

## **Disabled Children in Inclusive Education, Problems in Teaching and Education**

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**Annotation:** In this article, we described the problems of introducing inclusive education in educational institutions in Uzbekistan. We have studied and described the following psychological problems. The pace of learning and the amount of knowledge, because it is difficult for children with disabilities to study at the prescribed pace in non-specialized correctional institutions. The problem considered and described is the establishment of psychological relationships between children with disabilities and healthy children.

**Keywords:** disabled children, inclusive education, support, person-oriented psychological approach, psychological development, educational services.

**INTRODUCTION:** In any society, inclusive education and its essence are viewed with great hope that the future heirs of children will grow up to be worthy citizens who feel responsible and contribute to the development and prosperity of the country. In Uzbekistan, which is increasingly known to the world as the Uzbek model of development, great attention is paid to protecting the rights of children. The fact that different special boarding schools and orphanages operate in our country along with educational institutions such as schools, lyceums, gymnasiums, and colleges is a proof of our opinion. As in many countries, there are specially organized schools for children with disabilities in Uzbekistan. Their task is to prepare children for special educational institutions. The International Organization for the Protection of Children bases the Convention system on the rights of the child as its main goal.

The International Convention on the Rights of the Child has put forward the idea of creating an educational system that takes into account the needs of all children and respects their rights and abilities. Because every child, whether he is healthy or disabled, has a unique character, interest, opportunity and need for knowledge. An educational system that takes into account the needs of all children, respects their rights and abilities, and aims to achieve social justice and equality is called inclusive education. Inclusive education is a process that involves the integration of disabled children into the educational process and the adaptation of general education schools to disabled children, with the main goal of social justice and equality. Inclusive education is based on the social model, which believes that the problem is not in the child, but in the program and methodology.

Inclusive education for families raising disabled children is an opportunity for comprehensive development and socialization of the child. But parents have many questions. How can a teacher explain the correct attitude to a child? Do you try to come to a general class or attend completely individual training? If you send your child to class, how can you be sure that he will not be harmed by teasing and bullying? Every parent wants their child to develop their skills and abilities to the maximum. Successfully join the school community. Inclusive education for families raising disabled children is an opportunity for comprehensive development and socialization of the child. But it is not always easy to realize the inner dream that your child is sufficiently developed and finds his life in society. Parents argue that many problems are not all teachers have the knowledge that allows them to implement the tasks of inclusive education (inclusion of disabled children in the conditions of a general education school), not in words, but in reality; under the inclusive education of children with disabilities in school.

For example:

- the child may become an object of teasing, discrimination or aggression by classmates;
- disabled children may have behavioral characteristics that seriously prevent them from Placing a disabled child in normal conditions is the first step towards integration. Integrated education focuses on the process of school attendance of a child with special needs, who has the problem of going to school. In integrated education, the child is considered as a problem. This educational system has the following forms: adapting to the environment of their peers.

A) Physical integration. This form of integration is aimed at reducing the physical difference between disabled and non-disabled children. A special department or class for disabled children can be organized next to a regular school.

B) Functional integration. This form aims to reduce functional problems between disabled and non-disabled children.

C) Social integration. This form of integration is aimed at reducing social problems and supports interaction between disabled and non-disabled children.

G) Such as integration into society.

A disabled child is often included in a general class because of his non-standard behavior interferes. It can be high anxiety with crying, hysteria. Attacks of aggression or autoaggression may occur. Obsessive actions, walking around the classroom. Low self-absorption and the ability to communicate with the teacher and children. Systematic vector psychology training allows parents to gain a deeper understanding of the reasons behind any negative behavior symptoms. And it provides information on how to completely eliminate them or at least minimize them. The problem is that we mostly raise our children trying to give them what we think is "good". But the mentality of the child can be significantly different from the mother. The components of the professional competence of teachers to work in inclusive education include the following.

- 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-pedagogical support for the education of children with special needs; to form organizational skills with his talent.

Placing (transferring) children who need special education and children with developmental disabilities to special classes and integrated classes is carried out at the request of parents (legal representatives) and by order of the head of the educational institution. formalization is one of the main tasks.

Psychological and pedagogical support of disabled children assumes the teacher's ability to organize joint and individual activities of children with various types of health problems with healthy peers. The history of each child is correct. Collecting preliminary information about them will help to increase the knowledge about their abilities. One of the requirements for the professional activity of an inclusive education teacher is the requirement to monitor the child's emotional stability.

The structural features of the mentality of an inclusive education teacher (Mentality- mental, emotional, cultural characteristics, value orientations specific to a social or ethnic group, nation, people, nation) are the attitude: the child is the right of everyone to communicate, support and befriend their peers, regardless of their worth, abilities and achievements. Forms of psychological support for children with disabilities can be expressed by the fact that the diversity of their technologies is determined by the types and level of limitations of their capabilities, in general, the implemented technological sequence has common features.

Adding to the problem described above, there may also be a shortage of professionals working in inclusive learning environments. There is a lack of staff who serve as tutors in the implementation of

inclusive education in educational institutions. Also, before teachers start working in inclusion, they should undergo retraining in special, mainly psychological programs based on working with children with disabilities. With the help of retraining courses, teachers not only get information about the education of children with disabilities, but also find a psychological approach to children focused on a special person. From all the above points, we can conclude that introducing inclusive education in Uzbekistan is not an easy task, but it can be done. Problems in the process of creating an inclusive educational environment, including the lack of a psychological, methodological and legal framework, the need to change the professional training of teachers who are able to implement inclusive education programs and use a person-oriented psychological approach to children with disabilities comes with

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