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## THE PECULIARITIES OF THINKING OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS STUDYING IN PRIMARY SCHOOL IN AN INCLUSIVE ENVIRONMENT

**Submission Date:** February 13, 2024, **Accepted Date:** February 18, 2024,

**Published Date:** February 23, 2024

**Crossref doi:** <https://doi.org/10.37547/ajsshr/Volume04Issue02-15>

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### ABSTRACT

Today, the issue of providing quality education to children who need special education among healthy children is one of the priorities of Public Policy. It is important to provide psychological and pedagogical support for children who need special education in inclusive education, to receive quality education without discrimination, to correct their developmental disorders and to create the necessary conditions for early correction in social adaptation, based on special psychological approaches and methods. The article analyzes the development conditions of cognitive processes in primary school students using the example of inclusive education.

### KEYWORDS

Inclusive education, junior school age, ontogenesis, psychic development, cognitive processes, education.

### INTRODUCTION

After independence, serious changes began to be made not only in socio-political life, but also in the educational process. Now in educational practice, new and new ways are being sought to restore the spirituality of the younger generation, which is being formed, giving knowledge to those brought up ready-

made, and raising the scale from mute performance to the level of a free participant. The priority is to educate young people who are mentally healthy, mentally competent, with their own opinion and views, along with updating and improving the concept, educational

standards, program, textbook, methodical and teaching aids, which are the main items of teaching [1].

When a small schoolboy says, a 6-10-year-old boy comes to our eyes. From 6 to 10 years old, during the time required to study in primary classes, the child develops a new activity for him - education. Elementary school age is a classic period of formation of moral ideas and rules. Of course, early childhood also contributes a lot to the moral world of the child, but the trace of the “rules” and “laws” that must be followed, the ideas of “Norm”, “duty”, begin to take shape precisely at the age of a small school. In addition to moral values, a number of changes are also visible in the child in the cognitive, emotional spheres. Psychological preparation for school education refers to the objectively and subjectively decent nature of the child, the mutual proportionality of the personality trait with cognitive processes. The student will be psychologically objectively prepared for school education in a broad sense. Consequently, his psyche reaches a stage of progress sufficient to gain knowledge. A child of this age is distinguished from students of other ages (including adolescents) by the sharpness, clarity, purity, accuracy of his perception, his curiosity, diligence, benevolence, gullibility, brightness of his imagination, strength of Memory [2].

Currently, the upbringing of the younger generation as a truly mature and competent person in our country is one of the pressing issues. In this regard, special

attention is paid to the formation of the personality and adaptation of children with disabilities in physical and mental development in our country, including weak hearing, weak vision, speech impairment and imbalances in the members of the movement of the support to social welfare [3].

Day after day, much more attention is paid to the field of education in our country. Among these, the education of children who need special education has not been left out. Since the academic year 2021-2022, the decision of the president of our country is clear evidence of the fact that inclusive education is introduced in secondary schools and also covers children who need special education. Among such children, children with vision problems are the most interesting and special direction. Because they are able to feel sounds that healthy learners cannot progress, fine edge fine hand motorics. It performs tasks such as providing all-round support for these children from the family until they are integrated into social life. In order for them to go for a walk, actively move inside the school even in narrow corridors in public places, it is necessary to carry out explanatory work to their parents. [4]

When the differences in the projective methodology of choosing the desired face were compared ( $H = 15,484$ ;  $p < 0,001$ ), the degree of aeration was 35.72, a higher figure in students with problems in the members of the base movement (figure 3.5). It can be seen from this

that in children with impaired balance in the movement of the support for equal education with healthy peers in Inclusive Education, difficulties in adaptation to conditions in the school environment, class and classmates, classes, first of all caused the occurrence of psychological trauma in the child, as a result of which their educational motive fell. Cognitive processes due to the lack of hususan attention, the slowness of the process of memorization and recall, deficiencies in long-term memory due to the presence of burning diseases, the state of attachment and generalization in the asociative course of mental processes may be observed. It can be assumed that the influence of the external environment on the internal state led to an increase in the level of airiness in the reader [5].

Students with speech problems had an airworthiness rate of 16.13 and almost no problems arose in them in conducting educational activities in harmony with healthy peers in inclusive education. The constant additional speech therapy on defects with students with speech problems and the passage of Correctional classes by a special educator, the fact that a psychologist with students carried out group work in training sessions increased their educational motivation and led to a decrease in airiness. Results analysis from this” choose the right face " projective methodology, we can know that it can be concluded that the lower the level of anxiety for students with

special educational needs to study alongside healthy peers can adapt to the school environment, perform tasks assigned to an increase in the educational motivation without excessive difficulties [6].

An analysis of the results from the teaching motif assessment methodology shows that ( $H=4,582$ ;  $p>0.05$ ) in students with speech problems who received joint education with healthy peers in preschool educational organizations led to an easy adaptation to school, the absence of difficulties in conducting educational activities among healthy peers in the classroom. His attitude towards the school, his emotional reaction to the situation with study, formed a high level. In students with speech problems, there has been a decrease in the degree of difficulty in inclusive education with healthy peers in peer-to-peer learning. Students with elementary 1st grade and 2nd grade speech problems hardly have difficulties in mastering the subjects as a result of the rough training carried out [7].

As a result of external influences, that is, before arriving at school, entering the classroom, difficulties in classes in which action is required, difficulties caused by all external environments for students with problems in the musculoskeletal organs, lead to a decrease in the student's educational motivation. We can come to the idea that as a result of the student repeatedly experiencing homogeneous difficulties, he

becomes uninterested in educational activities, who does not want to go to school.

In the methodology of "saying words in sequence", the beginning is tested for the degree to which students develop memory disorders ( $H=11,561$ ;  $p<0.01$ ). The development index of memory was 34.20 in students with special educational needs with vision problems. In children with vision problems, the sluggish performance of one Analyzer is a result of the increased intensity of another analyzer, which means that the hearing analyzer doubles as a result of the low quality of the imaging analyzer. Students with vision problems have an increased ability to keep what they hear in mind. Therefore, children with vision problems will have a higher risk of concomitant term disorders of memorization, recollection.

Selected for methodology. it is possible to agree that students with problems in the members of the support movement have 13.00 indicators, the presence of Side(incarnate) diseases, the influence of the external environment, lack of learning motivation, lack of reading or difficulty attending classes, inability to concentrate for a lesson, lack of concentration of a knuckle in turn will remain unheard of the knowledge given, and

We can comment on the analysis of the results in general as follows. Additional training conducted in each of our students with special educational needs,

who are studying in inclusive classes selected as a Tester, leads to a decrease in their level of airiness. Any child with a low level of enthusiasm will like fears in educational activities, his motivation for studying will increase. In order for children with such a mild degree of impairment to develop the same education as their healthy peers in mastering the sciences, in addition to them, any carried out correctional training and correctional training can also cause changes in the cognitive field of students.

A positive correlation relationship was found between the label release and the fourth excess methodologies ( $r=0.852$ ;  $p<0.01$ ). According to affiliation, the peculiarities of attention and thinking develop in proportion to each other. The process of analysis and synthesis and generalization of thinking in the assimilation of lessons is slowed down in students as a result of diffuse attention, inability to accumulate to a specific object. A better increase in voluntary attention is due to the upbringing of perception and thinking in children of small school age.

A negative correlation relationship was found between the methodologies" leave the marks "and" choose the desired face " ( $r=-0,802$ ;  $p<0.01$ ). Negative i.e. the second property level decreases when one property level increases when the inverse correlation relationship is observed. As concentration increases, the level of air intake decreases. As the level of airiness increases in the child, their concentration on one point



of attention, the scale of attention, voluntary attention decreases.

It has been found that there is a positive correlation between the methodologies” let go of signs “and” assessment of the learning motif " ( $r = 0.665$ ;  $p < 0.01$ ). The more the child's voluntary attention develops, the more interest in studying in them increases as a result, the more motivation for educational activities increases. The more the child is focused on the lesson of his volitional personality, the more thinking traits develop, that is, he begins to understand the content of the lesson. Understanding the content of the lesson will be a factor in his reading for good grades. The better the child gets grades, the more he begins to exceed his motivation for educational activities.

It has been found that there is a positive correlation between the methodologies” let go of signs “and” Table of signs " ( $r = 0.853$ ;  $p < 0.01$ ). The development of attention in a child causes the development of the speed of finding objects, the distribution and variability of attention.

It was found that there was a negative correlation between the methodologies” fourth Plus “and” choose the desired face " ( $r = -0.825$ ;  $p < 0.01$ ). As the level of aeration of the child increases, their attention, thinking, memory decreases. That is, the child's lack of understanding of the lesson leads to the fact that his attention during the lesson cannot be concentrated on

one point, which in turn leads to the fact that thought processes cannot develop, his memory decreases.

It was found that there was a negative correlation between the methodologies” choose the desired face “and” evaluate the learning motif " ( $r = -0.523$ ;  $p < 0.01$ ). From this we can conclude that the high level of airworthiness in the process of conducting methodologies in the testers caused the methodologies to come out as a low result. In the process of conducting a methodology in the testers, a decrease in the level of airworthiness reduces the occurrence of difficulties in their voluntary focus and the implementation of the methodological task, concentrating on one point. It is possible to come to the conclusion that increased voluntary attention after training in correctional training serves as a factor, a factor in the development of the process of remembering and recalling the logical thinking of the child.

It has been found that there is a negative correlation between the methodologies” choose the desired face “and” Shukte table " ( $r = -0.622$ ;  $p < 0.01$ ). The high level of aeration of the child leads to a decrease in the concentration of attention in them. That is, the airiness that appears in a child so that he can or cannot cope with the task cannot constantly focus his attention on something or an event for a long time. As a result of his inability to distribute his attention, however, he cannot complete the given assignment.

It was found that there was a negative correlation between the methodologies” choose the desired face “and” word sequence ” ( $r = -0,361$ ;  $R < 0.05$ ). It is possible to agree with the hulos that the high level of alertness of the children involved in the study negatively affected all the cognitive processes that it studied. In particular we observed that their memory was influenced by ham. It was difficult to awaken interest in the methodologies that the child had to perform due to the high level of aeration. It was observed that some children did not begin to perform the task carefully given by curiosity, nor did they remember the location of the numbers when conducting the shul'te table methodology.

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