

The Role And Place Of The Resource Teacher In Implementing The Goals And Objectives Of Inclusive Education

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Abstract: This article discusses the importance of teamwork in the process of inclusive education and the responsibilities of those involved. The role of the resource teacher as a facilitator and guide, the advice and methodological support provided to teachers, and the participation of parents and volunteers play an important role. The article also analyzes the importance of coordinating social, psychological and health services necessary for the effective implementation of inclusive education.

Keywords: Inclusive education, teamwork, resource teacher, teacher, support services, pedagogical skills, psychological support, health services.

Introduction: Today's education system has as its main goal the preparation of young people as worthy successors of our future. In this regard, the development of the normative and legal framework and content of inclusive education, aimed at providing equal education to children with disabilities, along with healthy young people, is becoming one of the priority tasks.

In this regard, on September 23, 2020, the Law of the Republic of Uzbekistan "On Education" was adopted, which defined inclusive education as a form of education. Inclusive education is aimed at ensuring equal opportunities for all learners in educational organizations, taking into account the diversity of individual educational needs and individual capabilities, and is the organization of inclusive education in educational organizations for children (individuals) with physical, mental, sensory (sensory) or mental disabilities.

Teaching children with special needs in a mainstream setting requires the work of a school-based, or resource, teacher. Inclusive education can be implemented in practice through the combined efforts of a school-based, or resource, teacher and a regular classroom teacher. In some classrooms, it may be necessary to separate the child from the classroom for a certain period of time. At all times, the resource teacher is required to work together with the

classroom teacher and to have expertise in this area of special education.

The important tasks of an interschool resource teacher include providing necessary materials and equipment for children with special needs, finding sponsors, involving parents in helping the school, and establishing a strong connection between children with disabilities, healthy children, and the classroom teacher, providing assistance by providing special resource materials, advising parents, children's regular classroom teachers, and school administration, as well as holding discussions about activities and appropriate educational programs for children with special needs, and even providing information to parents of children without special needs.

The main purpose of the resource teacher is to provide support to students with special educational needs and their teachers who are studying in general education institutions. The resource teacher performs the following tasks: - determine the level of support each student needs and meet with them regularly based on their needs. work with students individually, monitor them based on individual plans, help them adapt to the curriculum, teach and evaluate; - provide class teachers with information about the special needs and abilities of students, familiarize class teachers with individual learning plans and provide advice on them; - regularly discuss and evaluate the achievements of students,

work in collaboration with school management and parents; - invite students to other support groups (for example, seminars, doctors) if necessary; - record individual activities with teachers and students; - Assist in developing an individual learning plan for each student in situations where the standard curriculum does not meet the requirements; - Update and evaluate individual learning plans based on changing needs; - Document and list all available resources (textbooks, teaching aids, and other equipment).

The interschool resource teacher should consider the following when developing a work plan based on his/her tasks and goals: Providing support that meets the special education needs of interschool resource teachers; Developing and evaluating individual programs with the classroom teacher; Implementing services that teachers need; Managing the flow of information about the child when changing teachers or schools; Understanding and meeting the needs of new teachers; Assisting teachers in adapting to regular classes with special education needs; Providing individual and group-based instruction outside the classroom, as needed; Managing the sustainability of individual programs; School administration in integrating children with special education needs into the physical environment of the school; To study the demand for special aids and manuals and to manage their use; To support the development of inclusive education. It is very important that the resource teacher who travels between schools does not work, does not spend a lot of time on the road unproductively.

The resource teacher discusses the difficulties and needs of children with special needs in their classes. From time to time, he or she provides advice and guidance on the problem of special needs during teacher trainings held in the area. For example, such as identifying the characteristics and levels of disabilities of a child with special needs, providing methodological recommendations for studying individual psychological characteristics. It is very important to take into account the opportunities of children with learning difficulties in education in educational policy. In order to develop inclusive education, educational policy should pay attention to financial support: measures to eliminate barriers between special education and general education schools; the introduction of special education in inclusive schools based on statistical data; creating opportunities for using special infrastructures, issues, and technical means is also an integral part of educational policy.

Inclusive education is a team effort, and responsibility lies with the entire school team. In this, the class teacher plays a key role as a facilitator. Educational

policy regulates it. Such support takes various forms, including:

- advice and assistance to the class teacher;
- providing special teaching aids and supporting materials;
- providing support from parents, volunteers or senior teachers;
- formulating the curriculum, lesson plans, assessment criteria and adapting to changes;
- creating conditions for teachers to improve their skills and knowledge;
- creating a positive school environment, including an actively supportive leader and the like, and building a friendly attitude in the educational process;
- assisting the administration in identifying and assessing children;
- coordinating social, psychological and health services.

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