

Problems of Teaching and Educating Children with Disabilities in Inclusive Education

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Abstract:

This article provides information on the problems of teaching and raising children with disabilities in inclusive education. The issue of raising children with disabilities is becoming one of the most urgent issues today. Currently, in our Republic, an inclusive education system is being implemented in order to provide education in a special or general education system according to the level of development, capabilities, characteristics and abilities of children in need of special assistance.

Keywords: inclusive, children, speech, abilities, children with special needs, disabilities.

The goal of all reforms being carried out in our republic is to build a solid foundation for the future of our state. This foundation is created as a result of raising healthy, mature and well-rounded individuals. That is why the “National Personnel Training Program” and the Law “On Education” were adopted. These reforms in the field of education are bearing fruit today. The scope of these legal and regulatory documents also covers the education of children with special needs. The issue of educating children with special needs is becoming one of the most pressing issues today.

Special education has developed as an educational system for children with disabilities. It is built on the assumption that the needs of children with disabilities cannot be met in general education institutions. Special education operates all over the world in the form of schools or boarding schools, as well as as small parts of general education schools. The education of children with special needs in the special education system makes it difficult for them to adapt to society after graduating from school.

It also forces them to be away from their families. This category of children becomes accustomed to dependency and has difficulties in self-service. In addition, many children with special needs are excluded from education. Currently, in our Republic, an inclusive education policy is being implemented in order to ensure that children in need of special assistance receive education in the

special or general education system according to their level of development, potential, characteristics, and abilities.

Problems of inclusive education. In many countries, it is not recorded in state regulatory documents on the introduction of inclusive education.

Negative attitude towards children with disabilities;

The problem of invisibility of children with disabilities in society; The problem of invisibility of children with disabilities in school;

Financial problems;

Adaptation of educational institutions.

The inclusive education system differs from the integrated education system in its content, purpose, tasks and program of action. The child's lagging behind in upbringing and educational activities is the result of the child's failure to master mental functions. For example, a child's disorder in putting on clothes does not occur due to his memory impairment, but due to the lack of skills necessary for this process. Along with methods of psychocorrection of such a mental problem, pictures can be presented to the child with the correct sequence of putting on clothes. L.S. Vygotsky puts forward the idea that the health of the social environment is of primary importance for children with disabilities. He also likens the development of children with disabilities to a plant with poor roots. "Its thin roots do not fit the layers and shape of the nourishing soil. They cannot reach the nourishing layers of the soil on their own, but end up in a dry and poisonous layer. Such a plant could bloom under suitable conditions, but under normal conditions it withers and withers, without reaching the peak of development," he says. Therefore, it is advisable to develop the education system taking into account the specific aspects of each nation and people, national traditions, customs, goals and objectives of the state, and the characteristics of the spiritual and physical development of the children. In children with disabilities, if adults do not oppose the child's opinion and independence, but help him as much as possible with his desires and aspirations, the difficulties in the process of forming his personality will disappear by themselves. The emergence of stubbornness, stubbornness, and disobedience in a child with disabilities is a result of excessive pampering by adults. Psychologist L.M. Krizhanovskaya has extensively covered the ways of educating children with disabilities in the inclusive education system through psychological correction methods. In her opinion, for educational work to be effective in the inclusive education system and to achieve good results, the cooperation of the school psychologist, teacher, educator and parents should be inextricably linked. There are still many problems and obstacles to the implementation of the inclusive education system in practice worldwide. These include:

Negative attitudes;

Invisibility in society;

Financial problems;

Physical adaptation;

The number of students in the classroom;

Dependency;

Discrimination based on sexual characteristics;

Emergency situations, conflicts and refugees.

Negative attitudes are perhaps the biggest obstacle to children with special needs receiving education in the general education system. The essence of the problem of negative attitudes is that

parents, community members, teachers, staff of general education institutions, and even those in governing bodies are reluctant and unwilling to allow children with special needs to receive education in their general education institutions. The reasons for this are misconceptions about people with disabilities, lack of information about them, the fact that children with disabilities grow up in a restricted environment, etc. The essence of the problem of invisibility in society is that often many children with special needs are strictly hidden by their parents. They are locked up at home and not shown to anyone, and no information is provided about their disabled child during the registration process. As a result, many children with disabilities are deprived of participation in society. The lack of information about them and their non-attendance at educational institutions have led to experiments conducted on the implementation of inclusive education, which have proven that if the disabilities of children with disabilities are identified in a timely manner from an early age, referred to specialists, and school preparation is carried out in a timely manner, the intended goal can be achieved. That is, the effectiveness of inclusive education will be high.

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