

PEDAGOGICAL EDUCATION THE PROCESS OF FORMING AN INCLUSIVE COURSE PREPARING CONDITIONS FOR COMBINING METHODS OF ANALYSIS AND RECITATION OF THE POPULATION

Muminova Lola Rakhimovna

Tashkent state pedagogical university Doctor of pedagogical sciences, professor

&

Maqsudova Nodira Alijanovna

Doctoral student of Namangan State University

ABSTRACT

The article outlines the techniques of introducing inclusive educational institutions and preparing future teachers for inclusive education. The essence, objectives and principles of inclusive education of special needs children and adolescents need inclusive education, the role of international organizations in implementing this form of education.

Keywords: Inclusive education, integration, inclusion, innovation, IEP, disability, concept, children in need

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

On the basis of the "Temporary Regulation on Inclusive Education for Children and Adolescents with Disabilities" created the legal and social basis of the inclusive education system in the country, clause 4 of the Regulation states the following issues of organization of the educational process in the system of inclusive education:

- Friendly attitude towards children and adolescents with disabilities is formed in all secondary schools with inclusive education.
- In addition to the State educational standards, correctional programs for children and adolescents with disabilities are taken into account in secondary schools with inclusive education, conditions are created for the implementation of special correctional work (specially equipped correction room, special infrastructure).
- In general education schools with inclusive education, classes last 35 minutes in the preparatory group and first grades, and 45 minutes in other classes.
- The knowledge of children and adolescents with disabilities is assessed in the prescribed manner based on their personal characteristics and abilities.
- Along with modern general didactic principles, special principles are taken into account in the educational process.
- Correctional education is organized according to the needs of students.
- Students are admitted to the inclusive secondary school on the basis of the application of parents and the conclusions of the "Medical-Psychological-Pedagogical Commission" and approved by the order of the heads of educational institutions.
- "The number of integrated students in the classes of a comprehensive school with inclusive education will not exceed 2-3 people, and the total number of students will be up to 25 people."

The Charter also details the cooperation of participants in inclusive education, specialists of inclusive education with parents or other legal representatives, the specifics of participation in international cooperation.

However, to ensure that the legal provisions adopted by state and public organizations are applied in a quality and complete manner; it is advisable to ensure the implementation of priorities such as continuous monitoring of the legal protection of children.

In the continuous protection of the younger generation, it is important to support the family as a comfortable environment in which they can provide for their lives. Therefore, in the process, special attention should be paid by state, non-governmental and public organizations that protect the rights of children, to improve the welfare of families, to create a healthy psychological environment in them, to form a mutual spiritual unity among family members.

The most important tasks set by the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the joint session of the Oliy Majlis on 14 December 2016 in the field of thorough education of the younger generation, their upbringing as physically and spiritually mature people play an important role in developing the education system.

At present, the Republic has organized correctional education in 8 areas of special education (mentally retarded, mentally retarded, children with speech, vision and hearing impairments), taking into account the education of children and adolescents with special needs, their types and levels. As a result of the democratization of education reform and the fight against discrimination at the international level, the outlook of society has changed, a new approach, mutual respect and positive attitudes have been formed among different categories of people.

The subject of the proposed concept, the pedagogical effect of higher education (inclusive training) and learning outcomes are important issues for future teachers to provide quality education to students with disabilities in secondary schools, to train competent teachers who meet today's requirements.

Inclusive teacher training is one of the most complex personal qualities, reflected in professional pedagogical skills and manifests itself in a variety of forms of pedagogical competence, as well as an important determinant in creating conditions for the education of "special needs" children in secondary school.

There are three different approaches to educating children with disabilities: 1) segregation in which children are classified according to their disability and a school is selected according to their disability;

2) integration - simple general education of children with disabilities are placed in schools, often placed in special classes, in these classes they meet the requirements of the environment and the school they can stay until they are satisfied.

3) inclusion - obstacles to culture, politics and school implementation must be removed.

According to the State Educational Standards in the Republic of Uzbekistan, the training of specialists in the first stage of higher education is determined by three groups of competencies: academic appropriate training and ability to act purposefully), social-personal (in the performance of a person as a person, other people, guru a set of competencies expressed in their interaction with each other and society). This allows the problem of shaping inclusive training to be considered from the perspective of a competency approach.

REFERENCES

1. V.A.Yadov "Self-regulation and forecasting of social behavior of a person: dispositional concept", the second extended edition. M. 2013
2. T.K. Boleev. "Formation of teacher readiness for the prevention of autoaggression of students" abstract. Taraz. 2004
3. O.A. Larionova "Professionally-oriented foreign language training of future specialists in the oil and gas industry based on an integrative approach" abstract. Kazan 2017.
4. P. V. Seredenko "Psychological and pedagogical research": methodology and methods. Yuzhno-Sakhalinsk. 2010
5. P.V. Seredenko "Training of a teacher-researcher at a university": UDC 378.018. 181-189
6. V.V. Khitryuk "Formation of the inclusive readiness of future teachers: the effectiveness of the didactic model" Bulletin of the Baltic Federal University named after I. Kant. 2015. Issue. 5, pp. 112-120.
7. Vygotsky. L.S. "The problem of backwardness" Moscow 1956
8. R. Shchomaxmudova, A. Berdieva, "Methods of teaching children with disabilities in inclusive education", ooo "trust center service" 2008.
9. L. R. Muminova, R. Shomakhmudova "Methodological bases of the program of individual correction / development of children with disabilities" / Razzokov O. J." XT printing house 2007.