

**TYPES AND IMPORTANCE OF MODERN EDUCATIONAL TECHNOLOGIES IN PHYSICS LESSONS ON THE PRIORITY OF INCLUSIVE EDUCATION**

**Urinova Kamala Komildjonovna**

Teacher of the "Physics and Astronomy" department of the  
Kokand State Pedagogical Institute

**Abstract:** The article contains methodological recommendations for organizing physics classes for students with disabilities. Features of teaching children with disorders of the musculoskeletal system to solve physical problems are considered in detail.

**Key words:** inclusive education, educational process, educational technologies.

Physics has a special place among academic subjects. It is a fundamental science that studies the laws of such nature and the diversity of the phenomena of the surrounding world. A competency-based approach to teaching physics should incorporate the values and principles of modern conditions. It is necessary to adapt in order to ensure the possibility of teaching disabled children. To make them more flexible, existing educational programs and methodological recommendations will help to build and organize them correctly. The lesson should be based on the characteristics and capabilities of children with disabilities, taking into account the selection of appropriate methods, tools and methods of teaching.

Types of modern educational technologies in physics classes based on the inclusive educational process

1. Communication technology: Used to develop communication skills. There are different ways of communication in physics classes. For example, "teacher-student", "student-student", "student-teacher". Most suitable activities include: dialogue, conversation, debate, competition and play, thematic activities.

2. Differentiated technology: This technology is based on the individual interests of the child. diagnostic tests are conducted to determine the most developed skills. In the future, it is recommended to choose practical tasks for the student, and he will put research problems in the field. This is the most interesting technology.

3. Modular technology: Used within the same subject or even department. The point is that the student chooses the method of learning the material. For example, creative works, projects, production of visual aids on this topic are possible. The teacher helps, monitors and corrects the actions of the student. Modular technology allows the student to independently choose the form of individual study of the program.

4. Information and communication technologies: It consists of studying a large amount of information to obtain. It helps to develop self-reliance skills. Working with information resources increases the possibility of obtaining reliable information.

5. Software application technology: Digital technologies can be used at any stage of the lesson. They help to diversify classes. Make them more interesting and

Visible Video materials, presentations, virtual experiences always attract the attention of students more than traditional ones. Material presentation. Computer programs make learning easier for children.

Developmental features enable them to execute

6. Design technology; This technology includes laboratory, experimental and research work. The student is in the center of technology. He chooses the topic of the project based on his interests. Such work is carried out in groups that develop social interaction of students. Activities

contributing to physics, industrial design, information technology, etc. to strengthen interdisciplinary relations.

7. Game technology: refers to the organization of the educational process. Educational games. during the game, students based on their life experience, daily knowledge, to discover new knowledge, such technology activates cognitive activity and helps to develop

8. Technology for the development of critical thinking: Information to find contradictions aimed at the ability to analyze and verify technology. For example, analyzing the answer received is in solving a problem. Students should analyze and conclude: are the obtained results reliable in the circumstances?, or not? will be discussed around the questions.

The same techniques and methods are used to teach disabled children.

It is necessary to create an inclusive educational environment in teaching science. A key part of inclusive education is to create a friendly environment for children to learn and learn, and to share a sensitive and stimulating environment with their peers and teachers to understand the lessons being taught. communication is very important.

For this, it is necessary to change the current methodology. Such changes serve to improve the quality of education not only for children with special needs, but also for all children, and are a vital necessity for children with special needs. For example: if hearing-impaired children sit in a place where they can see well, the teacher should write on the board in large letters and make sure that there is no excessive noise in the classroom. These measures are useful in teaching any children. But in hearing-impaired children, they have a special place. In this regard, organizing and conducting interactive methods based on the capabilities of children with special needs in a certain lesson, with them and other students .It is of special importance for us to choose the right methods that will serve them and other students to get quality education. 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.

Conclusion: The number of people with disabilities in the world, unfortunately, continues to grow. Children with special needs should have the same opportunities as other children in the process of education. There are conditions, methods and methods of teaching children with disabilities who have special needs. This process continues to develop together with society. The fact that inclusive education is complex and multifaceted is being supplemented with scientific methodological and administrative resources in the teaching of each subject.

### List of used literature

1. M. Lutfillayev, R. Eshimov "The role of multimedia electronic educational resources created on the basis of computer simulation models in the education of youth with limited opportunities" J. "People's education" nauchno-methodichesky journal 2019 #1.-B. 103-105
2. R. Eshimov "Study of the experiences of foreigners in the use of modern information technologies" J. "Physics, Mathematics and Informatics" 2017 No. 5-B. 171-172
3. M. Lutfillayev, R. Eshimov "Razrabotka i vnedrenie virtualnykh resursov dlya inklyuzivnogo obrozovaniya "Public Education" scientific journal 2018 No. 2 138-142 b
4. Mudite Reygase "An effective tool for building an active inclusive society" project work of an inclusive pedagogue for inclusive education, issue 3, 2015
5. Eshboltayev, Iqboljon Mamirovich. "INTERACTIVE METHODS OF ORGANIZING PHYSICS LESSONS IN THE PRIORITY OF INCLUSIVE EDUCATION." Galaxy International Interdisciplinary Research Journal 10.12 (2022): 114-117.
6. Tolibjonovich, M. T. (2021). Eastern Renaissance And Its Cultural Heritage: The View Of Foreign Researchers. *ResearchJet Journal of Analysis and Inventions*, 2(05), 211-215.