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Improving the educational system for children with disabilities.

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Abstract: This article discusses ways and means of further improving the education system in the field of education of children with disabilities, as well as work with children with disabilities.

Key words: Education, inclusive education, integrated, corrective.

November 6, 2020 on "Additional measures taken by the President of the Republic of Uzbekistan to improve the educational system" In accordance with the decision, the decision of the government to direct students to vocational training and to further improve the work of the Psychological and Pedagogical Regional Diagnostic Center Acceptance is selected. The resolution outlines vocational training in the public education system, improving the mechanism of socio-psychological service, vocational training introduction of modern forms and styles based on advanced experiences of directing, introduction, development of inclusive education and children, fathers - create a safe inclusive learning environment for children by preparing mothers, teachers, and the community socio-psychologically envisaged. So what is being done at the Center to create a safe inclusive learning environment for children?

– Currently, the Center develops the Charter of the Intellectual Education Laboratory and criteria for determining the quality and effectiveness of intellectual education, Creating and implementing the "Intellectual Education" curriculum for employee training courses, municipal (city) public education the Center for Socio-Psychological Support for Children, organized in the sections, practical work is being done to organize pedagogical support work.

"What should you focus on in creating a safe inclusive learning environment for children?"

Each student by ensuring that the correctional content of the teaching is individual based on the needs of the students in an inclusive educational environment, it needs to be delivered to a level that feels free. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable planning, a brochure has been prepared in Entities. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

"Are there also special requirements for school classrooms in inclusive education?"

"Yes," she says, "there are certainly special requirements for schools and classrooms in order to move to inclusive education. This is because all general secondary schools are designed to educate healthy children. Therefore, children with limited movement, visual impairment, visual



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impairment, deafness and hearing are required to have special devices, settings, textbooks and textbooks, and equipment.

"Are students with intellectual disabilities taught through general programs, and what experts work in it?"

"All teachers of secondary schools work in inclusive classes," she says, "and only specialized education professionals (surdopedagog, tiflopedagog, oligofrenopedagog) work with children with disabilities in the classroom as specialized teachers. Inclusive education is taught through an individual approach based on adaptive curriculums aimed at children in each direction (there is a problem with vision, hearing, and mental hierarchy) based on public education programs.

Knowledge and information about the essence of intellectual education is not yet adequate in society. The terms "inclusive" and "integrated" are often used in the same sense. Nevertheless, there is a huge difference in philosophy between these concepts.

Placing a disabled child in normal conditions is the first step toward integration.

Integrated education is the process of attending school for a special needs child with the same problem of coming to school. In integrated education, a child is treated as a problem. There are the following forms of this education system:

A) Physical integration. This form of integration is aimed at reducing the physical difference between children with disabilities and children without disabilities. With a normal school, a special department or class can be set up for children with disabilities in a side area.

(b) Functional integration. This form is aimed at reducing functional problems between children with disabilities and children without disabilities.

V) Social integration. This form of integration is aimed at reducing social problems, and it supports and supports interaction between disabled and non-disabled children.

(g) Integration into society.

There are a number of limited aspects of the integrated education system:

Secondary schools will not have the opportunity to receive comprehensive medical and pedagogical assistance.

Because a secondary school teacher does not know a special methodology, he does not meet the special needs of children with disabilities.

Secondary schools will not have tiflo, surdotekhnicheskoe, or specialized medical equipment.

The number of students in the class ranges from 25 to 35, and in the end, they cannot spend much time on them all.

Since secondary schools do not have specialists to develop special skills and skills in students, it is difficult to find opportunities.

The Bible's Viewpoint

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