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THE FEATURES OF USING INTERACTIVE METHODS IN THE PROCESS OF INCLUSIVE EDUCATION IN PRIMARY CLASSES

Feruz Sakhidovna Shayunusova,

Student of Tashkent State Pedagogical University named after Nizami

feruzashayunusova@gmail.com

Barno Sayfutdinovna Abdullayeva

*Doctor of Pedagogical Sciences, Professor of Tashkent State Pedagogical University
named after Nizami*

barnoabdullaeva@gmail.com

ABOUT ARTICLE

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Abstract: The issue of education and upbringing of children with disabilities or special needs is one of the most urgent issues of today. Inclusive education is a process of development of general education that ensures the opportunity for children with special needs to receive education, and assumes the existence of education for all in terms of adapting to the different needs of all children. Inclusive education is important for children with special needs to grow spiritually and physically, to achieve active participation in the life of society like all children. This article discusses the features and advantages of the inclusive education process, the specific aspects of using interactive methods in the inclusive education process.

INTRODUCTION

Currently, a number of activities are being carried out in our country in order to increase the level of development of children in need of special assistance, to further expand their opportunities, and to develop their abilities. In particular, these issues were addressed specifically in the new version of the Law on Education and the System of Education for Children with Special Educational Needs. The concept of inclusive education was used for the first time in the new version of the Law on

Education. Inclusive education is derived from the French word "inclus", which translates as "includes" and refers to the education of people with special needs and conditionally healthy, without health restrictions in joint education (Akbarovna, 2022). Inclusive education is the provision of equal access to education in educational institutions for all pupils, taking into account the diversity of special educational needs and individual capabilities. This law allows children with disabilities to receive equal education with their peers.

Inclusive education should not be understood in the narrow sense that children with disabilities and healthy children study together. In fact, this means that both types of children receive education in the same conditions, under the same attention, without differentiation. This type of education has a number of advantages. For example, children integrate in the society. Children with special needs do not stay only in treatment centers or in the circle of close relatives. They consider themselves equal members of society like other children. Therefore, it is one of the urgent tasks of the day for every young generation growing up today to consider themselves necessary for the Motherland, to consider themselves a useful person for society, to be able to use their opportunities fully to meet their needs.

MATERIALS AND METHODS

Inclusive education is the process of development of general education, which implies the availability of education for all in terms of adapting to the different needs of all children, including children with special needs. UNESCO defines inclusion as “a dynamic approach that embraces the diversity of children and treats individual differences not as a problem but as an opportunity to enrich the process.” Inclusion is a social concept. Inclusion in education is the stage of inclusion in society. The idea of an inclusive society is to transform society and its institutions in a way that promotes the acceptance and participation of all members of that society. Inclusion is recognized as a developed, humane and effective education system not only for children with special needs, but also for healthy children. This is a necessary condition for creating a truly inclusive society in which everyone can feel the participation and relevance of their actions. According to Aripova (2023), we are

committed to giving every child, regardless of their needs or other circumstances, the opportunity to reach their full potential, contribute to society and become a full member. Inclusive education includes special responsible work, such as helping children in need of education and education to adapt to social life, effective implementation of these tasks, practical assistance to special field workers and parents of disabled children (Nam, 2019).

There are two main reasons for having children with special needs to general education institutions: First, children with special needs can interact with healthy children. If inclusive education is organized appropriately, children with special needs will be protected from the social side, and healthy children will feel the greatness of recognition of social justice and equality to treat disabled children more kindly and attentively. Secondly, disabled children have the right to study and be educated alongside their healthy peers. Children with disabilities should not be treated as disabled, but these children should be treated in all aspects (Lindsey, 2003). This requires the planning of education for children with special needs, taking into account the needs that may arise during their entire life. Special conditions should be created for children with disabilities for the successful development of the general education program. First, 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. 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 (Shermatova, 2022):

- to have flexible forms of teaching, interactive teaching methods;
- the ability to stimulate the independence of cognitive activity;
- the ability to work in a team, to interact with specialists to create psychological and pedagogical support for the education of children with special needs;

In this regard, teachers should not only verbally convey knowledge to children, but also show it in practice and help children acquire knowledge. It is very important to see each pupil as a separate person - possessor of abilities. It is necessary to take into account the abilities and interests of children along with the scope of their knowledge when evaluating the assignments. This helps children to consider themselves as separate individuals and to be able to express their critical opinions freely.

Educators use interactive methods to make the lesson process more interesting and understandable when teaching in primary grades, especially in the first grade, it is necessary to take into account the age, physiological and psychological characteristics of children with special needs. The use of game technologies in education is one of the most effective tools. During the game, their thinking, outlook, and thinking will expand. Scientists believe that the game approach to education facilitates the learning process. It not only makes it easier, but also increases the interest in this subject and encourages the child to acquire deep knowledge. Game-style lessons help children develop their oral language. First graders really like different visuals with pictures or videos. Games should be regularly used to develop their speech through different colored pictures. For example, games such as "What is this?, Who is this?, Who knows the most words?" It is necessary to pay attention to the principle of individualization of education when presenting the subject with the help of computers. Some pupils find it difficult to accept the graphic image of the word, and some have difficulty with the sound image.

Focusing on more interactive methods will increase the effectiveness of education. One of the most important requirements for today's classes is to teach independent thinking. Today, teachers should study the experience of foreign pedagogues and use innovative methods and new pedagogical techniques. Primary school teaching methods are slightly different from regular teaching methods as primary school pupils are very young. The educational space is characterized as a very dynamic environment where learners of different abilities and personalities come together, and the task of teachers is to be creative and innovative in order to

meet the individual needs of each of them. It is important to have effective teachers who are able to implement instructional strategies. There are some good teaching methods that can be implemented in elementary schools in inclusive education:

1. Visualization

Visualization help pupils understand boring scientific concepts through visual and hands-on learning experiences and how to apply in real life

2. Cooperative learning

Encourage pupils who are able to work together integrating children with special needs by encouraging small group or whole class activities.

3. Instructions upon request

Encouraging pupils to ask questions and explore their own ideas can help them improve their problem-solving skills and deepen their understanding of scientific concepts. Both are important life skills.

4. Differentiation

Differentiate and define the learning process by dividing tasks according to pupils' abilities so that no one is left behind.

5. Professional development

Participating in regular professional development programs is a great way to improve a teacher's teaching skills.

Being an effective teacher in inclusive education is not an easy task as every pupil is unique, but by using a combination of instructional strategies, teachers can take into account the learning styles and knowledge potentials and abilities of the pupils in the classroom and how to work with children with special needs. It is necessary to create a dynamic and motivational environment.

RESULTS AND DISCUSSIONS

It is very important to pay attention to the following when choosing games in inclusive education. The dignity of the person should be in the first place. Dignity should not depend on ability or personal achievements. It should be explained that the important thing is participation in the game, and the result is relative; to have the opportunity to develop human qualities such as children use each other, help each

other, create a friendly relationship. L.S. Vygotsky's idea that the health of the social environment is of primary importance for children with limited opportunities. Therefore, it is necessary to create a healthy environment in the classroom during the lesson, to try to open up the children to their full potential. When choosing a game for training, it is important to pay attention to the limited capabilities of children. For example, musculoskeletal disorders. Children with locomotion disorders have difficulty walking, grasping and holding objects; self-care skills are not formed, can move independently, even at a limited distance, movement disorders are moderate; Children with partial self-care skills include children who act independently, who have self-care skills but perform some activities incorrectly.

Here, we analyze some motor exercises and games that develop them:

-Fine motor is motor movement resulting from the coordinated work of the small muscles of the hand and eye, fun puzzles, crafting with beads, counting sticks, seeds, and more;

-Drawing and various crafts. Exercises on drawing, painting, drawing on the contours of objects, drawing based on grids and patterns; it is appropriate to use games with water, sand, tapes, rubber bands, etc. Through these actions, it is possible to improve the movement of children's hand muscles. In such games, of course, healthy children in the class should complete tasks together with children with disabilities and help each other.

- Visual impairment. Visual impairment is a psychophysical defect manifested in the limitation or absence of visual perception that affects the entire process of formation and development of a person. When working with visually impaired children, there are several requirements to take into considerations. For example, the lighting of the room, the constant maintenance of the position of the equipment in the classroom, the color of the room, the height of the desk, and so on. When working with children with visual impairment in the classroom, teachers might use backgrounds which will improve visual perception when displaying objects in games, placing objects on a black and white background or on a green (calming), brown (calm, contrasting) or orange (stimulating) background displaying, matching the

object and the background to color, thereby achieving better vision in all details, ensuring that objects are large, bright, clear in shape and details, placing objects so that they stand out from each other, they are one it is necessary to try not to combine the line and the point. Besides, the teacher should pay attention to his/her speech. The speech of the teacher should be expressive and clear, it is important to express all actions during the lesson, writing, drawing or experimenting through speech. Because a child gets more information and imagines through hearing. For example, a game can be organized with children with visual impairments in the "Pets" section of the 1st grade mother tongue and reading literacy textbook: you need a picture of a farm, a model, models and pictures of domestic animals. It is necessary to pay attention to the uniformity of the layout and pictures. The children are first given the task of familiarizing themselves with the location of pets in the model. In this way, children's ability to identify the properties and differences of objects with the help of sight and touch can be strengthened and developed as well. Children are asked to place the pictures on the picture of the farm as in the model. Through this game, children's attention is developed, it allows them to see things more vividly by feeling them through intuition.

-Hearing impaired children. Hearing-impaired children are children whose ability to identify and understand sounds is completely (deaf) or partially (hard-of-hearing) reduced. The ability to swell plays an important role in the development of a child. With the help of hearing, the child learns to understand sounds, imitate sounds and speak. The ability to hear allows the child to develop intellectually, to hear danger signals, to determine the direction, and communicate with other children. Hearing loss deprives the child of an important source of information and limits his intellectual development. However, these features can be compensated by the use of special methods and technical tools in training. Hearing impairment affects the development of speech and the formation of thinking, memory, attention, perception, imagination, behavior and personality in children. Learning long-term memory in hearing impaired children is done through question and answer. Question-and-answer is appropriate not only on the current topic, but also on the topics covered. When

working with the text, such children should be taught to replace words with meaningful words and explain the content of the read text in their own words. It helps to develop the thinking memory of hearing impaired children. From the types of games, you can use role-playing games. In the process of role-playing, hearing-impaired children represent the lives of people, their activities and interactions based on the roles given to them. During the game, the perception of the environment is defined, deepened, their knowledge expands, and their interests are formed. During the game, children learn the rules of social behavior. One of the characteristic features of the game is the use of objects used in life for a different purpose. When using objects in the game, healthy children can easily change the name to another object. It is a bit difficult for hearing impaired children. Because such children pay more attention to the nature of the object, not to the conditional name given to it.

-Speech defect. When working with speech-impaired children, the pedagogue should pay attention to the followings:

- to talk to children clearly and correctly;
- to pay attention to speech material: memorizing poems, conducting conversations based on pictures, stories from a series of pictures making up, retelling fairy tales;
- to use available equipment made of various materials for performing staged fairy tales, theater games, puppet theaters with children;
- to play phonetic games and aimed at normalizing breathing use of games;

It is necessary to monitor the friendly attitude of the surrounding people to children with severe speech defects. Because criticism and ridicule can worsen his speech and negatively affect the child's development. It is known that play is the natural state of children. Children who have not yet fully developed speech are fonder of life-themed games, because they do not require much imagination and consist of familiar scenes that are observed every day. However, children whose speech is not fully developed, game activity is much slower than in children with normal speech development, and the game is not expanded with new details.

CONCLUSION

To conclude, it can be seen from the above that working with children with disabilities requires special skills from educators. It is necessary to explain to children with disabilities that they are also a social stratum of society and that they are members of society with equal rights through various methods and means. In this case, games are the best tool for us. It is necessary to take into account the psychology, capabilities, interests, and talents of each child in order to prevent them from being separated from the rest of the children in the class. It is also necessary to pay attention to these features when choosing games. Let children learn the lesson through games and discover their talents. Only then can all children with disabilities achieve active participation in society. Inclusive education is effective in the spiritual and physical growth of children.

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