INFORMATION AND COMMUNICATIVE TECHNOLOGIES AS A MEANS OF INCREASING THE EFFICIENCY OF INCLUSIVE EDUCATION OF CHILDREN WITH DISABILITIES

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Inclusive education is a system of educational services based on the principle of ensuring the right of children to education and the right to receive it at the place of residence, which provides for the education of a child with special educational needs in a general educational institution. When defining the essence of inclusion, it is important to pay attention to three elements that illustrate its characteristic features, in particular:

(a) inclusion is a process that should be seen as an ongoing search for effective ways to meet the individual needs of children;

(b) inclusion is about identifying obstacles and overcoming them;

(c) inclusion implies a certain emphasis on those groups of students who are subject to "risk" of exclusion from the educational process or limitations in learning.

In addition, the main criterion by which all students with developmental disabilities should be trained is the full satisfaction of their educational needs. In the Republic, the Fund for the Support of Social Initiatives (hereinafter - SISF) has been implementing the project "Inclusive Education in Uzbekistan" since 2007. The main goal of the project is to create equal opportunities in education for children and adolescents with disabilities.

The project "Inclusive Education in Uzbekistan" is aimed at promoting the model of continuous inclusive education in the republic through a phased introduction into the system of primary, secondary, secondary specialized and higher education, as well as creating conditions for improving the quality of inclusive education. Within the framework of this project, the concept of "National model of inclusive education" has been developed, which is being introduced into the system of preschool and school education by creating mixed groups and classes on the basis of pilot kindergartens and schools in Termez, Karshi, Navoi, Samarkand, Jizzak, Gulistan, Tashkent , Andijan, Fergana, Kokand, Urgench and Nukus. The peculiarity of the national model of inclusive education is that it is built taking into account domestic and foreign experience. According to the SISF, at present over 600 children study and educate in pilot kindergartens, schools, lyceums and colleges in these cities in mixed groups and classes. In Uzbekistan, the practice of inclusive education goes back centuries. It is known that the great scientist of the Middle Ages al-Bukhari had impaired eyesight, but was educated in a madrasah. What is inclusive education? These are conditions in which children who find themselves in difficult life situations, whether they are with disabilities or left without family education, can receive education in the same conditions as other children. Today in the Republic practically all pupils of the Mehribonlik children's homes study in general education schools. There are only two special schools at 28 orphanages. Incidentally, there have been changes in this direction, that is, if earlier special classes were created from pupils of orphanages, then today this is not practiced. Children with disabilities have the right to choose between general education and specialized schools. There are 86 specialized boarding schools in the republic, the development of which the state pays no less attention to than general education. This is how the Uzbek experience in the development of education differs from many foreign ones, in which attempts were made to transfer all children with disabilities to general educational institutions.

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The study of computer science and information technology is most effective in small groups. It is easier to teach and interest a student when he learns a single stream of visual and sound images, in view of the fact that not only informational, but also emotional influence is exerted on him. Involvement of all senses leads to the maximum increase in the degree of assimilation of the material in comparison with conventional methods. Individual dialogue communication with the help of text, music-speech and video-graphic inserts is so intense that it greatly facilitates the learning process. This pattern is confirmed by UNESCO data: with visual perception, about 25% of information is assimilated, with audio perception, 12%, and with audio-visual perception, up to 65% of the perceived information [8].

Based on the foregoing, it can be concluded that the implementation of the capabilities of modern information technologies expands the range of types of educational activities, improves existing and generates new organizational forms and methods of teaching. Information and communication technologies help make the learning process of a child with disabilities more individualized, variable and effective. A lesson with the use of modern information technologies for children with disabilities contributes to the solution of one of the main tasks of correctional education - the development of the student's individuality, his ability to navigate and adapt in modern society. The computer greatly facilitates the process of information exchange of children with the surrounding society - access to the necessary information and presentation of the results of their own information activities in a generally accepted form - and expands real opportunities for participation in various spheres of socio-cultural life, including education and professional activity.

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