

Positive Results of The Activities of Organized Speech Therapy Departments At Schools Where Children Study

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Annotation:

This article includes a viewpoint on the current practice of inclusive education and the development of its policies. The goal of inclusive education, which is fundamentally about giving every child, regardless of ability or circumstance, the chance to receive a quality education, was also discussed.

Key words: inclusive education, reforms, modern programs, didactic tool, practice, tasks, children with disabilities, "Roadmap", concept of inclusive education development, tutor.

Introduction

The principle of inclusiveness implies that in order for children with disabilities to have positive mental and social development, they should live in a family and study together with their peers in regular schools.

The State Program of the Republic of Uzbekistan on the Implementation of the Action Strategy on the Five Priority Areas of Development of the Republic of Uzbekistan in 2017-2021 in the Year of Youth Support and Public Health Promotion, approved by the Decree of the President of the Republic of Uzbekistan No. PF-6155 dated February 3, 2021 In order to ensure the implementation of the President's decision PQ-4860 dated October 13, 2020 "On measures to further improve the system of education for children with special educational needs"

mechanisms for organizing home education of children with special educational needs and managing the educational process;

the rights and obligations of the school director, class leader, teachers and parents in organizing individual education at home;

According to the results of the medical examination, when it is determined that the student has diseases (pathological conditions) that are the basis for individual education at home, the procedure for issuing a medical opinion by the medical advisory commission on the need for individual education of the student at home;

the list of diseases that are the basis for individual education at home; the form of the lesson schedule developed by the school, taking into account the student's health condition, in agreement with the parents;

A separate evaluation notebook for each subject was formed for a student studying at home individually.

A science that studies the psychophysical characteristics of the development of children with physical and mental disabilities, provides them with special education, and studies the laws of their elimination. Children who are blind and visually impaired, deaf and hard of hearing, mentally retarded, have a defect in locomotor apparatus, speech deficiency D. is the object of science. Accordingly, D. It is divided into 4 separate areas: deaf pedagogy (studying the methods of teaching and educating deaf and hard of hearing children), typhlopädagogik (researches the issues of teaching and educating blind and visually impaired children), oligophrenopädagogik (develops the laws of teaching and educating mentally retarded children), speech therapy (speech deals with the theory and practice of teaching and educating children with disabilities).

At first, surdo-pädagogik and typhoid-pädagogik appeared (in 1770, a special institution for the deaf was opened in Spain, and in 1784, a special institution for the blind was opened in Paris). Later, speech therapy and oligophren opädagogik were founded. Special psychology, which studies the mental laws of children with defects and psychophysical deficiencies, as well as surdotechnics and typhogenic, which develop means of education, correction of defects, and rehabilitation, also belong to D. D. anatomy, physiology, pathophysiology, neurology, neuropathology, pathology of hearing, vision and speech, school hygiene, general and pedagogical psychology, pedagogy, linguistics, child psychology, etc. inextricably linked with sciences. The main task of D. is to identify children with disabilities, to develop diagnostic methods, to organize special and embodied education for them, to find and implement means of eliminating mental and physical deficiencies, to prepare them for life, to raise them into socially useful people.

Education that is inclusive means that all students have an equal opportunity to receive a quality education in a setting that recognizes their unique educational needs and potential. An inclusive education class is one set up in a school where children with special educational needs learn alongside typically developing students. Children with exceptional educational needs may attend a primary correctional class or attend specialized classrooms for such students in elementary detention facilities. Uzbekistan has a methodical approach to enhancing inclusive education. The primary focus of this stage, which runs from 2020 to 2025, is the development of inclusive education in the public school system, in accordance with the President's directive "On steps to further strengthen the system of education for children with special educational needs." Remarkable efforts are being made in practically all of our nation's schools to assure the execution of this decision, depending on fresh concepts for enhancing inclusive education and potential involvement with students with disabilities. According to the "Roadmap" for implementing the idea of inclusive education development in the public school system in 2020–2025 in 2020–2021:

Analysis. When creating a teaching strategy for pupils, the following factors are taken into consideration:

- The requirement for the tutor to participate fully or partially in the learning process; setting up a simplified personal schedule (number of duties, extra day off each week, etc.);
- Designing lessons based on the unique traits of each student;
- Planning training sessions for both individuals and groups in the areas of general development and science;

Psychologists, special educators, and other professionals are organized for correctional and developmental instruction outside of the classroom.

- establishing a single, modified social environment for pupils with various developmental abilities that forbids discrimination and guarantees that all kids are treated fairly;
- The development of a tolerant attitude toward the issues faced by the general public and all other participants in the educational process when it comes to kids with special needs;
- The improvement of the mental and social abilities of children with special educational needs in the educational process in conjunction with healthy children;
- Providing all students with the chance to complete general secondary education programs in accordance with national and state academic standards.

Conclusions and suggestions.

When children are taught using specialized didactic tools, sound pronunciation problems in children disappear, and their cognitive development improves. As for the ability to imagine reality, collectible toys and pictures play an unmatched role. When children further develop their worldviews by emphasizing concepts like conserving nature and preventing waste, they feel a connection to various professions or heroes. An educational program that is child-centered and specially designed for each student is the cornerstone of inclusive education.

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