be organized under the following conditions: public preschool institutions, groups of general secondary education school classes)in the form of obtaining general and special assistance, obtaining correctional and pedagogical assistance in speech rooms, obtaining special education in correctional classes (groups). In the activities of the medical-psychologo-pedagogical commission by the Departments of public education of the region (city, district) of children in need of special assistance to the system of inclusive education "Republic, Region, District Medical- it is adopted on the basis of the regulation"on psycho-pedagogical commissions". Children's education with special needs in an inclusive educational institution is carried out in the prescribed manner using special techniques and tools based on educational plans,

correctional programs. In schools (mousses) where inclusive education is introduced, in addition to the general principles of general education, the following special tamaniils should be followed: Correctional orientation of education; identification of a defect, complex in teaching (clinical- geneticist neurophysiological psychologist-pedagogical) approach; early detection of defective function, medical-psychological proofreading; preparation and adaptation to social life in the means of providing general secondary education and vocational guidance; differential and special approach; ensuring continuity of education, etc. In the introduction of inclusive education in the general education system, reforms should also be carried out in the work tasks of the institution's employees at a conspicuous level. Forms of Organization of inclusive education and prerequisites for education inclusive education is teamwork, responsibility rests with the entire team of school and preschool institutions. Methodological assistance in inclusive education takes many forms, which include: counseling and assistance to the class teacher; providing the necessary teaching aids and supporting materials: providing the assistance needed by parents, volunteers or senior teachers; issues of adaptation to the criteria of the curriculum, lesson schedule, assessment and acclimatization to change; formation; creation of conditions for improving the skills and abilities of teachers; it consists in the organization of a positive school environment, which includes an active supportive leader and the like, and the formation of a friendly attitude in the educational process. Identification of defects in children in this educational system relevant specialists in their treatment-rehabilitation, implementation of correctional and pedagogical factors (special resource pedagogues, psychologists, medical workers, father - mothers, etc.) should regularly provide direct assistance to school educators. Children with extremely complex defects in some cases receive education with the help of correctional programs in special schools and special rehabilitation centers or special classes under schools. The educational supply in these schools is of course envisaged to be carried out with the child's need in mind.

Including scientifically analyzed the development of small business and business, and the legal basis, at this time financially support small business and business, the latter is amended and the rules for this branch of national legislation are added.

Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

In conclusion, the regular educational process implies the organization of various forms of joint training with the surrounding community, using individual Correctional techniques and adapted training plan, programs and other factors according to the personality characteristics of a child with disabilities, as well as the implementation on the basis of the use of special auxiliary apparatus, (hearing aids, lenses, magnifying glasses, wheelchairs) various technical In turn, educators of special educational institutions should operate in places as advisory departments and Resource Centers for general education students, parents, state and non-state community organizations.

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