

**ACTIVITIES FOCUSED ON EDUCATIONAL WORK FOR CHILDREN
WITH SPECIAL EDUCATIONAL NEEDS IN MY COUNTRY****TAFU teacher Bovanova Umida Abduvahobovna****TAFU student Abdurakhmanova Durdona Dilshodjonovna****Email:** umidabovanova@gmail.com

Abstract: In this article, the issues and problems that should be paid attention to for children with special educational needs to grow up, develop, and learn have their place in society, and they're dedicated to the solution.

Keywords: inclusive education, child, need, specialized state educational institutions, blind, hearing impaired, deaf pedagogy.

Enter. To ensure the implementation of the decision of the President of the Republic of Uzbekistan No. PQ-4860 of October 13, 2020, for the growth, further development, and education of children with special educational needs in our country, the Cabinet of Ministers has approved "Special "Measures to further improve the system of education for children with educational needs". By this decision, he stated the following.

A regulation on the procedure for organizing inclusive education in general secondary education organizations was formed, and several educational activities were defined in this regulation.

The main part. According to the results of the medical examination, when it is determined that the student has diseases (pathological conditions) that are the basis for individual education at home, the medical advisory commission confirms that the student needs individual education at home. the procedure for issuing a medical report will be determined. These are the list of diseases that are the basis

for individual education at home and the form of the lesson schedule developed by the school, taking into account the health status of the student, in agreement with parents, and individual education at home. It was established that the student's assessment book, which is kept separately for each subject, should be carried out according to the established procedure.

Psychological guidance on sending children with special educational needs to state specialized educational institutions (schools, boarding schools) for children with physical, mental, sensory, or mental disabilities in the system of the Ministry of Public Education of the Republic of Uzbekistan - the procedure for the establishment of medical-pedagogical commissions (hereinafter referred to as psychological-medical-pedagogical commissions) and their activities were determined.

These are the procedure for organizing the education of children with special educational needs by their psychophysical capabilities, the goals, and tasks of psychological-medical-pedagogical commissions, the procedure for organizing the activities of psychological-medical-pedagogical commissions, psychological-medical-pedagogical commissions the procedure for document review was established.

Special rules and principles have been defined in the regulation on the procedure for organizing vocational training courses for children with special educational needs in specialized state educational institutions. In particular, the state model of vocational qualification, which gives the right to work to students who have completed vocational training courses in specialized state educational institutions for children with special educational needs, including blind and hearing-impaired children was appropriate to issue a certificate form. The main purpose of this is the formation of skills and abilities in the socialization of children with special educational needs. In this regard, several educational and organizational activities are being carried out in our country.

In the concept of development of inclusive education in the public education system in 2020-2025, on the development of inclusive education in Uzbekistan, improvement of the education system for children with special educational needs, and improvement of the quality of educational services provided to them also set the main priority tasks.

The principles defined in the tasks show that in our country practical work activities for children with special needs are worthy of praise.

In our country, correctional pedagogical and educational work is carried out with children with visual impairments in multidisciplinary specialized preschool educational organizations. January 4 is World Braille Day. In fact, it was on this date that the French pedagogue Louis Braille, who discovered the dot-relief alphabet for the blind, was born. The scientist's birthday is commemorated today with his invention. From the outside, writing and reading such a font seems extremely difficult, but it is as natural and easy for a blind person to read and write in block type as for a healthy person. Braille is printed in millions of texts and is used to adapt computer technology and create comfortable environments around the world.

Blind children who learn to write with raised dots remember the correct spelling of words and punctuation, which cannot be learned by listening alone. It was Braille that helped blind people become part of the mainstream education system. It provided the opportunity to graduate not only from schools but also from universities and academies, to defend dissertations, and to become a scientist, practical, and theoretical researcher in all fields of knowledge.

Today, training sessions aimed at developing the basic skills necessary for the successful use of the Braille alphabet are being held for blind children. They include orientation in a plane, tactile inspection, recognition of tactile stimuli, and coordination of hand movements.

Deaf pedagogy develops issues of special education and the upbringing of deaf or hard-of-hearing children. The methods used in this field are:

- 1. Lip reading:** In this method, the teacher confronts the student and demonstrates the correct pronunciation of the speech. The student also looks at the teacher's lip movements and tries to pronounce the speech correctly.
- 2. Typing:** In this method, deaf or hard-of-hearing children learn to speak using a typewriter.
- 3. Linguistics:** In this method, deaf or hard-of-hearing children try to pronounce the speech correctly by showing the movement of the speech organs when the words are pronounced.
- 4. Speaking:** In this method, children who are deaf or hard of hearing learn to speak.
- 5. Lip reading:** In this method, students lip read.

These methods are the most popular methods used in the field of Sign Pedagogy.

Forms of organization of education and upbringing of hearing-impaired children are also important components in the conditions of inclusion. In the conditions of the traditional classroom system existing in the school, it is necessary to widely use forms of work such as group, small group (teams), pair work, and tutor's individual work with students. Deaf or hard-of-hearing children have good opportunities to participate in group activities in the class. Lessons are conducted in a non-standard form: business, role-playing, lesson-KVN, lesson-competition, lesson-conference, educational-practical exercise. The participation of a child who does not work on a research or creative project with other students, presenting and defending these projects has great potential.

Summary. Instead, it can be said that inclusive education is an effective and generous program created by our government with infinite love for children with

disabilities. to transform into the desired person in the case that he has imposed on himself.

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