

WAYS OF ORGANIZING THE PEDAGOGICAL PROCESS FOR EDUCATING CHILDREN WITH DISABILITIES IN GENERAL SCHOOLS

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This article provides information on the ways of organizing the pedagogical process for educating children with disabilities in general education schools. In order to develop the practice of educating children with special educational needs in general education schools along with healthy children, good results have been achieved as a result of the application of the experience of integrating students studying in specialized educational institutions into general education schools.

INTRODUCTION. Today, a total of 21.2 thousand students are educated in 86 specialized schools and boarding schools (hereinafter referred to as specialized educational institutions) for children with physical or mental disabilities in the republic, and 6.1 thousand students in 21 sanatorium-type boarding schools. Also, 13.3 thousand students who need long-term treatment are educated individually at home.

In 2014-2016, the project “Inclusive Education for Children with Special Educational Needs in Uzbekistan” was implemented in cooperation with the European Union. Within the framework of the project:

Experiment sites were established in 5 regions of the republic;

More than 150 medical-psychological-pedagogical commissions and more than 1.3 thousand teachers were trained in inclusive education services;

3 training modules on the implementation of inclusive practices in the education system were included in the curricula of educational institutions for the retraining and advanced training of teaching staff;

Inclusive education services were organized for more than 2 thousand children with special educational needs and their parents;

5 experimental resource centers and 15 experimental schools were established in Tashkent, Samarkand, Namangan, Khorezm and Surkhandarya regions, covering more than 800 children.

In order to create the necessary conditions for the education of children with special educational needs in these schools, to ensure the availability and equipment of special infrastructure for them, a draft of normative requirements for the organization of inclusive education for a "Modern School" was developed.

In the future, it is planned to build and reconstruct "Modern Schools" based on these requirements.

Currently, about 13 thousand students are covered by inclusive education in more than 3.2 thousand general secondary schools.

Goals and priorities for the development of the inclusive education system:

- form a system for independent assessment of the quality of inclusive education and establish additional pedagogical educational services for children with special educational needs;

- improve teaching methods in inclusive education, gradually introduce the principles of individualization into this process:

- create conditions for children with special educational needs to receive appropriate knowledge in a general education school, based on the degree of manifestation of their mental or physical disabilities;

- form healthy, strong and effective motivation for learning in students in the process of inclusive education, and develop the ability to choose a profession, independently plan their professional growth, and master modern professions;

- create modern textbooks, teaching aids, and multimedia applications based on inclusive education programs with the introduction of information and communication technologies;

- spiritual and moral education of students in the process of inclusive education, achieving a physically healthy and strong formation of the child:

- popularization of the principles of healthy nutrition for students in inclusive educational institutions;

- state support for students to receive quality education taking into account the specifics of their educational needs;

Through the gradual introduction of inclusive education, specialized educational institutions for children with special educational needs are optimized, ensuring that students studying in them receive education in general education institutions as equal members of society;

The procedure for organizing inclusive education in general secondary educational institutions.

Inclusive education class - a class organized in such a way that children with special educational needs at school receive equal and joint education with other (healthy) children;

- primary basic correctional class - a primary class organized separately for children with special educational needs at school;

- students - healthy children or children with special educational needs studying in inclusive education and primary basic correctional classes

Organization of inclusive education and primary basic correctional classes at school.

Inclusive education and primary basic correction classes are organized in schools based on the needs of the population in the region and the proposal of parents or their substitutes by order of the Ministry of Public Education of the Republic of Karakalpakstan, regional public education departments, Tashkent city Main Department of Public Education (hereinafter referred to as the territorial public education department).

Inclusive education and primary basic correction classes are organized in schools where special conditions are created for students to move around the building and receive education.

The activities of schools where inclusive education and primary basic correction classes are organized are methodologically supported and coordinated by the Republican Center for Vocational Guidance and Psychological and Pedagogical Diagnostics of the Ministry of Public Education of the Republic of Uzbekistan and territorial public education departments.

The procedure for admitting students to inclusive education classes and primary basic correction classes.

Students are admitted to the first grade of inclusive education classes and primary basic correctional classes of the school 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 established for general education schools.

Admission and discharge of students to inclusive education classes and primary basic correctional classes is carried out according to the conclusion of the Psychological-Medical-Pedagogical Commission (hereinafter referred to as the Psychological-Medical-Pedagogical Commission) established under the territorial public education department, with the consent of parents or persons replacing them.

The referral of the Psychological-Medical-Pedagogical Commission is the basis for admitting students to inclusive education classes and primary basic correctional classes.

Admission of students to inclusive education classes and primary basic remedial classes is carried out before the start of the school year and during the school year and is formalized by order of the school principal.

For each student sent to inclusive education classes and primary basic correctional classes, a personal file is drawn up by their parents or their substitutes and submitted to the school administration.

- The student's personal file includes the following documents:
- an application from their parents or their substitutes;
- a conclusion from the psychological-medical-pedagogical commission;
- documents on education (for children studying in educational institutions);
- a certificate and a description from the place of study, which reflects a detailed analysis of the duration of education, mastery of academic subjects and behavior, and measures taken to provide individual support to the student (for children studying in educational institutions);
- a detailed extract from the history of his development, signed by the head physician of the hospital at the student's place of residence.

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