



LESSON CONTENT AND TEACHERS' RESPONSIBILITIES IN INCLUSIVE EDUCATION

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Abstract

Inclusive education is an educational system that allows any learner to receive education in accordance with their characteristics, abilities, and personal environment.

Introduction

Inclusive education requires the study and application of teaching methods taking into account the specific characteristics and requirements of each student. This helps to ensure that each student receives education that is appropriate for them. However, knowledge and information about the content and essence of inclusive education is still insufficient in society. The terms “inclusive” and “integrated” are often used interchangeably.

However, in philosophy, there is a significant difference between these concepts.

- Placing a child with disabilities in ordinary conditions is the first step towards integration.
- Integrated education is the process of school participation of a child with special needs, where the focus is on the child's ability to get to school.

Inclusive education ensures that children with special needs receive education on an equal basis with children with normal development. The process of inclusive education is organized in such a way that people with different intellectual, physical and mental characteristics acquire the necessary knowledge and skills together with their peers who do not need special education. Inclusive education creates equal opportunities for children with special needs and healthy children



to receive education. October 12, 2021 - The Law on "Approval of Normative Legal Documents on Education for Children with Special Educational Needs" states that the following children are not accepted for inclusive education:

1. Children with extremely slow mental development (oligophrenic at the level of imbecile idiocy)
2. Children with severe behavioral disorders and defects in the emotional-volitional sphere
3. Children with defects in the musculoskeletal system, who cannot move independently and cannot provide for themselves
4. Children who are blind, deaf, mute, or have a physical disability
5. Children suffering from frequent epileptic seizures
6. Children who cannot hold urine and feces due to damage to the central nervous system

The duties of educators working in inclusive education The role of educators in inclusive education is very important - they are responsible for covering every child, creating equal opportunities and Responsible for providing education that meets the individual needs of students. Teachers organize lessons that take into account differences, support, create a social environment, and work collaboratively.

PRIMARY GRADE TEACHER:

It is necessary to know and implement international and domestic laws and resolutions on the rights of the child adopted by the world community. At the same time:

- conduct the educational process in accordance with the state educational standards, based on the curriculum and program, using special correctional methods;
- know the psychological characteristics of children with special needs and be able to conduct the educational process accordingly;
- implement an individual approach in accordance with the capabilities of children with special needs (during and outside the classroom);
- achieve the effectiveness of collaborative work in the educational process and show the role of parents in it;



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- effectively use modern, innovative technologies in education (computers, monitors, handouts, etc.);
 - constantly study the experience of developed countries in inclusive education, and apply them in their work;
 - be armed with innovative knowledge, skills and abilities (be able to answer questions from interested parties in any situation);
 - implement the necessary measures to adapt children with special needs to the class, school team;
 - establish and monitor an atmosphere of friendship among the class team;
 - constantly work on themselves and exchange experiences;
 - develop a strategy for assessing and reporting students' achievements.

An inclusive primary school teacher should always communicate with students with special educational needs and their parents recommendations:

in the process of establishing communication with parents, communicate openly and regularly in a purely literary language (sincere); explain to parents how they can participate in the educational process, that is, they can come to school at any time to monitor the educational process, monitor their child's participation in the lesson;

The inclusive primary school teacher is always in communication with students with special educational needs and their parents. Some recommendations for this communication are:

to teach parents how and to what extent the child participates in the national education program (mainly in individual lessons);

to give parents access to educational programs and support groups (to ensure their participation in class and school meetings and to involve them);

to establish contact with parents, i.e.: to contact them by phone or in writing, to inform them about support group meetings;

to advise parents on the topics to be discussed and included in support group meetings;

to send a draft of the goals and objectives home for parents to review before the meeting; a school representative should meet the parents, take them to the conference room and introduce them to the topic; ensuring that parents are



comfortable at the team meeting (it should not be boring and parents do not understand);

SPECIAL TEACHER:

- conducts corrective and developmental activities throughout the entire educational process.
- reinforces the topic covered by the class teacher and individually explains the new topic to a student with special needs.
- provides diagnostic assessment to identify students' strengths and areas of need;
- advises the teacher on the use of materials and resources in the assessment process;
- implements special approaches that are important for the effective mastery of education based on the national program;
- develops recommendations for the correct implementation and assessment of student knowledge;
- implements individual educational programs with students, works to correct (correct) defects and eliminate the peculiarities of child development associated with them;
- participates in the formation of a healthy social environment at school;
- advises parents and the general public.

SCHOOL PSYCHOLOGIST:

- The school psychologist gets acquainted with the psychological and pedagogical characteristics of each student in the inclusive class;
 - Conducts psychological adaptation training with these children individually and in small groups, based on their mental and physical condition;
- Conducts general psychological games and exercises with students in the inclusive class;
- Consults with parents in the class on the work that parents need to do with their child in order to create an atmosphere of friendly relations in the class team;
- Provides advice to parents on the ongoing psychological and pedagogical study of students and their upbringing.



MEDICAL STAFF:

Special medical care is provided to students in the inclusive class at the school, taking into account students with special needs.

- Examines the psychological and nervous condition of students, recommends treatment procedures if necessary;
- monitors the health of children in the process of correctional and pedagogical education and determines the norm of mental and physical activity;
- advises parents on maintaining the somatic and mental health of students and, in cooperation with other specialists, carries out their health improvement work.

PHYSICAL EDUCATION TEACHER:

In order to improve the health of students and promote a healthy lifestyle, performs the following tasks:

- conducts individual and group exercises with students based on their physical and mental characteristics;
- organizes sports events and competitions together with students;
- provides advice to parents in the field of physical education and health improvement of students;

Together with medical staff, regulates the physical activity of each student.

MUSIC EDUCATION plays an important role in an inclusive education environment, as it helps create equal opportunities for all students. • music has a calming and soothing effect, relieves fear and tension, and the child experiences positive experiences; • develops sociability;

- coordination of movements, fine motor skills of hands, sense of metrorhythm develop, general vitality increases;
- the child's emotional sensitivity develops, his worldview expands;
- reveals creativity in each child;
- a love for music is formed, elements of musical taste develop.
- correction of impaired functions through music helps to introduce the child to various types of physical activity, form attention, interest in music, and develop musical abilities.
- musical education is directly aimed at developing basic movements, sensory functions (visual and auditory perception, speech activity).



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- music teachers are faced with such problems as immobility of children in the classroom, speech disorders or speech deficiency, and in preschool children, unstable attention and concentration.
 - therefore, the main task is an individual approach, for which it is necessary to use various forms of organizing musical activity.

CONCLUSION

If a student with special educational needs receives psychological and pedagogical support at a younger school age:

- the transition from school to adult life (entry into social life) will be easier;
- there will be no difficulties in finding employment opportunities (directing to the right profession depending on the degree of disability);
- the student's personal interests will be heard and taken into account;
- there will be no problems with housing options in his life after graduating from school;
- a transport regime will be formed to meet the daily needs of children with special needs in mobility;
- an understanding of how to use medical care will be formed;
- he will have information about further education (higher education, college);
- he will use the opportunities for collective recreation and effective spending of free time;
- he will know how to establish family and friendly relationships;
- skills for independent living will be formed.