ISSN: 2181-4341, IMPACT FACTOR (RESEARCH BIB) – 9.145, SJIF – 5,431

Abdunazarov Abdumutal Olimovich

Associate Professor of the Department of Special Pedagogy,

Jizzakh State Pedagogical University

ORCID 0000-0003-0145-0954

abdumutal517@mail.ru

Mardiyeva Aziza Nasriddinovna

70110301- Special Pedagogy: Speech Therapy Specialist,

1st stage master's student

PREPARING STUDENTS FOR INCLUSIVE EDUCATION THROUGH EFFECTIVE ORGANIZATION OF EDUCATIONAL WORK IN SPECIALIZED STATE EDUCATIONAL INSTITUTIONS

Abstract. This article lists opportunities to engage deaf and hard of hearing children in inclusive education by building life skills. Basically, it has been revealed that increasing the effectiveness of educational work is an important factor in inclusive education.

Key words: deaf and hard of hearing child, educational work, life skills, inclusive and special education.

Deaf and hard of hearing children have the same opportunities to contribute to the development of society as their healthy peers. However, in order for such children to have these opportunities, they need to develop in specially organized educational and upbringing conditions. The fact that education has its effect not only in educational institutions, but also in families is an important condition for involving children in inclusive education after a certain grade. Unfortunately, today, in most families, an attitude of pity and compassion towards deaf children prevails. This situation leads to the fact that deaf and hard of hearing children do not develop the skills of interaction, communication, self-service and participation in other activities as well as healthy children. Today, it is considered important to involve deaf and hard of hearing children in inclusive education, like all children. When is it appropriate for a deaf and hard of hearing child to attend this type of education? to the question, practitioners unanimously express the opinion: “For this, deaf and hard of hearing children should have a sufficient vocabulary, and oral and written speech skills should be formed.” As is known, Article 29 of the Law of the Republic of Uzbekistan “On Guarantees of the Rights of the Child” stipulates that children with disabilities and children with disabilities have the right to study and be educated in educational institutions according to educational programs specially developed for them, and to receive education that corresponds to their physical, mental abilities and desires. In order to form speech and develop personal qualities in deaf and hard of hearing children, it is necessary to organize education in special educational institutions in a qualitative way. In addition to general didactic rules and principles, special approaches are also used in the process of educating deaf and hard of hearing children. These approaches provide for methods and means to eliminate or compensate for hearing problems that reduce the ability of students to master general education subjects. In a

special educational institution, conditions are created for the comprehensive development of deaf and hard-of-hearing children.

M. Rubinstein, due to the incomparable influence of the educational institution on the child, says the following: “A modern school should not only teach, that is, provide knowledge, but also create a positive, educational atmosphere in the institution.”

Regarding the developmental characteristics of healthy and deaf children, V.I. Fleury says: “A deaf child, frankly speaking, is neither better nor worse than other people. He, like everyone else, has emotional outbursts and, of course, obstacles in development.” S.A. Zykov says about the importance of a special approach: “Mastering the language at the appropriate level allows you to overcome the consequences of deafness, master the basics of science, and join the hearing community after graduating from a special school.”

It is clear from the opinions of scientists that deaf and hard of hearing people, like healthy children, are multifaceted and, in turn, unique. Most importantly, in preparing these children for inclusive education, educational work in specialized educational institutions should be organized in a way that is oriented towards the principles of inclusive education. Correct diagnosis is of great importance in providing quality education to deaf and hard of hearing children. In the full implementation of the diagnosis, a comprehensive study of the origin of the problem and identification of its consequences are important factors.

Educational activities are organized in connection with the level of hearing. The effectiveness of educational activities is assessed by the indicators of students' mastery of subjects. However, students' mastery results are reflected in different results. In practice, teachers assess this situation by the level of hearing problems. However, the causes of difficulties in mastery can be different.

Yu.Z. Gilbukh distinguishes the following pedagogical categories of mastery difficulties:

-general failure to master (the child does not have time to master not only the language, but also mathematics);

-specific failure to master (the child experiences difficulties in mastering a particular subject);

-completely absent from educational activities (the child does not have sufficient opportunities).

The process of developing mental activity and thinking skills in deaf and hard of hearing children is based on the principles of systematization, coherence, and sequence. Especially since this category of children do not hear, they master each new educational material through separate small actions. Otherwise, they become simple passive participants in the lesson, and that's it. In this case, it is appropriate to cite the theory put forward by P.Ya. Halperin. He says: “The child does not master thinking activity ready-made, he learns to think with the help of a certain sequence of actions. The task of teachers is not only to control these actions, but also to create conditions for them.”

It is important that any means of teaching and upbringing take into account the unique characteristics of the child. That is why special educational institutions pay great attention to individual lessons. After all, Jean-Jacques Rousseau's idea that it is important to take into account the features that are inherent in a child when raising him is presented in the book "Pedagogical

History" by D.I. Latishina. From the day they arrive at a special educational institution, deaf and hard of hearing children are involved in acquiring the skills necessary for ordinary everyday life. Although these skills may seem simple and straightforward, they are one of the factors that form the basis for the socialization of deaf children and their successful adaptation to inclusive education.

We believe that the following life skills should be formed in students during educational activities organized in special educational institutions:

-dressing (seasonal, depending on the nature of the place of visit, clean and tidy, appropriate to gender, modern...);

-behavior (speaking correctly and fluently in the native language, being able to listen to the interlocutor during a conversation, not interrupting others, speaking within the scope of the topic, not using inappropriate words in speech, etc.);

-behavior in public places (observing the rules, not disturbing others, greeting adults, not polluting the environment, etc.);

-observance of hygienic rules: proper nutrition, timely rest, knowledge of labor norms, avoidance of harmful habits (smoking, alcohol, relationships that are not appropriate for one's age), proper planning and meaningful spending of free time, strict adherence to the requirements of a healthy lifestyle and medical culture, etc. In order for them to learn, it is necessary to use systematic work, purposeful approaches, modern methods and tools, and effective innovative technologies of teaching.

Since the above-mentioned life skills are not formed in deaf and hard-of-hearing children, it will be difficult for them to be free in inclusive education and to integrate among healthy peers. Therefore, in conclusion, it can be said that the effectiveness of educational work with deaf and hard-of-hearing children is one of the important factors in the transition from specialized education to inclusive education.

List of used literature:

1. Дети с особенностями развития в России: Итоги и перспективы/ Под.ред А.М.Щербаковой.– М.,1998. – 139 с.
2. Детская практическая психология. (Под.ред Т.Д.Марциновской) – Москва «Гардорики», 2000. – 207 с.
3. Винарская Е.Н. Раннее речевое развитие ребёнка и проблемы дефектологии.-М: Просвещение,1991.-159 с. 14 с.