



PECULIARITIES OF WORKING WITH CHILDREN WITH MENTALLY RELATED IN THE CONDITIONS OF INCLUSIVE EDUCATION

Makhmudova Madinakhan Sobirkhanovna

Associate Professor of "Department of Education"
of Kokan University, PhD

Article history:	Abstract:
<p>Received: February 20th 2023 Accepted: March 20th 2023 Published: April 26th 2023</p>	<p>The article is devoted to the peculiarities of working with children with mental retardation (hereinafter referred to as MDD) in the context of inclusive education. The author identifies a range of problematic issues in teaching children in an inclusive class and solves them in a practical way. In the article, the author focuses on working with children with mental retardation, since currently pedagogical activity is more associated with this form of nosology. Gives a description of children with this pathology, indicates the causes and the need for corrective work</p>

Keywords:

According to the law, inclusive education is the provision of equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities.

A child with disabilities, studying in a special institution for the disabled, is isolated from the real society, which further limits his development. He, like any other child, needs education, upbringing and communication with peers. Inclusive education enables children with special needs to go to regular schools and learn with other children, and healthy children to show more empathy, empathy and understanding. They become sociable and tolerant, which is especially important for a society with a low level of tolerance.

Despite the fact that many years of experience in leveling classes with children with ZPR (VII type) in a mass school allows us to effectively design the pedagogical process with a "special" student, some issues of inclusive education remain unresolved.

How to organize a lesson in an inclusive class? How to distribute the training load mode? At what time and when to conduct remedial classes? What are the most effective methods, techniques and forms of training to choose for the formation of universal learning activities? How to competently build an educational process in order to maximally correct all mental processes in a child with disabilities and develop the creative abilities of gifted children?

The practice of working in an inclusive class, where there is one child with mental retardation among 30 students, makes it possible to determine the conditions necessary for teaching a child with mental retardation.

Students with mental retardation are children with deficiencies in psychological development, confirmed by the PMPK and preventing education without creating special conditions. Organic and / or functional insufficiency of the central nervous system, constitutional factors, chronic somatic diseases, unfavorable conditions of education, mental and social deprivation may appear among the causes of the development of mental retardation. Such a variety of etiological factors causes a significant range of severity of disorders - from conditions approaching the level of the age norm to conditions that require delimitation from mental retardation.

Numerous studies have established the following main features of children with mental retardation: increased exhaustion and, as a result, low working capacity; immaturity of emotions, will, behavior; limited stock of general information and ideas; poor vocabulary, unformed skills of intellectual activity. Perception is characterized by slowness. Difficulties in verbal-logical operations are revealed in thinking. Children with mental retardation suffer from all types of memory, there is no ability to use aids for memorization. They need a longer period for receiving and processing information.

All students with mental retardation experience, to one degree or another, pronounced difficulties in mastering curricula due to insufficient cognitive abilities, specific disorders of psychological development (school skills, speech, etc.), disturbances in the organization of activities and / or behavior.

In the course of the work, the most effective pedagogical conditions were determined that ensure the successful process of learning and development of each child in an inclusive class:

Organization of the learning process: "step-by-step presentation of the material, dosed help from an adult, the use of special methods, techniques and means that contribute to both the general development of students and compensation

for individual developmental shortcomings, alternating the activities of a teacher with normal children and children with disabilities).

Ensuring an individual pace of learning and advancement in the educational space for different categories of students with mental retardation.

Correctional orientation of the educational process.

At the heart of the practice of an inclusive form of education and upbringing is the idea of accepting the individuality of each individual student and, therefore, education should be organized in such a way as to meet the special needs of each child with disabilities. It focuses on the personalization of the learning process. In this regard, an individual educational route (hereinafter IER) is developed for each child with disabilities of a certain type of nosology.

Tasks of IER:

- ✚ identification of special educational needs of a child with disabilities;
- ✚ the implementation of individually oriented pedagogical assistance to a child with disabilities, taking into account the characteristics of development and individual capabilities;
- ✚ creating conditions for a child with disabilities to master the basic educational program of primary general education increase the level of general sensory, intellectual development correct visual-motor, optical-spatial disorders, general and fine motor skills to promote the formation of a student's positive assessment of himself and his abilities.

IER structure:

extracurricular activities;

activities aimed at the socialization of the child.

An individual educational route makes it possible to analyze the dynamics of the development of a child with disabilities, adjust tasks for the next period of study.

When designing a training session, I focus on drawing up a general plan with the inclusion of blocks of tasks for each student who, due to developmental characteristics, needs an individual approach.

The main thing in designing a lesson is to reflect the trajectory of the activity of a child with special educational needs in the class of "norm" children.

All children are different and this diversity obliges teachers to look for an individual approach to students and use various teaching technologies.

In practice, proven technologies and methods of working with children with mental retardation are widely used.

Pedagogical technologies

Game technologies. The implementation of game techniques and situations occurs when students work with didactic games.

Technology of differentiated learning. Differentiation is expressed in multi-level tasks.

Technology for including children with mental retardation in work in small groups. The organization of work in groups implies the full inclusion of a child with mental retardation based on an understanding of his capabilities.

Project technology. Assumes the presence of a problem that requires integrated knowledge and research search for its solution.

Elements of problem-based learning.

Elements of advanced learning using support schemes (S.N. Lysenkova)

Information and communication technologies. Performing individual tasks on the computer.

Technology for correcting learning and behavioral difficulties. Correction should be aimed at stimulating the development and formation of coordinated activity of various brain structures through specially designed motor exercises and educational games.

Technologies for assessing the achievements of students with mental retardation:

- criteria assessment;
- self-assessment by the student of work already completed, but not verified by the teacher, using iconic symbols;
- mutual evaluation;
- cumulative assessment in the form of portfolio management.
- Methodological methods of organizing educational activities
- simplification of tasks for students with disabilities;
- replacement of written assignments with alternative ones;
- reduction in the amount of work performed by the student;
- organization of work in pairs, groups, with a student consultant;
- use of clear uniform algorithms for work;
- use of iconic symbols;
- duplication of tasks from the board and in the printout for a student with disabilities;
- when studying complex topics in the course of the uzbek language and mathematics, planning the individual activities of a child with disabilities before starting classes in a general education class.

To enhance the activities of children with mental retardation in the classroom and in individual correctional classes, the following are used:

Pictures-pictograms for illustrating the algorithm of activities, designating the various stages of the lesson, managing behavior.

Reference schemes are the conclusions that students must come to at the moment of explaining or summarizing the material.

Signal cards when performing tasks for verification, for feedback from the teacher and the student at the stage of reflection.

The technique "Labels in the margins" is used to overcome the disorientation of students on the board, in a notebook.

"+" This is new

"-" Thought otherwise

"V" I know that.

"?" I'll ask the teacher.

Reception "Find the mistake"

The "Color Dialogue" technique is used to record all positive changes in the development dynamics of a student with disabilities relative to himself with the help of colored pencils.

Reception of algorithmization. These are various memos-instructions in which the sequence of actions for solving problems, equations, and computational skills is recorded.

The perception of the material at a certain stage with closed eyes is used to develop auditory perception, attention and memory; switching the emotional state of children during the lesson; to set children up for a lesson after vigorous activity (after a physical education lesson); after completing an advanced task.

The use of a variety of methodological techniques stimulates the cognitive activity of students with disabilities, develops their abilities, actively involves them in the educational process, stimulates the independent activity of students.

Particular attention should be paid to the remedial orientation of education, remedial work is carried out at each stage of the lesson and in individual lessons, while using the general rules and principles of remedial work: an individual approach to each child, prevention of fatigue, the use of methods for activating students' activities, the manifestation of pedagogical tact.

Bibliography:

1. Mansurjonovich, J. M. (2023). Designing an electronic didactic environment to ensure interdisciplinary integration in the teaching of "Informatics and information technologies" during professional education. *Confrencea*, 11(11), 78-82.
2. Mansurjonovich, J. M., & Davronovich, A. D. (2023). INTERDISCIPLINARY INTEGRATION IS AN IMPORTANT PART OF DEVELOPING THE PROFESSIONAL TRAINING OF STUDENTS. *Open Access Repository*, 9(1), 93-101.
3. Axmedova, Z., M. Ayupova, and M. Xamidova. "Speech therapy game." (2013).
4. Muminova, L., and M. Ayupova. "Speech therapy." *T.: Kituvchi* 23 (1993).
5. Sobirkhonovna, Mahmudova Madina. "THE IMPORTANCE OF THE USE OF PROJECT TECHNOLOGY IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF STUDENTS IN THE PROCESS OF INDEPENDENT LEARNING." *EURASIAN EDUCATION, SCIENCE AND INNOVATION* (2020): 29.
6. Maxmudova, M. S. "Logopediya.
7. Sobirxonovna, Maxmudova Madinaxon. "GENEALOGY OF SCHOLARS AFTER THE 15TH CENTURY IN THE STUDY OF SPEECH DEFİCİT." *Confrencea* 11.11 (2023): 21-25.
8. Sobirxonovna, Maxmudova Madinaxon. "The genealogy of thoughts of the manifestations of ancient antiquity in the study of the speech deficit of dislaliya." *Confrencea* 11.11 (2023): 17-20.
9. Shukhratovich, Makhmudov Khurshid. "Importance of didactic games in speech development of mentally retarded children." *Asian Journal of Multidimensional Research* 11.11 (2022): 20-23.
10. Shuxratovich, Maxmudov Xurshid. "Socio-Psychological Of Children With Speech Impairment Adaptation Features." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429* 11.11 (2022): 243-248.
11. Erkaboyeva, N. Sh, and Akbarov Sardorjan Sadiqjan Ugli. "Nclusive education and inclusive society." *Asian Journal of Multidimensional Research* 11.11 (2022): 10-14.
12. Sobirkhonovna, Makhmudova Madinaxhan, and Goyipova Nodira. "Theoretical aspects of the development of academic mobility of future speech therapists in dual education." *Asian Journal of Multidimensional Research* 11.12 (2022): 148-154.
13. Raximovna, Teshaboeva Feruza. "METHODICAL CLUSTER-AS AN INNOVATIVE MECHANISMS TO INCREASE THE EFFICIENCY OF HIGHER EDUCATION." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429* 11.11 (2022): 100-106.
14. Rakhimovna, Teshaboeva Feruza. "IMPROVING THE EFFECTIVENESS OF TEACHING THE MODULE" SPECIAL METHODS OF TEACHING THE MOTHER TONGUE" IN HIGHER EDUCATION AS A PEDAGOGICAL, METHODOLOGICAL PROBLEM."
15. Тешабоева, Ф. Р. "ТЕХНОЛОГИИ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ПРЕПОДАВАНИЯ МОДУЛЯ «СПЕЦИАЛЬНАЯ МЕТОДИКА ПРЕПОДАВАНИЯ РОДНОГО И РУССКОГО ЯЗЫКА» В ВЫСШЕМ ОБРАЗОВАНИИ." *Образование. Наука. Культура: традиции и современность*. 2022.
16. Sodiqovna, Rakhimova Khurshidahon. "USE OF INNOVATIVE TECHNOLOGIES IN THE FORMATION OF SPEECH SKILLS IN CHILDREN WITH HEARING DISABILITIES." *Euro-Asia Conferences*. Vol. 1. No. 1. 2021.

17. Yuldashevna, Ayupova Mukarramxon, and Rakhimova Khurshidahon Sodiqovna. "CORRECTION-PEDAGOGICAL WORK SYSTEM OF PREPARATION OF CHILDREN FOR INDEPENDENT ACTIVITY AFTER COCHLEAR IMPLANTATION." *Archive of Conferences*. Vol. 10. No. 1. 2020.
18. Sodiqovna, Rakhimova Khurshidahon, and Kadyrova Mahzuna Shamshidinovna. "DEVELOPING HEARING PERCEPTION IN HEARING-IMPAIRED CHILDREN OF PRESCHOOL AGE." (2021).
19. Rakhimovna, Teshaboyeva Feruza. "DIDACTIC AND MOTIVATIONAL OPPORTUNITIES FOR TEACHING IN HIGHER EDUCATION ON THE BASIS OF INNOVATIVE TECHNOLOGIES." (2021).
20. Sadikovna, Rakhimova Khurshidakhon, et al. "ESHITISHIDA NUQSONI BO'LGAN BOLALARNING TASNIFI VA TIPOLOGIK XUSUSIYATLARI." *Conference Zone*. 2023.
21. Sadikovna, Rakhimova Khurshidakhon. "Features of cochlear implantation rehabilitation." *Galaxy International Interdisciplinary Research Journal* 11.1 (2023): 333-336.
22. O'ghiloy, Rakhimova Khurshidakhon Sadikovna Kurbanuva. "CHILDREN WITH LOCAL MOVEMENT DEFECTS." *Confrencea* 11.11 (2023): 226-230.
23. Shuxratovich, Maxmudov Xurshid. "SOCIO-PSYCHOLOGICAL OF CHILDREN WITH SPEECH IMPAIRMENT ADAPTATION FEATURES." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 243-248.
24. Dilbarkhan, Yuldasheva, and Khudoynazarova Nailakhon. "CORRECTIVE WORK CARRIED OUT IN COLLABORATION WITH A SPECIAL SCHOOL DEFECTOLOGIST AND FAMILY." (2021).
25. Sadikovna, PhD Raximova Xurshidaxon. "Stages of pedagogical and psychological rehabilitation of children with cochlear implants with hearing impairments." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 192-198.
26. Хайитов Л. Р., Уктамова Ш. Г. Осознанный выбор школьников с ограниченными умственными возможностями, а также влияние семейной среды, социальной-психологии //Евразийский Союз Ученых. – 2016. – №. 6-3 (27). – С. 50-53.
27. Shahnigor, Rakhimova Khurshidakhon Sadikovna Khomidova. "FORMATION OF KNOWLEDGE, SKILLS AND COMPETENCES IN THE PROCESS OF TRAINING CHILDREN WITH HEARING DEFECTS TO WORK." *Confrencea* 11.11 (2023): 188-192.
28. Jo'rayevich, Yuldashev Sodirjon. "ORGANIZATIONAL AND METHODOLOGICAL WORK NECESSARY FOR THE INTRODUCTION OF INCLUSIVE EDUCATION INTO PRACTICE." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 159-164.
29. Solievnova, Mirboboyeva Nodiraxon. "GAME TEACHING TECHNIQUES FOR PRESCHOOL CHILDREN." *Web of Scientist: International Scientific Research Journal* 3.4 (2022): 1260-1262.
30. Shermatovna, Erkaboyeva Nigora, and Akbarov Sardor Sodiqjon O'g'li. "Conditions of inclusive education." *Web of Scientist: International Scientific Research Journal* 3.7 (2022): 1-4.
31. Erkaboeva, Nigora Shermatovna, and Mukhtorova Maftuna Bakhromovna. "A MODERN APPROACH TO THE FORMATION OF PROFESSIONAL COMPETENCE IN FUTURE DEFECTOLOGISTS." *Galaxy International Interdisciplinary Research Journal* 10.12 (2022): 1723-1725.
32. Khatamjon, Islamjon, and Haydarov Islamjon Khatamjon Ugli. "Mechanisms to increase the efficiency of scientific education in the system of special education the mechanism of increasing the efficiency of classes scientific education in the system special images." *Asian Journal of Multidimensional Research* 11.12 (2022): 26-29.
33. Hatamjon o'g'li, Haydarov Islomjon. "TECHNOLOGIES FOR THE FORMATION OF THE SKILL OF CREATIVE THINKING IN WEAK AUDITORY STUDENTS." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 265-271.
34. Oppakhho'jayev, Son Of Khojikhujaja Azimjon. "Technologies For Developing Inclusive Readiness Of Families Based On A Competent Approach." *Asian Journal Of Multidimensional Research* Issn: 2278-4853.
35. Ogli, Oppokhojayev Khojikhujaja Azimjon. "METHODS FOR THE FORMATION OF INCLUSIVE CULTURE IN SCHOOLS." *Confrencea* 11.11 (2023): 133-137.
36. Azimjon o'g, Oppoxo'jayev Xojixujaja, and Yigitaliyeva Sarvinoz. "INKLYUZIV TA'LIM SAMARADORLIGINI OSHIRISHDA OILA VA MAKTAB HAMKORLIGINI KUCHAYTIRISH IJTIMOY-PEDAGOGIK MUAMMO SIFATIDA." *Conference Zone*. 2022.
37. Shavkatjon o'g'li, Nabiye Ravshanjon. "BOSHLANG 'ICH SINF AQLI ZAIF O 'QUVCHILAR NUTQINI O 'STIRISH." *RESEARCH AND EDUCATION* 1.1 (2022): 263-267.
38. Raximovna, Teshaboeva Feruza. "RINOLALIYADA OPERATSIYADAN KEYINGI KORREKSION ISHLAR." *Conference Zone*. 2023.
39. Rakhimovna, Teshaboeva Feruza. "Teaching of sciences in higher education on the basis of innovative technologies." *Asian Journal of Multidimensional Research* 11.12 (2022): 141-147.
40. Rakhimovna, Teshaboeva Feruza. "IMPROVING THE EFFECTIVENESS OF TEACHING THE MODULE" SPECIAL METHODS OF TEACHING THE MOTHER TONGUE" IN HIGHER EDUCATION AS A PEDAGOGICAL, METHODOLOGICAL PROBLEM."
41. Raximova, Muniraxon Ilxomovna, and Dilobarxon Muxammadaliyeva. "ESHITISHIDA NUQSONI BO 'LGAN BOLALAR BILAN ISHLASHDA LOGORITMIKANING O 'RNI." *INTERNATIONAL CONFERENCES*. Vol. 1. No. 1. 2023.

42. Erkinovna, Ravshanova Inoyat, Yuldashev Sodir Jo'rayevich, and Raximova Muniraxon Ilxomovna. "The Main Problems Of The Inclusive Education Sector." *Journal of Positive School Psychology* 6.11 (2022): 3104-3113.