

Bringing children with hearing problems into inclusive education in the context of an educational cluster

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Annotation: currently, there are a number of problems in the implementation of the inclusive education system in our republic. The article will cover the issues of bringing children with hearing problems to inclusive education under the education cluster.

Keywords: child with hearing problems, inclusive education, education cluster, rehabilitation, adaptation.

Currently, special attention is paid to inclusive education as the basis for sustainable development all over the world [1]. Flexible education for all children eliminates barriers to connecting with the world and entering the life of society as a whole, giving all children the opportunity to receive quality education [2]. The concept of development of the public education system in the Republic of Uzbekistan for 2030 has been established to create favorable conditions for inclusive education in all educational institutions, to achieve the quality of Education.

Achieving the quality of all children's education by creating a flexible, comfortable environment for bringing children who need special attention as a social order of society, entails the need to further improve the work system of special educational institutions, revise professional training programs for teachers in the system of training, advanced training and retraining, conduct numerous scientific research aimed at identifying needs.

In the field of special education, various studies have been carried out on the problems of improving the education and upbringing of children with hearing problems, in which the issues of preparing students for social life are studied in a general way, although the problems of preparing weak hearing students for Inclusive Education have not been studied from the scientific-theoretical side,

Researchers of Inclusive Education fear that in the beginning of the study and solution of these problems it is necessary to clarify the issue of the approach to disability [3, 5, 10].

Currently, all over the world there is a solution to the issue of disability – problems related to persons with disabilities on the basis of various approaches, the most common types are medical, social, loving approaches.

In states where the freedoms, equal rights of members of society are recognized, Of course, are successfully divided on the basis of a social approach to the realization of the rights of persons with disabilities. In accordance with this approach, all children should be able to mature together from the smallest age. That is, under normal conditions, the level of Education received by students in need of special attention, matured in the general education system, has a direct impact on the success of their social rehabilitation, adaptation and effective adaptation to the life of society [3,5]. In particular, every person who received education in the conditions of the general education system, acquired the skills and profession that are considered necessary for living in social life, has a disability of Kandy, quickly and comfortably adapts to the process of change, providing a higher standard of living for the population of the country through the well-being of his

Inclusive education is a new approach in the education system, a product of a new vision that is increasingly expanding towards all members of society, regardless of physical, intellectual, national, racial and other characteristics based on humanity. Flexible education for all children eliminates obstacles to connecting with the world and entering the life of society as a whole, giving all children the opportunity to receive quality education.

Working with children in need of special care is a process as long as it is within the scope of the work activities of ordinary schools:

Fight against the illusion of isolation;

The creation of friendly humane communities, the construction of a society that has received individuals with special needs in its composition;

The most effective means of achieving the goals of education of all children should be" [5].

The main goal of such schools is not only to effectively educate all children, but also to end discriminatory changes, creating a society with an inclusive and warm attitude towards children with special needs.

In a number of studies, the direction of development of education is discussed, including the aspects of achieving the tasks of social adaptation of the child through the special organization of the educational space.

S.Stubbs argued that in the process of planning inclusive education, it is necessary not only to define its general concept, but also to draw up a realistic plan of action [10], D.Mitchell notes that the negative attitude towards inclusiveness is a serious obstacle, and that it is necessary to work on relationships, and thus achieve the organization of a suitable and interesting education for all children, since the level of resources spent in this process is not suitable [5].

T.V.Zakharova said that it is important to adopt the ideology of inclusion by the leader or leader of the inclusive process, that disputes continue in educational institutions about the importance of inclusiveness between educators and parents regarding the change of established norms [5], S.V.Alexina emphasizes the need to develop a model of the vertical of continuing education as a mechanism for the development of inclusive education at all levels [5].

M.A.Alekseeva substantiates the need to rely on broad coverage, dependence of the activities of the founders, common goals, principles of continuity, professional competencies in order to create a vertical of Continuing Education [6].

V.I.Lubovsky separately points out where a child with disabilities should be trained on the basis of approaches to special education, educational conditions, effective organization of the educational environment, regardless of whether he is in a special educational institution or is educated in the context of integration [3]. New Zealand scientist D.Mitchell also emphasizes that teachers should pay significant attention, as education occupies an important place in the life of a child in need of special assistance, regardless of which institution it is organized in [3].

Russian scientists E.A.Klimov, V.A. Yasvin, S.V.Tarasov points out that the educational space occupies an important place in the socialization of children of different categories, and it should also consist of spatial-subject, content-methodological and communicative-organizational structures [3,7,8].

Based on the opinions put forward by the researchers, we believe that the inclusive educational environment is a type of educational environment in which all subjects of the educational process provide opportunities for effective self-development. Based on the study of a number of works

devoted to the coverage of the scientific, theoretical and practical aspects of inclusive education, we found that the development of inclusive education, including the tasks of social adaptation of the child, through the special organization of the educational space, in particular, on the basis of a cluster approach, are problems that are actively discussed.

In a number of studies carried out by the researchers of Horij, the direction of development of education, including the achievement of social adaptation of the child by a special organization of the educational space, is discussed.

Researchers characterize the educational space by a number of features, such as the presence of content, flexible or rigid structure, level, as well as Organization. Its distinctive features are manifested in the degree of existence, the abundance of subjects, the presence of a multi-level variable.

When modeling the space of inclusive education, it is important to take into account the psychological support and multifaceted development of targeted systemic activity of parents with pedagogical communities, as well as students who are subjects of activity, socio-pedagogical adaptation of their children to the educational space. Also, when modeling the educational space, it is important that we choose the vertical of inclusive education, which is a hierarchical structure that includes multi-level educational institutions that are flexible, interacting with each other.

The unification and coordination of educational institutions into a scientific and educational cluster contributes to an increase in the effectiveness of a special educational system. The most important criterion in determining the scientific and educational cluster is the presence of a single common goal for all its components, which can be expressed in practically Unified scientific and educational and socio-educational projects, during which positive qualities are formed in the participants, in particular, for each of the students, and just as well as the new vital, social

Cooperation within the framework of the cluster is organized in accordance with social ethical standards, voluntarily, respecting mutual interests, with the aim of developing opportunities. By developing an educational system based on this approach, the subjects strengthen the partnership and interact with each other, while the individual items also reinforce the advantages of the cluster. The cluster approach provides undeniable advantages over other approaches and becomes an important strategic mechanism for implementing new educational policies.

Including scientifically analyzed the development of small business and business, and the legal basis, at this time financially support small business and business, the latter is amended and the rules for this branch of national legislation are added.

Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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