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Preparing Students for Inclusive Education Through Effective Organization of Educational Work in Specialized State Educational Institutions

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Abstract: the article talks about methods of preparing students for inclusive education through effective organization of educational work in specialized state educational institutions

Key words: inclusive education, pedagogy, disability, effective education.

Deaf and hard of hearing children have the same opportunities to contribute to the development of society as their healthy peers. However, in order for such children to have these opportunities, they must develop in specially organized educational conditions. The fact that education has its influence not only in educational institutions, but also in families is one of the important conditions for involving children in inclusive education after a certain grade. Unfortunately, in most families today, caring and compassion towards deaf children is a priority. This condition causes deaf and hard of hearing children to develop insufficient skills of handling, communication, self-service and participation in other activities, as in healthy children. Today, it is important to involve deaf and hard-of-hearing children in inclusive education, like all children. When should a deaf and hard-of-hearing child go to this type of education? to the question, practitioners unanimously express the opinion that: "For this, deaf and hard-of-hearing children should have a sufficient vocabulary, and develop oral and written speech skills." It is known that in Article 29 of the Law of the Republic of Uzbekistan "On Guarantees of Children's Rights", children with physical and mental disabilities and children with disabilities must be educated in educational programs specially designed for them. it is established that they have the right to study and education in institutions and to receive education that matches their physical, mental abilities and desires. It is necessary to organize quality education in special educational institutions for the formation of speech and personal qualities of deaf and hard of hearing children. In addition to general didactic rules and principles, special approaches are also used in the process of education of deaf and hard of hearing children. These approaches provide methods and tools to eliminate or compensate for hearing problems that reduce students' ability to master general education subjects. In a special educational institution, conditions are created for the comprehensive development of deaf and hard-of-hearing children.

M. Rubinstein says the following because of the incomparable influence of the educational institution on the child: "A modern school should not only teach, i.e. impart knowledge, but also create a positive, educational environment in the institution."

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Regarding the developmental characteristics of healthy and deaf children, V. I. Fleury says: "A deaf child, frankly speaking, is neither better nor worse than other people. He, like everyone else, has a spark of emotions and, of course, obstacles to development." About the importance of a special approach, S.A. Zykov says: "Acquiring the language at the required level allows you to overcome the consequences of deafness, acquire the basics of science, and enter the community of hearing people after graduating from a special school."

It is clear from the opinions of scientists that deaf and hard of hearing people are as lively and unique as healthy children. The most important thing is to organize educational activities in specialized educational institutions in order to prepare these children for inclusive education. Correct diagnosis is of great importance in providing quality education to deaf and hard of hearing children. A comprehensive study of the origin of the problem and determination of its consequences is an important factor in the full implementation of the diagnosis.

Educational activities are organized in connection with hearing levels. The effectiveness of educational activities is evaluated by the indicators of students' mastery of subjects. However, students' learning shows different results. In practice, teachers evaluate this condition by the degree of hearing problem. However, the reasons for difficulties in mastering can be different.

Yu.Z. Gilbukh distinguishes the following pedagogical categories of learning difficulties:

- general lack of learning (the child does not have time to learn not only language, but also mathematics);
- lack of special mastery (the child has difficulty in mastering a subject);
- completely absent from educational activities (the child has not shown sufficient opportunities).

The process of developing mental activity-thinking ability of deaf and hard-of-hearing children is based on the principles of systematicity, coherence, and sequence. Especially this category of children, because they have not heard, acquire each new educational material through separate small actions. Otherwise, they will be a simple passive participant of the lesson, get rid of it. At this point, it is permissible to cite the theory put forward by P.Ya. Galperin. He says: "A child does not acquire thinking activity ready-made, he learns to think using a specific sequence of actions. The task of teachers is not only to control these actions, but also to create conditions for them."

It is important that any teaching and upbringing tool takes into account the unique characteristics of the child. That is why special educational institutions attach great importance to individual training. After all, Jean Jacques Rousseau's opinion that it is important to take into account the aspects inherited from nature when raising a child is presented in the book "History Pedagogy" by D.I. Latyshina. Deaf and hard-of-hearing children, from the day they arrive at a special educational institution, are involved in acquiring the skills necessary for everyday life. Although these skills seem simple and simple, they are one of the basic factors for socialization of deaf children and easy adaptation to inclusive education.

We believe that the following life skills should be formed in students during the training sessions organized in special educational institutions:

- dress (seasonal, depends on destination, clean and neat, suitable for gender, modern...);

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- behavior (speaking correctly and fluently in the mother tongue, being able to listen to the interlocutor when speaking, not interrupting others, speaking within the scope of the topic, not using inappropriate words in speech, etc.);

-behaving in public places (obeying the rules, not disturbing others, greeting adults, not polluting the environment, etc.);

knowing the norms at work, avoiding harmful habits (smoking, alcohol, relationships inappropriate for one's age), properly planning and spending free time meaningfully, healthy lifestyle and medical strict adherence to cultural requirements and x. k. systematic work, targeted approaches, modern methods and tools, and effective innovative teaching technologies should be used for their learning.

When the life skills listed above are not formed in deaf and hard-of-hearing children, it will be difficult for them to be free in inclusive education and integrate among healthy peers. Therefore, in conclusion, it can be said that the effectiveness of educational work with deaf and hard of hearing children is one of the important factors of transition from specialized education to inclusive education.

The concept of the development of the system of public education of the Republic of Uzbekistan until 2030 is to determine the priorities for the improvement of general secondary and out-of-school education in the country, to raise the moral, moral and intellectual development of the young generation to a qualitatively new level. It aims at such important goals as introducing innovative forms and methods of education into the educational process. Among the tasks defined in the concept, the following related to the teaching of mathematics is provided: "By 2030, the Republic of Uzbekistan will be the first in the world according to the PISA (The Program for International Student Assessment) rating of the international student assessment program to become one of the 30 advanced countries; quality update of the content of the continuing education system; improvement of the teaching methodology, step-by-step implementation of the principles of individualization in the educational process; introduction of modern information and communication technologies and innovative projects in the field of public education".

It is known that mathematics takes a special place among the subjects taught in general education schools, which justifies the importance of preparing young people to be intellectually strong, suitable for the age of technology in the future. As much as mathematics is a bridge to the expected nanotechnologies of the future, it is also a vital necessity for the daily tasks of human life. Therefore, a number of scientific research works and reforms are being carried out in the field of general pedagogy and methods of teaching subjects in order to improve the effectiveness of teaching this subject. The President of the Republic of Uzbekistan adopted on July 9, 2019 "State support for the further development of mathematics education and sciences, as well as V.I. of the Academy of Sciences of the Republic of Uzbekistan. Resolution No. 4387 "On measures to fundamentally improve the activity of the Romanovsky Institute of Mathematics" further development of mathematics education and sciences, conducting fundamental, research and applied scientific research, activities of educational institutions after higher education and the goal of implementing comprehensive measures to ensure the effectiveness of scientific personnel training, to strengthen the integration of science, economic

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sectors and production, to develop international scientific and technical cooperation with the world's leading scientific centers and universities.

The listed reforms also contribute to the process of inclusive education in the full sense. Because this type of education is found to be the most effective in helping all children find a place in social life. Math studies and calculation skills are necessary for children with disabilities as well as healthy children. Therefore, the research work we conducted is devoted to effective teaching of mathematics to children in the context of inclusive education. The incomparable role and importance of mathematics at every stage of continuous education is clear from the opinions presented in a number of scientific works and cultural heritage. After all, mathematical knowledge is necessary for the formation of a person who can function effectively and conveniently in a rapidly developing, information society, who can quickly analyze the situation and think logically. The fact that teaching mathematics as a component of universal culture is a social necessity is justified in pedagogical views.

By the mathematical development of students, it is necessary to understand the shifts and changes that occur in the cognitive activity of a person as a result of the formation of elementary mathematical concepts and logical operations related to them. This definition of mathematical education is taken as a basis in our work. The analysis of the literature made it possible to distinguish the main tasks of teaching mathematics to students in primary grades, which were defined as the following:

development of self-awareness;

- formation and development of ideas about space and time, set, number, size, shape, which formed the basis of mathematical development;

- formation and development of skills and competencies in counting, calculating, measuring, modeling; - formation and development of general educational skills;

- mastering mathematical terms;

- development of interest and abilities to know, logical thinking, general intellectual development of students.

In the conducted research, the mathematical activity of students is considered as an activity aimed at forming and changing mathematical experience by actively, willingly and consciously mastering the landscape of the natural and social world. At work, this activity of students is based on subject-practical, game, work, speech activity, as well as educational activity. It has been proven on the basis of experience that the activity based on the use of mathematical material, in comparison with the material based on other subjects, is characterized by a greater degree of accuracy of the unknown and the obtained result.

Compared to normally developing children, children with developmental problems find it difficult to determine space-space relationships between several objects, and even when asked questions in this direction, they cannot answer. When questions are asked, pointing to these things and making gestures, he can give a short and ringing statement of certain points close to the correct answer. This situation justifies the fact that teaching mathematics to these children in elementary grades begins with teaching simple elementary concepts. This category of children has narrow perception, lack of goal orientation and low activity. These situations have a negative impact on their acquisition of mathematical knowledge, skills and abilities.

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That is, it prevents learning and understanding of mathematical learning material. Many students cannot combine or separate objects of the same type in the conditions of comparing their sizes and solving simple arithmetic tasks. Therefore, mathematical tasks for these children should be carried out in an integrative manner not only in mathematics classes, but also in other classes, including the teaching of subjects such as "The world around us", "Technology".

The uniqueness of teaching mathematics in the conditions of inclusive education is characterized by the following situations:

- the importance of prioritizing the optimal visualization of the presentation of educational materials for children in all subjects;

- the ability of children to learn subjects depends on the level of speech development; - the important condition of relying on individualization in determining the difficulty levels of educational tasks given in subjects;

- the effectiveness of teaching each academic subject depends on the content and organization of the preparatory period; - taking into account interdisciplinary integration in the determination of state educational standards in mathematics.

The listed aspects also determine the principles that should be followed in the teaching of subjects in the process of inclusive education. These principles are: person-centeredness, cooperation, mutual trust, differential approach, individual approach, etc. .

The conclusion is that in the conditions of inclusive education, the attention of teachers should be focused not on the development problems of children, but on each of their aspirations, ability identification and orientation.

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