

## THE ISSUE OF PERSONNEL IN INCLUSIVE EDUCATION

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### Abstract

The article discusses the issue of personnel in the republic's inclusive education system.

**Keywords:** Inclusive education, personnel, child with special needs, resource teacher, social educator, speech therapist, health worker.

### Introduction

PF-5270 dated December 1, 2017 of the President of the Republic of Uzbekistan "On measures to fundamentally improve the system of state support for persons with disabilities", PF-5712 dated April 29, 2019 " On the concept of development of the public education system until 2030", No. PF-6108 of November 6, 2020 "Measures for the development of education and science in the new development period of Uzbekistan on", decrees No. PF-60 of January 28, 2022 "On the development strategy of New Uzbekistan for 2022-2026", No. PQ-4860 of October 13, 2020 "Special Resolution of the President of the Republic of Uzbekistan on July 27, 2017 "On measures to further improve the system of education for children with special needs" "On measures to further expand the participation of educational institutions" Decisions of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2021 No. 638 "Approval of normative legal documents on education of children with special educational needs" "On" and other documents, the tasks of personnel issue, modernization of educational content, methodical and didactic provision of the process are determined.

On the basis of these documents, current problems of scientific research conducted in the field of special pedagogy and inclusive education in Uzbekistan, achievements and fulfillment of tasks, development of inclusive education, education of children with special educational needs works are being carried out, such as improving the delivery system.

Personnel working in the inclusive education system play an important role in the implementation and implementation of the above-mentioned tasks, and their functions are explained in detail in this article.

Educating children with special needs in the general education system requires teachers to work with double responsibility.

Therefore, only teachers with a higher pedagogical education and who have received the pedagogical qualification of inclusive education after passing professional development courses can be appointed as inclusive class teachers. In addition to the tasks specified in the Regulations of the general secondary education institution, the teacher of the inclusive class:

- corrects and normalizes the physical and mental development of students;
- uses methods that increase children's activity and educational efficiency;



- develops attention, memory, observation, thoroughness and other abilities;
- develops self-control skills, children's interest and ability to learn.

In the process of inclusive education, the educator of the institution also occupies a special place.

In organizing work, the educator should plan and conduct activities with healthy and special needs children in cooperation with teachers-defectologists, parents and other specialists. Also, the educator provides methodical support to parents and legal representatives in the matter of raising a child with special needs in the family, keeps the necessary work documents.

A psychologist must work in an institution where inclusive education is introduced.

The activity of a psychologist is focused on protecting the mental health of each child, eliminating and correcting the deficiencies in mental development. The psychologist of the institution examines each child psychologically, constantly studies psychologically and pedagogically, draws up individual development programs, gives advice to parents on raising a child with special needs in the family, provides pedagogical staff of an inclusive educational institution with methodological issues of psychological development. will help.

Some of the children with special needs receiving education in an inclusive educational institution may need medical services on an ongoing basis. The doctor-pediatrician (psychoneurologist) of the inclusive educational institution constantly examines the mental state of each child, recommends treatment procedures if necessary, monitors children's health in the process of corrective pedagogical education, reduces mental and physical stress. determines the norm, gives advice to parents on maintaining the child's somatic and mental health.

Resource pedagogue and his tasks in inclusive education

Education of children with special needs in general education requires the activity of a teacher traveling between schools, that is, a resource teacher. Inclusive education can be implemented in practice through the joint efforts of a teacher traveling between schools and a regular classroom teacher. In some classes, it may be necessary to withdraw the child from the class for a certain period of time. At all times, the resource teacher is required to work with the classroom teacher and to have expertise in this area of special education.

A cross-school resource is providing the necessary manuals and equipment for children with disabilities, finding sponsors, engaging parents to support the school, and building strong relationships between children with disabilities, children without disabilities, and the classroom teacher. liaising, assisting by providing special resource guides, counseling parents, children, regular classroom teachers and school administrators, as well as activities for children with special educational needs and appropriate discussions about educational programs, even providing information to parents of non-disabled children.

The main goal of the resource teacher's activities is to provide support to students with special needs and their teachers studying in general education institutions.

The resource teacher performs the following tasks:

- identifying the level of support each student needs and meeting with them regularly based on their needs;
- work with students individually, monitor them based on individual plans, help them adapt to the curriculum, teach and evaluate;



- providing information about special needs and abilities of students to class teachers;
- introducing class teachers to individual study plans and giving advice on them;
- regular discussion and evaluation of students' achievements;
- working in cooperation with the management staff of the school team and parents; - if necessary, invite students to other support associations (for example, to seminars, doctors);
- keeping records of activities carried out individually with teachers and students;
- helping each student to create an individual study plan in situations that do not meet the requirements of the standard study plan;
- updating and evaluating individual training plans based on changing needs.
- documenting and making a list of all available resources (educational literature, teaching devices and other tools.

A resource teacher traveling between schools should take into account the following when drawing up a work plan based on his tasks and goals:

- Provision of assistance that meets the requirements for special education of resource teachers traveling between schools;
- Creating and evaluating individual programs together with the class teacher;
- Implementation of services that teachers need;
- Managing the delivery of information about the child when the teacher or school changes;
- Identifying and meeting the needs of new teachers;
- Helping teachers adapt to regular classes that need special education;
- Provide individual and group-based instruction outside of the classroom as needed;
- Managing the success of individual programs;
- School management that helps children with special education needs to adapt to the physical environment of the school;
- Research the demand for special aids and manuals and manage their use;
- It will consist of issues such as support for the development of inclusive education

It is very important that the resource teacher traveling between schools does not work and does not spend a lot of time on the road. A resource teacher discusses the challenges and needs of children with disabilities in their classes. From time to time, he gives advice and instructions on the problem of disability in the training of teachers conducted in the places. For example, to determine the characteristics and levels of a disabled child's disability, to give methodical recommendations for studying individual psychological characteristics. Today, the role of resource centers that provide advice to pedagogues and parents in the process of teaching and educating children with disabilities in the inclusive education system is also important.

Duties of social pedagogue - social worker

- Organization of an environment favorable for the child's development;
- Compliance with the rules of child rights protection;
- To meet all the child's needs for the development of life skills, abilities, education, health care, family conditions.

It is possible to work with a social pedagogue (social worker) in the process of social protection of the child.

Every child is protected by the state, and all children are included in the social welfare system in our country. Children who have had difficult experiences in the social welfare system



(children who lost their breadwinners, children deprived of parental care, children with disabilities, children in need of special assistance; children of institutional institutions; neglected and difficult children, etc.)

The purpose of social work is to satisfy all the needs of the child and help him and his family.

Basic principles of child social protection:

- The interest of the child is at the center of the work of social assistance;
- The Law of the Republic of Uzbekistan "Guarantee of Children's Rights" includes all rights of children listed in the Convention on the Rights of the Child;
- Acceptance, recognition and respect for the child;
- Oppose any discrimination of a person, regardless of gender, religion, culture, race, nationality;

What are the tasks of a social pedagogue (social worker) regarding the social protection of a child?

- Social pedagogue and social worker ensure the child's right to live at home;
- Social pedagogue prevents children from falling into special institutions.
- The social pedagogue ensures and protects the child from wrong, inappropriate, strict treatment and actions towards the child;
- Social pedagogue helps to integrate children with disabilities into society and general education process;
- A social pedagogue or a social worker provides psychological, social, and material support for the child to grow up in comfortable conditions, to overcome difficulties;
- What methods and approaches are implemented by the social pedagogue or social worker to apply to the child and his family;
- A social pedagogue, based on his work, systematically works not only with the child and his family.
- Analyzes the available facts and evaluates the state of the family and children using modern tools;
- He helps his family and those around him by relying on his strengths.

Such a society and family bring positive changes to those around it.

Which institutions need a social worker or pedagogue?

- In the educational system, orphanages, general educational institutions, special schools and pre-school educational institutions, etc.;
- In the healthcare system: children's home of early age, family polyclinic, medical-psychological-pedagogical commission, rehabilitation centers, etc.;
- In the system of labor and social protection of the population (welfare houses, social security departments);
- Juvenile neighborhood commission, regional, district authorities;

With the introduction of inclusive education in general education schools, the school quota has changed in recent years, and among the children admitted to the 1st grade, the number of children with speech defects is increasing. The majority of children with developmental disabilities are children with speech disabilities. Children with severe speech defects (alalia, severe forms of dysarthria) should be educated in special speech schools (schools with speech defects). However, scientists and experts dealing with the problem of inclusive education put



forward the opinion that such children should study in comprehensive schools and should be provided with systematic goal-oriented logopedic support.

The introduction of inclusive education shows increased demands on speech therapists working in general education schools. In particular, a speech therapist should develop work plans for the implementation of several tasks, such as differential diagnosis, development of individual work plans for correctional work, conducting interviews with parents of children with speech defects.

In schools where inclusive education is introduced, a speech therapist works together with speech therapists, psychologists, and tutors.

The main task of a speech therapist is to master the programs and carry out corrective work with children who have problems in communication. The purpose of the speech therapist's activity is to identify and prevent speech defects, as well as to create conditions for the development of oral and written speech and communication skills for children with special needs to acquire the general education school program.

To achieve the above goal, the following tasks are set:

- To determine the level of the child's speech defect, to conduct a speech therapy examination in order to make a psycho-pedagogical diagnosis.
- Drawing up a prospective work plan (individual work plan) for carrying out correctional speech therapy work with children who need speech therapy.
- To identify methods and ways aimed at correcting and eliminating speech defects for children who need special help.
- Sorting children into groups based on their psychophysiological characteristics.
- Conducting individual and group training to eliminate speech defects.
- Participation in the development of customized educational programs and methodical guidelines for teaching children with special needs in general education schools.
- Identification and preparation of various methods and tools aimed at mastering educational materials.
- To study the dynamics of speech development of children who need special support in mastering the comprehensive school program.
- Constant communication with parents, psychologists and pedagogues of children in need of special assistance.
- Monitor the speech development of the child during the lesson and interaction with the children in the classroom together with the teacher and the tutor.
- Conducting consultations on the development of children's speech in ontogeny, organizing interviews with parents on the factors that cause speech defects in children, correction of speech and written speech defects.
- Giving advice to pedagogues on methods and ways to develop the speech of children with speech defects.

The professional activity of a speech therapist includes diagnosis, corrective and developmental work, organizational-methodical, consulting and preventive work. Diagnostic-oriented work consists of an in-depth study of the speech development of children who need special help by a speech therapist, the causes of speech disorders, and the impact of speech disorders on the child's personality. The speech therapist examines the child's speech completely and thoroughly



in 2 weeks (September 2-15) and at the end of the school year (May 15-31). It is important to properly organize the system of correctional and speech therapy work that is carried out with the child.

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