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## **GOALS AND TASKS OF ORGANIZING INCLUSIVE EDUCATION IN GENERAL EDUCATION SCHOOLS**

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### **ABSTRACT**

In this article, the implementation of Inclusive education, its participants, tasks and their psychological-pedagogical issues are highlighted in general education schools organized in the conditions of inclusive education.

### **KEYWORDS**

Children with special needs, speech therapist, inclusive education, speech disorders.

### **INTRODUCTION**

Social changes taking place at the current stage of society's development lead to changes in views on education and upbringing of children, which will bring about serious changes in the education system of our country. There are trends in the integration processes of general and special education, as a result of which the problem of educating children with disabilities is one of the main ones. The state system of early diagnosis and support for children with special

educational needs is becoming relevant for scientific study and implementation. Accordingly, it is necessary to provide psychological, medical and pedagogical help and support to children of different age groups and categories, their immediate environment, as well as other participants of the educational process. Article 41 of the Constitution of the Republic of Uzbekistan states that "Everyone has the right to education. Free general education is guaranteed by the state. "School

affairs are under the control of the state" is also a great attention to the field of education.

### THE MAIN RESULTS AND FINDINGS

In addition, it is noteworthy that a separate article was included in the Law on Education of the Republic of Uzbekistan and that this article is dedicated to inclusive education. In order to further improve the inclusive education of children with special educational needs, the President of the Republic of Uzbekistan "Further improvement of the system of education for children with special educational needs" Article 20. Inclusive education is aimed at ensuring equal opportunities for learning in educational institutions for all learners, taking into account the diversity of individual educational needs and capabilities. Inclusive education is organized in educational organizations for children (individuals) with physical, mental, sensory or mental disabilities. on measures" decision No. PQ-4860 of October 13, 2020 was adopted.

In the resolution, tasks are assigned to develop and improve technologies aimed at psychological-pedagogical and social development for all subjects of inclusive education, and to organize psychological-pedagogical support for students in inclusive conditions. From the 2021/2022 academic year, inclusive education was introduced as a pilot test in general education institutions across the country. Students are admitted to such first inclusive education

classes and primary correctional classes in the year they turn seven years old.

In order to ensure the right to education of children with special educational needs, it is allowed to admit children who are two years older than the age limit set for general education schools. Psychological-pedagogical support of subjects of inclusive education is necessary conditions for students with special educational needs to receive quality education without discrimination, correction of developmental disorders and social adaptation, provision of early remedial assistance based on special pedagogical approaches and methods is meant to create.

Children admitted to inclusive education classes and primary correctional classes: - children with hearing impairment (children with hearing loss up to 60 Db without additional developmental disorders); - children with visual impairment (children with visual impairment up to 0.1 without additional developmental disorders); - somatic diseases (children whose level of psychophysical and speech development does not correspond to their age); - children with severe speech defects (alalia, dyslalia, aphasia, rhinolalia, dysarthria, slowness of psycho-speech development, stuttering); - children with musculoskeletal disorders (children with cerebral palsy, scoliosis, poliomyelitis, myopathy, osteomyelitis, amputation, stunting - short stature); - children with impaired locomotor system while maintaining mental

development; - children with preserved mental development or lagging behind in mental development (children with cerebral palsy who can move on their own or can move with additional devices and wheelchairs); - children who are lagging behind in mental development with potentially intact opportunities for intellectual development; - children with autistic spectrum disorders without severe behavioral and mental disorders; - children with preserved intellectual development, who are in a state of seizures (if the child takes anticonvulsant drugs, seizures do not exceed 1 time in 1 month). The most appropriate communication and education of a certain level and in a certain direction for these individuals, as well as the social development of these students, including by organizing inclusive education for children with special educational needs. It is necessary to create favorable conditions. Thus, the development and improvement of the system of support for inclusive education.

1. The school includes children with special educational needs in inclusive education and provides all-round assistance to children with special educational needs and their parents in receiving corrective pedagogical assistance and career guidance. It creates a foundation for a child with special educational needs to be educated together with healthy children and not with children with similar disabilities. Organizing visits of parents who have an understanding of inclusive

education to families with children currently enrolled in inclusive education; - helping to organize an association or self-help group for parents (telegram groups); - inviting fathers to help fix or organize something in the classroom during the educational process; - ensuring the representation of parents at school commissions or meetings; - helping parents to organize hobbies for children; - to ensure that parents protect their rights, to involve in the work of public organizations that influence the provision of legislation and services.

2. School principal: The principal is a member of the support group. It ensures the preparation, implementation and evaluation of program plans. Taking into account the needs of students, the director provides support staff, conducts appropriate materials and training sessions as required. The director is often the person who ensures the implementation of collective decisions. • admission of the student to the school; • legalization of collective decisions; • to include the student in school activities; • welcome of parents; • support of best practices. Also performs the task of evaluating the adaptive program adapted to the task of the director. The school principal assigns primary responsibility to the teacher, usually a special education teacher, for coordinating and developing the student's individually tailored adaptive program. Staff develop program plans with the help of parents and, as needed, students and other professionals.

3. Primary school teacher: It is necessary to know and implement international and Uzbek laws and decisions on children's rights adopted by the world community. - conducts the educational process in accordance with state educational standards using special corrective correction methods based on the curriculum and program; - to know the psychological characteristics of children with special needs and to be able to conduct the educational process accordingly. - implementation of an individual approach in accordance with the capabilities of children with special needs (during classes and outside of classes); - to achieve the effectiveness of cooperative activities in the educational process and show the role of parents in it; - effective use of modern, innovative technologies in education (computer, monitor, handouts, etc.); - to constantly study the experience of developed countries on inclusive education and apply it in their work; - armed with innovative knowledge, qualifications and skills (be able to answer the questions of interested parties in any situation); - implementation of necessary measures for adaptation of children with special needs to the class and school community; - establishing and controlling a friendly atmosphere among the class team. - constantly working on oneself and sharing experience; - it is necessary to develop a strategy for evaluating and communicating student achievements.

- open and regular communication in pure literary language (sincere) in the process of establishing communication with parents;
- explaining to parents how they can participate in the educational process, that is, they can come to the school at any time to monitor the educational process, monitor their child's participation in the lesson process; Inclusive elementary school teachers always communicate with students with special educational needs and their parents. Some recommendations for this dialogue:
- teach parents how and to what extent their child participates in the national education program (mainly in individual sessions);
- giving parents access to parenting programs and support groups (ensuring and involving them in class and school meetings);
- communicating with parents, that is: communicating by phone or in writing, informing them about support group meetings;
- providing advice to parents on topics discussed and attended at support group meetings;
- send an approximate project of goals and tasks to parents for familiarization before the meeting;
- the representative of the school welcomes the parents and takes them to the conference hall.

Tutor (assistant pedagogic employee) - In the schools where inclusive education classes are introduced, senior students of higher educational institutions in the field of pedagogy with relevant qualifications are recruited on a voluntary basis during the pedagogical practice period as tutors (assistant pedagogic employee). Attracting students to schools with inclusive education classes is determined by the Ministry of Public Education of the Republic of Uzbekistan and the Ministry of Higher and Secondary Special Education.

Tutor: - helps to overcome problems and difficulties that occur in the educational process; - helps students master the educational programs at a level in accordance with the requirements of the state educational standards, analyzes the child's educational load and capabilities, makes suggestions for making appropriate changes; - establishes cooperation with parents in determining, forming and developing educational interests of students. Tutors initially monitor their assigned class. Learns all the details about each child. They help the teacher during the lesson, but they should not let the students notice their activity as much as possible. In cases where the class teacher is absent, the tutor can act as a substitute teacher. Then the tutor will be responsible for the students in the class. Basic information about the student and summary files are required to be in the tutor.

School psychologist - the school psychologist is familiar with the psychological and pedagogical description of each student in the inclusive class; - conducts psychological adjustment trainings with these children individually and in small groups based on their mental and physical condition; - conducts general psychological games and exercises with the students of the inclusive class; - advises parents on what to do with their child in order to create a friendly atmosphere in the classroom with parents; - providing advice to parents on the psychological and pedagogical study of students and their upbringing.

The physical education teacher at the school performs the following tasks in order to improve the health of students and promote a healthy lifestyle: - conduct individual and group exercises with students based on their physical and mental characteristics; - organization of sports events and competitions together with students; - giving advice to parents in the field of physical education and health of students; - regulating the physical load of each student together with the medical staff.

## CONCLUSION

Medical worker - a medical worker provides special medical care to students, taking into account students with special needs in the inclusive class at the school. The medical officer: - examines the mental condition of students, recommends treatment procedures if



necessary; - controls children's health during the correctional-pedagogical education process and determines the norm of mental and physical load; - advises parents on the maintenance of the somatic and mental health of students and, in cooperation with other specialists, carries out work on their health.

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