



Features of the Organization of Inclusive Education

Makhtuma Fazliddinovna Qurbonova

Senior lecturer of the "Pedagogy and Psychology" department.
Angren University

Abstract: The article considers the concept of inclusive education, which provides for the joint education of healthy students and students with disabilities, teaching tools for disabled people in vocational education, used to teach students with physical disabilities, speech impairments (dyslexia), hearing and vision.

Keywords: inclusive education, persons with disabilities, principles of inclusive education, teaching aids for people with disabilities, technical teaching aids, didactic teaching aids.

Inklyuziv Ta'limni Tashkil Etishning Ustivor Tamoyillari

Maxtuma Fazliddinovna Qurbonova

“Pedagogika va psixologiya” kafedrasida katta o‘qituvchisi.
Angren universiteti

Annotatsiya: Maqolada sog'lom o'quvchilar va nogiron o'quvchilarning birgalikda ta'lim olishini ta'minlaydigan inklyuziv ta'lim kontseptsiyasi, kasb-hunar ta'limida nogironlar uchun o'qitish vositalari, jismoniy nuqsonlari, nutqi (disleksiya), eshitish va o'quvchilarni o'qitishda foydalaniladi. ko'rish.

Kalit so'zlar: inklyuziv ta'lim, nogironlar, inklyuziv ta'lim tamoyillari, nogironlar uchun o'quv qo'llanmalari, texnik o'qitish vositalari, didaktik o'qitish vositalari.

In the Law of the Republic of Uzbekistan "On Education" (dated September 23, 2020 No. ZRU-637), inclusive education is defined as a form of education. Inclusive education is aimed at ensuring equal access to education in educational institutions for all students, taking into account the diversity of special educational needs and individual opportunities. For children (persons) with physical, mental, sensory (sensory) or mental disorders, inclusive education is organized in educational organizations.

The state provides free general secondary, secondary specialized, vocational and out-of-school education for children (persons) with physical, mental, sensory (sensory) or mental disabilities in state specialized educational institutions, general secondary, secondary specialized and vocational educational institutions in an inclusive form.

Inclusion as a principle of achieving accessibility of vocational education for disabled people implies adapting the conditions for obtaining education to the various needs and physical limitations of students with disabilities and can only be carried out in the context of real relationships, when already in their student years young people with disabilities master various



types of activities, communication, self-esteem is regulated, support is acquired and friendship of peers, self-confidence, the worldview and spiritual content of a person with a disability, the willingness to live and work in a rapidly changing world are formed. Professional development in conditions of inclusion is the most effective way of real socialization of disabled people, which allows them to maximize their socialization and independent life activity.

Inclusive education is a way of building an educational process that provides for the joint education of healthy students and students with disabilities.

Inclusive education seeks to develop a child-centered methodology recognizing that all children are individuals with different learning needs. Inclusive education seeks to develop an approach to teaching and learning that is more flexible to meet different learning needs. If teaching and learning become more effective as a result of the changes that inclusive education introduces, then all children (not just children with special needs) will benefit.

We list eight principles of inclusive education.

1. The value of a person does not depend on his abilities and achievements.
2. Every person is capable of feeling and thinking.
3. Everyone has the right to communicate and to be heard.
4. All people need each other.
5. Genuine education can only take place in the context of real relationships.
6. All people need peer support and friendship.
7. For all learners, progress may be more about what they can do than what they cannot do.
8. Diversity enhances all aspects of human life.

Under special conditions for education by students with disabilities are understood the conditions for training, education and development of such students, including the use of special educational programs and methods of training and education, special textbooks, manuals and didactic materials, special technical means of teaching collective and individual use; providing the services of an assistant providing students with the necessary technical assistance; conducting group and individual remedial classes; providing access to the buildings of organizations engaged in educational activities; and other conditions without which it is impossible or difficult to master educational programs.

A positive consequence of inclusive education for students with disabilities is primarily that they participate in more peer interactions and more advanced levels of activity than in non-inclusive groups. Inclusive education is more likely to provide them with access to educational programs, it gives them the opportunity to learn interaction skills in a natural environment, and allows them to engage in group learning activities.

The means of teaching disabled people in vocational education are divided into two main groups: technical and didactic, where each in turn is divided into subgroups. The first group of technical means includes electronic, mobile means, educational and technical equipment. The second group of didactic means includes auditory, visual and audiovisual.

Teaching tools in the vocational education of students with dyslexia. For vocational education of students with dyslexia, electronic means are used, primarily computer programs. The principle of their work lies in the possibility of modifying the electronic text into the required formats - oral; highlighting and underlining spelling errors, missing words, lack of consistency



in the text for easy reading of the text. In addition to programs as electronic tools, there are various educational equipment that allow students with dyslexia to accelerate their educational process. For example, an MP3 player, a voice recorder are used.

Means of training in the vocational education of students with physical disabilities [4]. The most common for teaching students with this disability are technical means (mobile devices, technical equipment and electronic programs) that facilitate the use of a computer and speed up work with educational material. Computer programs as electronic means for teaching students with physical disabilities include programs that accelerate the learning process. For example, it is a text-to-speech program. It is installed on a computer or phone. With its help, students take pictures of educational material and convert it into a convenient format, as well as turn on the voice function to read it.

Means of training in the vocational education of students with visual impairments [4]. Technical means are used for vocational training of such students. Among them are electronic means - electronic books and computer programs that allow visually impaired students to perceive educational material visually. For example, text recognition technology synthesizes electronic text into speech. Image enlargement software is being used.

Didactic aids for students with visual impairments are mainly auditory, such as audio books in the format of a digitally accessible information system (listening to audio books in narration or reading a text file using the built-in speech synthesizer DAISY player or software for listening to books in DAISY format). Thus, auditory didactic tools can help students prepare for classes at home, perceiving educational material "by ear".

Teaching aids in the vocational education of students with hearing impairments [4]: technical equipment and visual didactic aids. The so-called induction loop system is used as technical equipment. The sound signal, passing through the amplifier, is transmitted directly to the student's hearing aid, and its volume can be adjusted with a special button on the device. For students with hearing impairments, all video material should be accompanied by subtitles, and any oral material should be accompanied by visual didactic means: diagrams, maps, illustrations. Visual didactic means, as well as subtitles, as an accompaniment of students during the educational process, will allow them to successfully perceive and assimilate oral material and actively participate in the lesson.

Thus, the variety of teaching aids indicates the presence in them of both a methodological basis (didactic content) and a technological base (electronic, technical equipment of educational organizations, special equipment), which has a quantitative advantage. This implies the conclusion that modern technical development is superimposed on traditional didactics, as it contains a compensatory function. For example, a touch keyboard allows a visually impaired student to access computer education, and an induction loop system allows a student with a hearing impairment to attend classes along with healthy students. Consequently, technical equipment is, on the one hand, compensatory, and on the other hand, it combines and integrates the education of disabled people into a single educational space, since, for example, access to a computer gives rise to a distance learning form in which disabled people can participate on an equal basis with healthy peers.



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