



"INNOVATIVE ACHIEVEMENTS IN SCIENCE 2023"

INCREASING THE STUDY OF HEARING-IMPAIRED STUDENTS UNDER THE CONDITIONS OF EDUCATIONAL INTEGRATION INTO THE INCLUSIVE EDUCATION SYSTEM

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Abstract *The article discusses the relevance and necessity of introducing inclusive education for children with special educational needs. The article also reveals the features of education and corrective assistance provided to children with special educational needs.*

Key words: *Inclusion, adaptation, socialization, efficiency, needs.*

Today, pedagogical science and practice are developing and implementing innovative approaches to the education and upbringing of children with special educational needs. Thus, inclusive education provides every child with equal rights to receive an adequate level of education, regardless of social status, race, physical and mental abilities. It is assumed that children with developmental disabilities today do not have to study in special institutions: they can get a better education in a regular general education school, and also adapt to life successfully, realize the need for emotional and physical development. Unfortunately, practice shows that the issue of organizing the process of development and education of "special" children in a "mass" school is still open. This is due not only to the specifics of teaching methods, but also to the unpreparedness of personnel who form an inclusive educational environment and provide correctional and psychological support to students with special educational needs. [2]

Many scientists and practitioners admit that in the last 10 years the main scientific direction in the system of special education is the development of "integration", despite the existence of numerous special educational institutions in our country. It should be noted that in the context of inclusive education, a child can receive education and upbringing without being separated from the family among ordinary peers. In addition, the advantage of inclusive education for children with special needs in the general education system is that the cost of education is reduced compared to special education. The problem of the strategy of inclusive education, which is widely promoted all over the world today, that is, the education and upbringing of children with special needs, is one of the most urgent problems in Uzbekistan. Measures aimed at implementing the policy of inclusive education in



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the country include the study of international and national best practices, cooperation projects of governmental and non-governmental organizations, including UNESCO, UNICEF, Asian Development Bank, UNESCO Cultural Center in Asia (ASSU), USAID, Mercy Project, Operation "Mercy", National NGOs, Republican Center for Social Adaptation (RIMM), "You are not alone", Social Initiatives Fund (ITQF), Public Education, Health System, Ministry of Labor and Ministry of Social Protection of the Population and other administrative structures, national non-governmental organizations and forums and conferences on the development of education in Uzbekistan [4].

The prerequisites for the creation of inclusive education were enshrined in numerous conventions and declarations, each of which covered numerous aspects of the life, upbringing and, of course, the education of children with special needs. The United Nations adopted the Declaration on the Rights of Persons with Disabilities in 1975 to further strengthen and guarantee the rights of persons with disabilities. The Declaration states: «Disabled persons have the inherent right to respect for their human dignity. Disabled persons, whatever the origin, nature and seriousness of their handicaps and disabilities, have the same fundamental rights as their fellow-citizens of the same age, which implies first and foremost the right to enjoy a decent life, as normal and full as possible.» (Declaration on the Rights of Disabled Persons, article 3)

The concept of inclusive education is centered on the idea of an "inclusive society". Inclusive education changes social stereotypes and foundations, allowing people of a different race, different culture, different religion, and with different physical and psychological, as well as intellectual capabilities, to be included in social processes. At the same time, such inclusion should meet the interests of all members of society, the growth of their ability to live independently and ensure the equality of their rights. If the appropriate conditions are not developed, this can lead to maladjustment of persons with disabilities and an increase in misunderstanding and intolerant attitude on the part of persons who do not have any deviations.

Today, children with special needs do not have to study in specialized institutions, on the contrary, in order to receive a more qualified and complete education, as well as for better adaptation, it is suitable for children to study in nearby educational institutions. And for ordinary children, teaching a student with special needs in their class will help to cultivate tolerance and responsibility towards others.

The main goal of inclusive education is to support families raising children with special needs. One of the most important plans of parents is to visit their children in inclusive groups and classes. In teaching and helping children, parents seek not only qualified help from professional speech therapists, defectologists and psychologists, but also help from other specialists who can provide qualified



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assistance to their child. Parents of such children are looking for ordinary human conditions for their child: a company of peers, everyday life filled with children's worries and routine. Parents, on the other hand, expect from this program understanding, attention, patience and help in eliminating the problems that arise in their children in the learning process.

S.I. Sebelnikova argues that a child with special needs does not have to study in specialized institutions, but on the contrary, if a child studies in a regular school, he will be able to receive a better education and be able to better adapt to life. From experience, we can conclude that when teaching a child under an inclusive program, a larger number of all participants in the educational process are involved, i.e. parents, children, teachers, psychologists, speech pathologists and others. Joint learning creates special conditions in which each child will feel comfortable and will be able to fully develop their abilities. These features are reflected not only in the interaction of students among themselves and students between the teacher, but also concerns the interaction of parents of students in whose classes children with special needs study.

It is necessary to correctly build the process of development of inclusive education in our country for the formation, improvement and development of inclusive education, taking into account the experience of foreign countries in which inclusive education is at a high level of development. Along with this, one cannot but take into account the importance of specialized correctional educational institutions that teach children with severe disabilities.

One of the important goals of inclusive education along with the creation of special conditions for development and social adaptation is the creation by the teacher of optimal conditions for the development of the maximum potentials of a child studying in an inclusive class.

The teacher needs to set a number of goals to achieve these goals,:

- creation of the necessary conditions for the assimilation of the inclusive class program by all students
- the need to create a barrier-free environment for the development of the subject environment
- creating conditions for emotional comfort and acceptance of the characteristics of each child
- development of a positive attitude and socially oriented educational motivation
- maximum introduction of modern technologies, methods, techniques, forms of organization of educational work for all children.

The pedagogical role in the inclusive class tells us about the need to create and implement a resource base to support and optimize the educational process in the inclusive class.



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Efforts are needed for the full and effective implementation of inclusive education

- on the part of the state to create infrastructure in educational institutions;
- institutions for the training and retraining of personnel specializing in inclusive education (psychologists, educators, defectologists, speech therapists, as well as tutors)

- educational organizations for the preparation of the regulatory framework and educational and methodological documentation.

- parents - on the emotional preparation of children with disabilities for the educational process in a general education school and additional assistance in the learning process.

World practice testifies to the undeniable advantages of inclusive education. The study of literature and familiarization with educational practice allows us to state the following advantages of inclusive education:

- inclusive education allows to ensure social unity, respect and mutual assistance to each other in matters arising in the learning process.

- the teaching staff should create a positive environment and show pedagogical optimism and motivate all children to achieve ever newer heights and achievements.

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