



Methodology For Solving Existing Problems In The Process Of Education And Upbringing Of Children In Inclusive Education

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Abstract: This article discusses the resolution of issues encountered in the education and upbringing process of children within the inclusive education system and the socialization of children with disabilities.

Keywords: Inclusiveness, play model, individual, corrective pedagogy, abnormal, debility.

Based on the Resolution No. PQ-4860 dated October 13, 2020, "On Measures to Further Improve the System of Education and Upbringing for Children with Special Educational Needs," and the Presidential Decree No. PFF-5712 dated April 29, 2019, "On Approval of the Concept of Development of the Public Education System of the Republic of Uzbekistan Until 2030," various legal and regulatory documents have been adopted to develop inclusive education in Uzbekistan, improve the education and upbringing system for children with special educational needs, and enhance the quality of educational services provided to them. Notably, the "Roadmap" for the implementation of the concept of developing inclusive education in the public education system during 2020-2021, as well as the target indicators (indicators) for the development of education for children with special needs until 2025, have been developed and approved. The implementation process of the concept began in 2019 and will include the final phase up to 2025, during which efforts will be made to establish a system of education for children with special needs, develop the technical base of schools, provide necessary equipment and literature based on children's needs, prepare and retrain qualified pedagogical staff, and successfully ensure the implementation of this law through various measures.

Inclusive Education (from the English word "inclusion") is also noted in some sources as derived from German. This suggests that the initial understanding, information, and teaching system for inclusive education were established in countries like the United States and Germany.

Researchers M.R. Khamidova and M.Y. Ayupova, who conducted scientific research on the education of children with special needs, state in their book "Special Methodology of Preschool Education" that "as children develop an initial understanding of the content of various types of labor, it is crucial for them to develop a positive attitude towards those around them and a desire to assist them. The educator conducts individual conversations with children, reviews pictures with them, asks them to describe what the depicted person is doing, and emphasizes their respect for every working person." [5:80] In other words, working with children with inclusive characteristics should begin from the preschool education system, establishing educational processes that foster respect and communication with the environment and people. Regular conversations to determine their psychological development individually, identifying which competencies are developing and which



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areas are lagging, and accurately assessing and addressing these developmental areas are critical. Thus, ensuring the child's balanced development should be strictly monitored.

When evaluating the intellectual and emotional-volitional development of children, their physical condition is also considered. "L.S. Vygotsky's concept of the 'zone of proximal development' forms the basis of this principle regarding children's existing learning potential. The qualitative-quantitative approach principle emphasizes that in assessing a child's task performance, it is necessary to consider not only the final result but also the methods, the rationality of the chosen approach to solve the problem, the logical sequence of actions, determination, and persistence in achieving the goal." [1;207:208] For younger school-age children, the focus is on their actions and approaches. For instance, how did they approach solving the problem? Did they strive to find a solution? Evaluating these aspects is more appropriate. Precision should ideally be developed in higher grades because if a child, who is just stepping into the world of knowledge, frequently encounters criticism from the teacher for their mistakes, it can lead to fear, withdrawal, and inhibition in expressing opinions or forming judgments. In short, the main focus should be on the child's actions.

In working with children who require inclusive education, it is essential to have a goal that aims to develop the quality of each knowledge or upbringing provided. P.M. Polatova, L.Sh. Nurmuhamedova, and D.B. Yakubjonova express the following idea in their book "Special Pedagogy": "In the child's play, he behaves as he wishes, but after growing up, he often behaves similarly in work. In play, freedom plays the main role, while work usually develops a sense of duty. The desire to play depends on the child's desire, and the activity of work is based on necessity. However, desire, freedom, and unwillingness to work burden the child. In this content, play imposes compulsory duties and is not suitable for a weak-minded child. Play is superficial, it is easy to fool. But in reality, play requires zeal, perseverance, and diligence from the performer." [3;100:101] Creating the "game model" proven in the field of pedagogy not only develops the child's attitude towards future fellow human beings but also influences their cognitive development to some extent, shaping feelings of empathy and love in interacting with others. All existing games do not contribute to the intellectual growth of the child. For adults, playing may seem simple. However, in the eyes of children, playing is a magical world where they can imagine conversations, express their independent thoughts, or create new images through games, thus developing their creative abilities. If labor attitudes are present in the movements of the characters created by the child, it indicates the development of feelings of love for labor in the child. Therefore, it is possible to assess the child's abilities through play as well.

According to researchers, inclusive teachers undergo a transformational experience from the beginning of their careers. This gradual transformation involves:

1. Establishing communication with students who differ from their peers.
2. Acquiring the skills necessary to teach students with diverse needs.
3. Encouraging teachers who aim to change their attitudes towards students who differ from their peers.
4. Inclusive education system professionals working on improving the system have developed the following methods for recruiting teachers:
5. Acceptance of students with disabilities into regular classes.



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6. Attracting them to education, but only giving them tasks that match their abilities.
7. Encouraging cooperative learning and group-based task completion for students, as well as individualized instruction.
8. Making extensive and active use of manipulation, games, projects, laboratories, and field presentations. [7:33]

Establishing a system for educating children with disabilities involves several steps, including preparing competent pedagogical staff, attracting them to the education system, and teaching them in a way that considers their disabilities, thereby achieving educational goals and ensuring their future integration into society with respect for themselves and others. Teaching a child individually according to their developmental process, teaching them together with their peers, and observing positive changes in their psychology can create an environment that demonstrates their importance in society and contributes to their educational maturity. After identifying a child's disability, the goal is to provide education tailored to their abilities, taking advantage of their strengths.

The foundation of corrective pedagogy for children with anomalies is formed by comprehensive, physiological, and psychological studies aimed at identifying and addressing their issues:

1. Identifying and addressing the compensatory abilities of children with developmental challenges.
2. Implementing differentiated teaching and upbringing to address the issues of children with anomalies.
3. Identifying and assessing children with anomalies.
4. Developing scientific methods for early diagnosis of developmental anomalies in children.
5. Developing measures to address, eliminate, or reduce developmental deficiencies in children.
6. Developing a system of preventive measures to address anomalies.
7. Improving the effectiveness of the process of developing and integrating children with anomalies into society. [2:324]

Correctional pedagogy, considered a subset of general pedagogy, focuses on accurately diagnosing children with anomalies and establishing an education system that works with children with disabilities, utilizing both scientific and practical methods to develop a system for teaching these children alongside their peers. This system is the cornerstone of inclusive education, allowing these children to feel like integral members of society. In teaching such children, a significant emphasis is placed on observation, communication, and interactive methods.

In an inclusive education system, what types of children with disabilities can learn? As an answer to this question, it is reasonable to say that teaching children with disabilities in an inclusive education system is acceptable. Such children can include those with intellectual disabilities, where their speech develops well, similar to healthy children, although their abstract thinking abilities may not be as advanced. We consider it acceptable to teach children with disabilities in an inclusive education system through visual aids and auditory aids for hearing-impaired children.

"Two main factors contribute to the integration of children with special needs into general educational institutions:

Firstly, children with special needs can participate in activities together with healthy children on an equal basis. In an inclusive education system, they are socially supported, while healthy children learn to be even more compassionate and attentive towards children with disabilities, which helps shape their feelings of trust.



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Secondly, children with disabilities also have the right to learn and grow alongside their healthy peers." [4;298:299]

Inclusive education receives increasing attention day by day. In general secondary schools, a system for educating children with disabilities is being developed based on equal rights. Such children demand attention. People around them, including their family, friends, and neighbors, being sincere with them, help shape their feelings of trust in themselves.

In conclusion, it is possible to say that improving the measures for implementing an inclusive education system for children with disabilities, providing proper organization, and helping them find their place in society contribute to their success. Article 23 of the Education Act is about inclusive education, providing opportunities for children with disabilities to be educated together with their peers, as specified in legal documents. As Eastern scholars have said, a healthy spirit can heal the body from illness. Therefore, it is an important task for educators to provide moral support and strength to every child, believing that every child, regardless of their disability, can progress significantly and act responsibly. Just as a plant needs water to grow, every child needs significant attention and affection from healthy individuals, and most importantly, parental support to help them flourish both mentally and physically.

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