

METHODS OF ORGANIZING GEOGRAPHY LESSONS FOR CHILDREN PEOPLE WITH DISABILITIES INCLUSIVE EDUCATION

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ABSTRACT:

The article describes the forms of conducting geography lessons in the context of the implementation of the inclusive education program.

Keywords: children with disabilities, inclusive education, integrated learning, forms of classes.

INTRODUCTION:

In order to develop inclusive education in Uzbekistan, improve the education system and upbringing of children with special educational needs, improve the quality of educational services provided to them, as well as in accordance with the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No. UP-5712 " On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030»

To date, 21.2 thousand students are trained and educated in 86 specialized schools and boarding schools (hereinafter referred to as specialized educational institutions) for children with disabilities in physical or mental development, and 6.1 thousand in 21 boarding schools of the sanatorium type. Also, 13.3 thousand students who need long-term treatment are taught at home on an individual basis.

In 2014-2016, the project "Inclusive education for children with special educational needs in Uzbekistan" was implemented in cooperation with the European Union. Within the framework of this project:

Pilot sites have been created in 5 regions of the republic;

more than 150 employees of medical, psychological and pedagogical commissions and more than 1,300 teaching staff were trained in inclusive education services;

The curricula of educational institutions for retraining and advanced training of teachers include 3 training modules on the introduction of inclusive practice in the education system;

Inclusive education services are provided for more than 2,000 children with special educational needs and their parents;

In Tashkent, Samarkand, Namangan, Khorezm and Surkhandarya regions, 5 experimental resource centers and 15 experimental schools have been established, involving more than 800 children.

A number of normative legal acts on the implementation of the inclusive education system have been adopted

Today, thanks to the Government Program, all educational organizations are actively working to create conditions for education for almost every citizen of our country, including those with special features of their mental and physical development, capabilities and abilities. In this regard, it is necessary to create a system of comprehensive assistance in the development of the main educational program, a favorable adaptive environment for socialization.

The most adequate conditions for carrying out purposeful work on the integration of children with disabilities are provided by combined educational organizations, where it is possible to create a system of partially integrated and even fully integrated education.

The priority direction in the organization of lessons in the conditions of inclusive education is the development of adaptive abilities of the individual of each student for self-realization in society, for which such tasks as identifying and meeting the special educational needs of students with disabilities when they master the basic educational program of basic general education, as well as determining the features of the organization of the educational process should be solved.

Students with disabilities, depending on the type of health restriction (full or partial compliance with the age norm of the level of psychophysical and speech development), should be competently presented with feasible requirements, correctly alternate different types of activities (play, study, excursion, observation, etc.), use the necessary psychological and pedagogical tools and techniques, taking into account age-related psychological characteristics, the leading type of activity, etc. in order to instill in students the necessary practical skills and abilities that they need for further application in geography lessons.

The study of geography at school potentially plays a huge role in correctional work due to the practice-oriented orientation of the subject itself. Visibility as a property of geographical material contributes to the development of the weakest aspects of the cognitive activity of children with disabilities: attention, observation, the ability to compare and analyze observed objects, phenomena, to understand their causal relationship. The use of cognitive games in geography lessons at any age not only allows you to diversify the forms of classes, but also contributes to the formation of students' interest in studying the subject, develops their thinking and memory, attention and the ability to act collectively or individually with an awareness of personal responsibility, which develops independence in learning and is a preparation for self-education.

The methods of correctional classes are also diverse: observations during excursions, walks, organized activities of students in the classroom in everyday life, in play activities; modeling; connection to the organization and work on the meteorological site of the school; participation in project activities; geographical imaginary trips with routes on maps; brain-rings, etc. In these forms of classes, children with disabilities with disabilities of the musculoskeletal system can be assigned to keep records, documentation, which makes them active team members, which is important for the microclimate of the class team.

Geographical material by its properties has significant opportunities for the development and correction of the cognitive sphere in children: they learn to analyze, compare objects and phenomena under study, and understand cause-and-effect relationships. This, without a doubt, contributes to the solution of the main tasks of the modern school geography course - to give elementary, but scientific and systematic information about the nature, population, economy of their region, Russia and foreign countries, to show the peculiarities of interaction between man and nature, to introduce the culture and life of different peoples, to help learn the rules of behavior in nature.

When the geography teacher systematizes lessons in accordance with the work program, the characteristics of each child with disabilities should be taken into account in order to create the most comfortable psychological conditions for them in the classroom. So, for children with speech disorders (FFN), it is better to minimize public speeches in the classroom, avoid direct open criticism of the child's actions; with ZPR and other forms of mental retardation, use simplified, synonymous basic concepts, maximum clarity, involve in excursion forms of the lesson, etc.

It is an undeniable fact that without a properly established contact between the teacher and the child, no forms and methods of teaching will be effective. The most important aspect of the

process of working with a child with disabilities is to overcome the invisible boundary that prevents the child from feeling comfortable in the team. In this regard, the "start" for a teacher before working with a special child should be the organization of communicative interaction between the teacher-psychologist of the educational organization, the parents of the student and, of course, the student himself.

A logical question arises: how to build your classes so that, while paying special attention to a child with disabilities, you do not violate the integrity of the team in the lessons and classes? A necessary condition for the implementation of this task is to stimulate the success of each student of the class at different stages of the implementation of the goals of the lesson. Success situations have a positive effect on the overall mood of the team, and common tasks contribute to the presence of team spirit in the class.

I will give some examples of the forms of organization of educational activities I practice in geography lessons in the context of inclusive education in accordance with the Federal State Educational Standard: Lesson-seminar. This form of the lesson is convenient because it allows you to include the entire class in active independent work, stimulate the assimilation of the material, and teach it to self-education. When creating an immediate environment, the teacher can involve any child in the process of discussing the material, focusing on their individual characteristics and abilities, as well as identify "problem areas" in the students' knowledge for their work. This form, of course, cannot be used every hour, but it is difficult to overestimate its role in the education of students' independence and the development of monological speech skills.

Lesson-excursion. Provides students with a direct acquaintance with the phenomena of the surrounding life in their statics and dynamics, relationships with other phenomena. For children with intellectual disabilities, this form of lesson is

optimal as an example of applying their knowledge in practice, which has a positive effect on the motivation to learn. Project activities. This is, without a doubt, one of the most difficult forms of work. But for any child, and for children with disabilities, perhaps especially, success in this work is an important component for the formation of personal qualities of the volitional and emotional sphere, increases self-confidence, motivates to overcome obstacles, which is important.

All stages of each lesson or lesson require a clear explanation, the instructions for implementation should be repeated repeatedly if necessary. During the lesson, the necessary technical training tools must be used. It should be mentioned that the success of teaching any child with disabilities largely depends on such a psychological factor as the psychological readiness of the teacher to potential problems associated with the peculiarities of the child's psyche with disabilities. These include an increased anxiety background, vulnerability, and complexity. An important factor is the time period of occurrence of physical health limitations in a child. The process of re-socialization in the team for many children with acquired disabilities is, according to my observation, more difficult than for children with congenital disabilities.

Therefore, the probability of successful work with a class in which a child with disabilities is taught will be higher with close cooperation with a teacher - psychologist.

The creation of a psychological, medical and pedagogical council at school is a necessary condition for the admission of children with disabilities and the implementation of inclusive practice. The Council sets general complex tasks for the inclusion of a child with disabilities in the educational process. The consultation is necessary for a competent, professional approach to the child and his family, for reliable information about the progress of the child, the

dynamics of his development, for a clear organization of actions in situations, to attract additional methodological, material and other resources.

The Council carries out advisory, diagnostic and analytical, developmental, correctional, educational, preventive, educational work, creates conditions for adaptation, training, and socialization of children with disabilities in general education schools. The consultation is necessary for the development and adoption of a Program of correctional Work as part of the Basic Educational Program of Primary General Education (in accordance with the requirements of the new Generation of the Federal State Educational Standard), an individual educational program for a child with disabilities. Консилиум необходим для детей с временной задержкой психического развития, для детей, испытывающих трудности при адаптации, в обучении, для детей с нервно-психическими расстройствами, с отклонениями в развитии, для детей с дефектами речи, для детей из семей «группы риска», для детей с нарушением эмоционально-волевой сферы, с отклонением поведения.

The content of high-quality collegial work with children with disabilities is determined by the following principles: the Principle of continuity contributes to the achievement of personal, Meta - subject, subject-specific results of mastering the basic educational program of basic general education, which are necessary for students with limited health opportunities to continue their education. The principle provides a link between the program of correctional work and other sections of the program of basic general education;

1) The principle of respect for the interests of the child determines the position of the teacher, who is called upon to solve the child's problem with maximum benefit and in the interests of the child;
2) the principle of consistency provides a systematic approach to the analysis of the

features of the development and correction of disorders in children with disabilities, as well as the interaction and coherence of their actions in solving the problems of the child;

3) The principle of continuity guarantees the child and his parents (legal representatives) the continuity of assistance until the problem is completely solved or an approach to its solution is determined;

4) The principle of variability implies the creation of variable conditions for the education of children with various disabilities in physical and (or) mental development.

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