



INCLUSIVE EDUCATION STRATEGIES FOR CHILDREN WITH SENSORY DISABILITIES AND CONDITIONS FOR THEIR IMPLEMENTATION

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Abstract: This article extensively discusses the relevance of inclusive education in the integration of children with sensory disabilities into the general education system, educational strategies, as well as the conditions necessary for their implementation. Individual approaches that meet the personal needs of each child, pedagogical methods, technological support, and the creation of a psychological environment are analyzed.

Keywords: inclusive education, special needs, sensory disability, defectology, typhlopedagogy, surdopedagogy, multimodal approach, adapted educational environment.

In today's globalization environment, the issue of equal participation of every child in education is a fundamental aspect of human rights. Inclusive education means creating conditions for all children, including those with physical or sensory disabilities, to study together in general education institutions. Involving children with visual, hearing, or other sensory impairments in education plays an important role not only in providing them with knowledge, but also in their formation as full-fledged members of society.

Sensory disabilities create significant obstacles to a person's perception of the environment. In such conditions, the organization of an education system that fully reveals the child's potential is a pedagogical and social task. In this regard, strategies and practices of inclusive education are one of the current scientific and practical problems.



Sensory impairments are conditions in which a person's sensory organs, especially the eyes and ears, are limited or impaired, and are divided into the following types:

- Blindness (complete blindness)
- Low vision (limited visual acuity)
- Inability to distinguish color (color blindness)
- Deafness (congenital or acquired)
- Partial hearing
- Incorrect perception of sound information

Sometimes a child may have both visual and hearing impairments at the same time, which further complicates the learning process.

Sensory impairments directly affect a child's perception of educational material, expression of his or her own thoughts, socialization, and psychological state.

Inclusive education is a system that ensures that all children, including those with disabilities, study in a general educational institution, taking into account their capabilities.

Basic principles:

- Equal opportunities
- Individualized approach
- Social integration
- Adapted environment and methods

Education organized on the basis of these principles creates the basis for the full integration of each child into society.

Strategies for working with children with sensory disabilities

Individual Education Plan (IEP) - is drawn up depending on the level of disability, cognitive abilities and psychological state of each student.

The plan defines: Teaching method, Materials used, Assessment criteria, Psychological approaches



Multimodal education- A method of more accurately conveying information by involving several sensory channels in the teaching process:

- Vision (picture, graphic, slide)
- Hearing (audio materials)
- Movement (tactile and kinesthetic methods)

Use of special technologies

- Braille books and screen teachers (for visual impairments)
- FM systems and subtitles (for hearing impairments)
- Speech synthesizers and communicative pictograms
- Screen magnifiers

Cooperation between teachers and assistant specialists

A defectologist, a typhlopedagogue, a surdopedagogue, a speech therapist and a psychologist contribute to the development of the student. The teacher uses their recommendations in the educational process. Implementation conditions Adaptation of the physical environment

- Specially lit classrooms
- Ramps and elevators
- Special writing desks
- Tactile corridors (for the blind)
- Readiness of the educational institution

-Staff training (on inclusive education). Provision of methodological manuals, Adjustment of the lesson schedule, Recommendations for home study, Motivational approaches, Assessment of the dynamics of the child's individual development, Regular monitoring of mastery, Control of the level of social adaptation.

Implementation conditions



Special training courses for teachers and assistant teachers. Participation of defectologists, speech therapists, sign language interpreters.:

Strengthening the material and technical base through public and private sector cooperation. Promotion of inclusive education on the basis of laws and regulatory legal acts.

Social cooperation - strengthening the participation of parents, NGOs, local communities. Systematic assessment of the results of inclusive education.

Adapted assessment criteria. An integrated approach is important to ensure the right of children with sensory disabilities to full education. Real inclusion can be achieved through strategic plans, adapted tools and social support.

The right approach to children with sensory disabilities in society, the implementation of the principles of inclusive education, can unlock their potential. Through pedagogical technologies, assistive devices, a system of social and psychological support, these children can also successfully receive education and lead an active life. Inclusive education is not only a pedagogical, but also a practical expression of humanistic principles.

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