

THE VALUE OF PREPARING SOCIAL STUDENTS FOR INCLUSIVE EDUCATION

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Abstract

In this article, we will try to understand the problem of preparing social studies students for inclusive education, what is needed for this and how to help the student body in their development. Also, we list some of the problems that teachers face when adopting an inclusive approach in schools and determine their solutions. Psychological preparation for inclusive education implies the formation of a certain position based on the following values and beliefs.

Introduction

In our country, as well as all other fields, great attention is being paid to the fundamental reform of inclusive education. In the action strategy for the five priority directions of the further development of the Republic of Uzbekistan in 2017-2021, "further improvement of the continuous education system, increasing the possibilities of quality educational services, continuing the policy of training highly qualified personnel in line with the modern needs of the labor market" and "improving work on vocational training and employment in specialties that meet the requirements of the market economy" were defined as priority tasks. This shows the need to develop a methodology for inclusive development of future teachers in higher education institutions, implementation of inclusive education in the continuous education system.

Of the Republic of Uzbekistan No. ORQ-139 of December 1, 2007 "On guarantees of children's rights", OrQ-162 of July 11, 2008 "On social protection of the disabled" and Laws of the Republic of Uzbekistan "On Education" No. ORQ-637 of September 23, 2020, PF-4947 of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy of Actions for the further development of the Republic of Uzbekistan", PF-5270 dated December 1, 2017 on measures to fundamentally improve the support system", dated August 1, 2017 Decree No. F-5006 "On measures to further improve the system of state support for the disabled" and No. PQ-415 of December 26, 2016 "Social services for the elderly, disabled and other needy categories of the population on, PQ-100 dated May 17, 2007 "Specialized for persons with disabilities on the activities of vocational colleges" and Resolutions of October 13, 2020 No. PQ-4860 "On measures to further improve the system of education for children with special educational needs", defined in other major-legal documents related to this activity. Therefore, the problem of inclusive training of teachers in educational institutions is urgent. Co-education should not only help "special" children to learn social interactions, but also develop empathy, tolerance for other incomprehensible behavior, the ability to empathize and other humanitarian values in normotypical children. These qualities must be present in teachers and other professionals who work with children. Teaching "special" children alongside "non-special"



children is not an easy task, and difficulties are inevitable. We have to be ready for it. It is necessary to develop, adapt and implement special methodological training - special programs or pedagogical technologies for teaching disabled children. To form such a position requires a humanistic outlook, energy and self-serving skills. Without the last condition, a teacher working in difficult inclusion conditions is at risk of professional burnout. In addition, it is impossible to introduce an inclusive approach in schools without the active support of the administration. Methodical and explanatory work should be carried out with the team so that all employees stand in one position and develop a single framework algorithm of how to act in difficult situations.

A teacher should know who to ask for help. The school should have an effective psychological support service. Its employees are involved in monitoring "special" children, establishing communication and support between children and teachers, supporting teachers and parents, and systematic work with the class. This kind of work helps to accept and support "special" children, to help them in difficult situations, to teach them why it is important for them to study with other children, why they sometimes behave strangely, what it means and to them should be aimed at explaining how to properly help.

The main difficulties in the work of a teacher with an inclusive class:

Children with disabilities may exhibit complex behaviors that disrupt the learning process. Sometimes they are aggressive towards others, which endangers the health and well-being of other children. Other children can bully children by reacting to their behavior. Parents of normo-typical children may require immediate action, including removing the disruptive student from the classroom. How do you handle these difficult situations? First, it is important to understand that in any case, the implementation of an inclusive approach requires investments from different resources. This is the adaptation of programs, the creation of an individual curriculum and individual tasks, and the involvement of specialists in working with "special" children, and additional communication with the parent team. It is important to be prepared for this work and plan it properly.

It is necessary to evaluate the educational opportunities of "special" children and understand whether the child will study according to the general program with the class or not. If a negative answer is given, it is necessary to draw up an individual plan of training with realistic goals, set deadlines for their implementation, and consistently implement the plans. This collection includes selected scientific and pedagogical works of the great Russian teacher K.D. Ushinsky (1824-1870), reveals the current topic of moral education of children. If complex behavior occurs rarely and there is no urgent need for the teacher's presence, an algorithm of actions in difficult situations that is understandable to everyone is needed. For example, if the child suddenly falls into an affective state, it is necessary to take him to a separate room and stay with him until he calms down. Children should know that in such situations any adult should call the school staff for help. Working with the parent team should be explanatory.

It is important to tell you what position the teaching staff takes on the co-education of different children and why it is right from your point of view. If parents send their children to your school, they share or at least accept this status. In the event of a serious conflict, risk of injury, or other dangerous situation, it must be resolved with the participation of all parties involved. It is also necessary to teach the class. In addition, training sessions or even educational tasks



that identify the strengths of each participant are useful. It is important to teach children that everyone has strengths and weaknesses, you just have to find them. But the most important thing is that adults should accept and broadcast the acceptance of helping everyone. Indeed, there are no people in nature who are ready for everything! Therefore, a certain doubt is normal when working with "special" children, the situation is unpredictable. Sometimes the most important thing is to have someone to help you with advice and moral support.

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