

PROVIDING QUALITY EDUCATION IN THE PROCESS OF IMPROVING THE QUALITY AND EFFICIENCY OF EDUCATION - THE REQUIREMENT OF THE TIME

Makhmudova Madinakhan Sobirkhanovna

Associate Professor,

Department of Special Pedagogy, Kokon DPI, etc

Yoldosheva Jumagul,

Student of Speech Therapy

Annotation

Through this article, we will refer to the social resources about the gradual application of the principles of individualization to the educational process, the improvement of teaching methods, the legal basis for improving the quality of educational services for children with disabilities, and the specific aspects of creating an inclusive educational environment. can be had.

Keywords. Inclusive education, continuous education system, children with developmental problems, rehabilitation, social assistance.

INTRODUCTION

The Law of the Republic of Uzbekistan "On Guarantees of Children's Rights" defines the concepts of "child with a physical or mental developmental disability" and "disabled child". In the document: "A child with disabilities in physical and (or) mental development - a child with physical, mental, sensorial and (or) mental disabilities that are not sufficient to define a disability"; "A disabled child is a child who is in need of social assistance and protection due to physical, mental, sensorial and (or) mental disabilities, and is recognized as disabled in accordance with the law" According to the law, the rights of disabled children to receive medical and social assistance and education are guaranteed, and they have the right to choose the type of general education or specialized educational institution based on the recommendation of the medical-psychological-pedagogical commission and according to the wishes of the parents. In accordance with the tasks defined in the Action Strategy in the Decree of the President of the Republic of Uzbekistan No. PF-5270 of December 1, 2017 "On Measures to Fundamentally Improve the System of State Support of Persons with Disabilities", effective solutions of cases aimed at supporting individuals are envisaged. According to the Decree of the President of April 29, 2019 "On the Concept of Development of the National Education System until 2030" No. PF-5712, gradual application of the principles of individualization to the educational process, improvement of teaching methods, limited opportunities tasks such as improving the quality of educational services

for children and defining measures aimed at ensuring the right of every child of this category to receive inclusive education were defined. Among the tasks defined in the concept, the following related to the quality of education and teaching of mathematics in educational institutions are provided: "By 2030, PISA (The Program for International Student Assessment) of the Republic of Uzbekistan will be internationally achieving inclusion among the first 30 advanced countries of the world according to the rating of the student evaluation program; quality update of the content of the continuing education system; improvement of the teaching methodology, gradual application of the principles of individualization to the educational process; introduction of modern information and communication technologies and innovative projects in the field of public education".

Decision PQ-4860 of the head of our state dated October 13, 2020 "On measures to further improve the system of education for children with special educational needs" targeted and targeted implementation as an urgent issue. On the basis of this document, the implementation of tasks aimed at improving the living standards and quality of persons with disabilities, providing them with medical and social assistance and rehabilitation, improving their education, expanding inclusive education, and creating an informational environment is defined.

Each of the listed documents forms the legal and regulatory basis of the socio-political task of providing quality education to all children in our country.

As the entire history of pedagogy testifies, its advanced manifestations have always carried out research aimed at determining educational principles, conditions, factors, methods, and organizational forms that ensure the harmonious development of a person in all aspects in accordance with the socio-historical conditions of society. Those who went here, it is permissible to mention two aspects of the concept of "Education": on the one hand, it is the process of imparting social experience to the growing generation, that is, the process of education, on the other hand, it is the acquisition of social experience by a person, that is, a process of upbringing that is close to education. This interpretation of education is based on the understanding of its content as one of the factors of social development. The educational process, like a healthy child, is obliged to create an opportunity for a child with developmental problems to express himself in the leading types of activities typical for his age and capabilities. This opportunity is defined as a two-way process: on the one hand, this process is understood as the transfer of knowledge, skills, mental activity skills from subjects, and on the other hand, their positive emotional acceptance by the subjects of the educational process and conscious learning. is understood as being used. Learning material in an emotionally comfortable environment depends on a number of factors:

1. The attitude of tolerance of students and staff of general secondary schools towards a child with special needs.
2. Direct targeted participation of parents or relatives of children with special needs in inclusive education.

3. The inclusive class teacher works in close cooperation with a narrow range of specialists (speech therapist, speech therapist, psychologist, pediatrician, neuropathologist, psychiatrist, rehabilitator...).

4. The head of the inclusive school, subject teachers, psychologist, leader and other employees should have information about inclusive education.

5. A healthy and stable psychological environment that allows a child with special needs to feel comfortable in the classroom.

One should not forget the specific aspects of creating an inclusive educational environment based on the listed factors. They are:

- the importance of prioritizing the optimal visualization of the presentation of educational materials from all subjects for children;
- the ability of children with special needs to learn subjects depends on the level of speech development;
- the important condition of relying on individualization in determining the difficulty levels of educational tasks given in subjects;
- the effectiveness of teaching each academic subject depends on the content and organization of the preparatory period;
- the relevance of relying on interdisciplinary integration in ensuring the fulfillment of state educational standards.

In conclusion, it should be noted that qualities such as kindness, helping others, and supporting the needy, which are the characteristics of the Uzbek people, are important in the effective organization and development of inclusive education in our country. is an important supporting factor.

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