

**EDUCATIONAL REFORMS IN UZBEKISTAN: INCLUSIVE EDUCATION AND
NEW PEDAGOGICAL APPROACHES**

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Annotation: *The article examines the specific features of professional development of teachers and working with children with special needs in the inclusive education system, and the principles of their development with the help of interactive technologies.*

Key words: *inclusive, intellectual, dialectic, individual, mentality, individualization, motivation.*

Relevance of the topic. The professional skills and cooperation of teachers in the inclusive education system are primarily related to the specific characteristics of working with children with special needs. Inclusive education is based on the ideology that excludes any cases against children with disabilities, ensures equal treatment for all, but creates necessary conditions for children with special educational needs.

The Constitution of the Republic of Uzbekistan guarantees the right to education for everyone. Our national legislation also stipulates equal rights for people with disabilities in realizing their potential.

Today, a number of works are being carried out in our country to create real inclusive conditions for children with disabilities and developmental disabilities so that they can get quality education and later find a decent job.

Purpose. Special education, which is one of the important problems of inclusive education, consists in identifying a group of children with special needs, providing them with quality education and increasing their potential. Principles and directions with priority directions in the development of inclusive education are of great importance.

It is appropriate to match the educational activities, directions, and capabilities (physical, intellectual) of the school with special educational needs.

LITERATURE ANALYSIS AND METHODOLOGY

For the successful development of the general education program, special conditions should be created for students with disabilities. First of all, we need to individualize approaches to training, in particular, to choose the conditions for organizing training, to individualize the form of performing tasks and to choose

optimal methods of presenting results, to approach qualitative evaluation of results.

One of the knowledge barriers to training teachers to work in the inclusive education system is knowledge about the basics of passive development and corrective actions in their actions.

Through this knowledge, it is the formation of actual competencies of pedagogical activity in the organization of education and upbringing of children with special needs.

In this regard, the organization of special training aimed at increasing the psychological knowledge and pedagogical competence of the teacher plays a particularly important role.

DISCUSSION

The tasks of these trainings include motivational implementation of pedagogical competences.

The content of educational activities is aimed at: teachers' acceptance of the philosophy of inclusion; improving the skills of monitoring the child, recording changes in his behavior and education; to establish close cooperation with the child's parents in solving pedagogical problems and to form the skills of organizing this interaction with the maximum effectiveness of its results for the development of the child.

Tasks. Placing (transferring) children who need special education and children with developmental disabilities to special classes and integrated classes is carried out at the request of parents (legal representatives) and by order of the head of the educational institution. formalization is one of the main tasks.

RESULTS

Individually oriented curricula and programs developed jointly by class leaders and members of the Council based on the general education programs recommended by the Special and Integrated Classroom Education (TPK) and deep dynamic psychological-pedagogical examination data. is carried out according to

In order for a disabled child to develop, it is necessary to create conditions in which he can join the resocialization processes.

Such an environment serves to unite all participants of the educational process, as well as to provide psychological support in eliminating developmental disabilities.

The components of teachers' professional competence to work in inclusive education include:

1. to have flexible forms of teaching, interactive teaching methods;
2. the ability to stimulate the independence of cognitive activity;

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3. the ability to work in a team, to interact with specialists to create psychopedagogical support for the education of children with special needs;

Psychological and pedagogical support of disabled children assumes the teacher's ability to organize joint and individual activities of children with various types of health problems with healthy peers. The history of each child is correct. Collecting preliminary information about them will help to increase the knowledge about their abilities.

One of the requirements for the professional activity of an inclusive education teacher is the requirement to monitor the child's emotional stability.

The structural features of the mentality of an inclusive education teacher (Mentality-mental, emotional, cultural characteristics, value orientations specific to a social or ethnic group, nation, nation, nation) are the attitude: to the value of the child, his abilities and is everyone's right to socialize, support, and befriend their peers, regardless of achievement.

Forms of psychological support for children with disabilities can be expressed by the fact that the diversity of their technologies is determined by the types and levels of limitations of their capabilities. In general, the implemented technological sequence has common features.

Technological sequence of psychological support in inclusive education

| Stages of educational process organization | Actions of supporting professionals |
|---|---|
| Determining the form of training organization | Advise parents. Introduction to the analysis of previous training and its results. |
| Conducting the PTK council | Comprehensive diagnosis of child development. Making recommendations for training and choosing the optimal teaching methods, as well as the method of educational interaction, using forms of knowledge testing. |
| Appointment of a teacher | Advising the teacher about the child's developmental characteristics, his capabilities and limitations |
| Pedagogical test | Helping the teacher |



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| | |
|--------------------------------------|--|
| Create a personal schedule | Accept recommendations. Advise parents about their participation in the educational process |
| Creating a personal training program | Implementation of the child's interests in connection with the plans. To advise the head of the class on the conditions for the child's success in health and development and socialization |
| Conducting training sessions | Helping the teacher in the lesson. Individual advice of the teacher. Analysis of the most effective forms of educational interaction. Working with parents (teaching and counseling) |
| Carrying out certification work | Finding adequate control methods. Assistance in certification work |

The personal characteristics of a teacher, which allow to successfully solve pedagogical problems in inclusive education, include good self-control and self-control, perseverance and the ability to solve difficult situations.

CONCLUSION

In conclusion, it can be said that the content component of the pedagogical process in inclusive education is to ensure the variability of the content, taking into account the individual characteristics of children with special needs.

In any society, children, who are the heirs of the future, are looked upon with great hope that they will grow up to be worthy citizens who feel responsible and contribute a significant share to the development and prosperity of the country. As in many countries, in Uzbekistan there are specially organized schools for children with limited opportunities, and their task is to prepare them for special educational institutions and create conditions for their adaptation to social life.

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