

## THE EDUCATION SYSTEM IN SCHOOLS FOR CHILDREN WITH DISABILITIES

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**Abstract.** *In this study, we presented information about creating an educational environment for children with disabilities through positive attitudes and respect. They become people who do not ignore people in need of help, they accept the pain of others as their own.*

*According to the results of our study, when working with children with disabilities, the cooperation of parents is necessary in preparing children with disabilities for school. Therefore, we must contribute to supporting children with disabilities, taking into account the situation, and creating an inclusive educational environment so that they can use the created conditions for them. We believe that it is very beneficial for educational organizations to create an inclusive educational environment in groups when working with children with disabilities.*

**Keywords:** *Children with disabilities, inclusive education, upbringing, collaborative learning, psychological research, pedagogical approach.*

## IMKONIYATI CHEKLANGAN BOLALARNI MAKTABLARDA O'QITISHDA TA'LIM TIZIMI

**Annotatsiya.** *Ushbu tadqiqotda imkoniyati cheklangan bolalarga pozitiv munosabat va hurmat orqali tarbiyalash orqali ta'lim muhitini yaratish haqida ma'lumotlarni keltirdik.*

*Yordamga muhtoj insonlarga e'tiborsizlik qilmaydigan shaxsga aylanadilar boshqalarning dardini o'ziniki singari qabul qiladilar. Tadqiqotimiz natijalarida, imkoniyati cheklangan bolalar bilan ishlashda ota-ona imkoniyati cheklangan bolalarni maktabga tayyorlashda ota-onalar hamkorligi zarur. Shuning uchun biz vaziyatdan kelib chiqib imkoniyati cheklangan bolalarni qo'llab-quvvatlashimiz ularga yaratilib berililgan shart-sharoitlardan foydalanishi uchun o'z hissamizni qo'shishimiz va inklyuziv ta'lim muhitini yaratishimiz kerak. Imkoniyati cheklangan bolalar bilan ta'lim tashkiloti hamkorlik qilishda inklyuziv ta'lim muhitini guruhlarda yaratishi juda katta foyda beradi degan fikrdamiz.*

**Kalit so'zlar:** *Imkoniyati cheklangan bolalar, inklyuziv ta'lim, tarbiya, hamkorlikdagi ta'lim, psixologik tadqiqotlar, pedagogik yondashuv.*

## СИСТЕМА ОБРАЗОВАНИЯ ДЛЯ ДЕТЕЙ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ В ШКОЛАХ

**Аннотация.** *В данном исследовании мы представили информацию о создании образовательной среды для детей с ограниченными возможностями путем воспитания их*

*в духе позитивного отношения и уважения. Они становятся людьми, которые не игнорируют нуждающихся и принимают боль других как свою собственную. Результаты нашего исследования показывают, что при работе с детьми с ограниченными возможностями сотрудничество с родителями имеет решающее значение для подготовки детей с ограниченными возможностями к школе. Поэтому мы должны вносить свой вклад в поддержку детей с ограниченными возможностями, учитывая ситуацию, чтобы они могли воспользоваться созданными для них условиями, и создать инклюзивную образовательную среду. Мы считаем, что создание инклюзивной среды обучения в группах имеет большое значение при работе образовательной организации с детьми с ограниченными возможностями.*

**Ключевые слова:** *Дети с ограниченными возможностями, инклюзивное образование, воспитание, совместное обучение, психологические исследования, педагогический подход.*

### **Introduction**

Currently, in Uzbekistan, along with many other countries, opportunities are being created for the education, upbringing, and treatment of children with disabilities, and the rights of such persons and children are being strengthened and protected by legislation. The international standards of the United Nations Convention on the Rights of Persons with Disabilities, as well as the Law “On the Rights of Persons with Disabilities”, which provides for the use of the term “disabled” instead of the word “disability”, serve to express the rights and interests of persons belonging to the above category in our country. Timely and correct acquisition of speech allows a child to freely interact with people around him, helps to control his behavior, helps to develop the child's mental activity, and finally, facilitates the educational process at school. Children with disabilities enter the language later than their healthy peers, the time of saying the first word is delayed until the child is three, and sometimes even five years old. Students with disabilities also have difficulty in constructing sentences. Their sentences are simple, concise, there are many errors in the coordination of words, complex sentences are rarely used. Students with mental retardation have difficulty comparing one thing with another, revealing the causal connections of events, in addition, the lack of sufficient, clear understanding of events leads to the fact that the thinking of students with mental retardation remains completely unclear and incomplete. This type of educational practice is based on the idea of accepting the individuality of each student, therefore, the process should be organized in such a way that it meets the needs of a child with disabilities.

Therefore, the purpose of this work is to study modern technologies of teaching pedagogical technology in order to involve children with physical disabilities in the educational process and improve their results. Inclusive education is based on special didactic principles that must be followed when planning and organizing lessons. It is impossible to correct all mental processes during one lesson. The topic itself determines which analyzers will be most involved in the lesson. The correctional-developing task should be very specific. In general, none of the scientists requires a detailed, precise formulation of the correctional task, since this is not easy, but a clear correctional direction is still a prerequisite for a good lesson. Since it is permissible to draw up a general plan for the class, which includes blocks of tasks for each child who, according to their developmental characteristics, needs an individual approach and additional attention, this should be done in this way. The forms may be different; the main thing is to reflect the trajectory of the activity of an individual child in a class of "healthy" children during the lesson. In classes with students with disabilities, the content of technology is taught mainly in two forms. The first contains theoretical information, the second is practical, in which the teacher practically demonstrates the preparation of the object to be prepared in a practical session in order to form and develop knowledge and skills related to the mastery of practical activities. The majority of students with disabilities have a low level of cognitive activity, immature motivation for educational activities, a decrease in the level of efficiency and independence. Consequently, the search for and use of active forms, methods and techniques of teaching is one of the necessary means of increasing the effectiveness of the correctional and developmental process in the teacher's work. The activities of students should be aimed not only at memorizing the material, but also at independently acquiring knowledge, researching facts, identifying errors and drawing conclusions. Of course, all this should be done at a level convenient for students and with the help of the teacher. The level of personal cognitive activity of students with disabilities is insufficient, and to increase it, the teacher should use tools that help activate educational activities. Studies on the motivation of students with disabilities have revealed interesting things. It turns out that the value of motivation for successful learning is higher than the student's intelligence. In the event that the student's abilities are not high enough, high positive motivation can play the role of a compensating factor, but this principle does not work in the opposite direction - no abilities can compensate for the lack of motivation for learning or its low intensity and give a significant academic effect. Together with the current development of modern pedagogical technologies, we can achieve good results in teaching children with disabilities Technology.

Modern educational technologies are increasingly in demand by teachers, therefore, game and communication and information technologies are used in practice. The tasks of inclusive education are: to create the necessary psychological, pedagogical and correctional conditions for the education of children and adolescents with special educational needs in an educational institution, to implement general educational programs and corrective work aimed at their capabilities, to ensure their mental development and social adaptation; to guarantee equal rights of students in education by coordinating the activities of students of special educational institutions with educational organizations; to eliminate barriers between disabled and healthy children with the active participation of society and the family, to meet the needs of the child, and to adapt them to social life early; to implement the right of disabled children and adolescents to live separately from their families; to form an alternative attitude in society towards children and adolescents with disabilities. The advantages of inclusive education are that everyone benefits from inclusive practices. Through inclusive education, children grow up to be independent and self-reliant. Their fears are reduced and they learn appropriate social skills. They also become aware of the ability to express care and compassion. This educational environment benefits not only the child, but also the child's parents. Because today, the first concern of a parent with a disabled child is that their child is excluded from the peer group and has difficulty in learning. Nowadays, parents can freely visit the institution where their child is studying, see the environment in which their child is studying and help. Parents benefit from joining other family members and they expand the variety of social situations for themselves and their children. They experience contact with a large group of families in their community, which reduces fears. In working with children with disabilities, the cooperation of parents, the community and the school educational organization plays an important role in the educational activities of children and the educational process of children. The formation of positive qualities in a child and the correct establishment of cooperation in working with children with disabilities depends on the pedagogical skills of parents and educators. We will dwell on how important cooperation between parents and the educational organization is for a child with disabilities and what opportunities it creates in the child's life. In recent years, the attitude towards a disabled person, that is, a person with disabilities, has begun to change radically in society, he is recognized as an equal and worthy member of society, but despite this, today people with disabilities also have their own additional problems. A disabled child has come to a school educational organization, and adapting him to the group environment is a very important and difficult task for the teacher. In this case, the teacher, of course, in collaboration with the psychologist, must learn by observing what exactly the child is struggling with and what he is

interested in. In this, the cooperation of the parents is combined with the cooperation of the teacher and the psychologist. If the teacher organizes frequent meetings with parents and conducts discussions, tests and questionnaires, then each session with parents with children with disabilities is important for the child. This also helps parents understand what their child is capable of and helps them not to stand out from their peers, to understand that their child is learning, that their child has qualities that they did not see. Parents feel a level of cooperation for their child, their responsibility to create a foundation for their child's future increases. Therefore, if there is a disabled child in the family, parents should not be afraid to include their child among their peers and take advantage of the sufficient conditions created for his education, thereby creating a foundation for the future of their child with disabilities.

### Conclusion

In conclusion, it can be said that the cooperation of parents and preschool educational organizations in the education and upbringing of children with disabilities of preschool age is very effective. The experience of implementing cooperation in practice has shown that if any disability of children with disabilities is identified in a timely manner from an early age, specialists are consulted, and cooperation is carried out so that the child grows up mentally and physically healthy, then the intended goal can certainly be achieved. The cooperation of parents and preschool educational organizations is of great importance in the right direction of cooperation with children with disabilities, and it is an impetus for their development and future.

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