

## ORIENTATION OF CHILDREN WITH HEARING IMPAIRMENTS TO INCLUSIVE EDUCATION

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### Abstract

The education system is becoming increasingly modern, providing equal opportunities for every child. In this context, inclusive education, based on the creation of a convenient and modern system in which every student can realize their potential, is an important issue. This article will examine the basic principles of inclusive education, its challenges, and solutions for integrating children with hearing impairments into inclusive education.

**Keywords:** Potential, education, inclusive education, children with disabilities, support, development, accessibility, referral system, strategies, integrative education, principles.

### Introduction

#### Annotatsiya:

Ta'lim tizimi har bir bolaga teng imkoniyatlarni taklif qilishi bilan zamonaviylashib bormoqda. Inkluziv ta'lim bu borada muhim masala bo'lib, bu tizimda har bir o'quvchining o'zining potentsialini qondirish uchun qulaylik va zamonaviylik tizimi yaratishga asoslangan. Bu maqolada esa, eshitishida nuqsoni bo'lgan bolalarni inklyuziv ta'limga jalb qilish uchun inkluziv ta'limning asosiy prinsiplarini, undagi muammolar va ularni hal qilish yo'llarini o'rganish borasida so'z yuritiladi.

**Kalit so'zlar:** Potentsial, ta'lim, inklyuziv ta'lim, nuqsonli bolalar, qo'llab-quvvatlash, rivojlantirish, qulaylik, murojaat tizimi, strategiyalar, integrativ ta'lim, prinsiplar.

#### Аннотация:

Система образования становится все более современной, предоставляя равные возможности каждому ребенку. В этом контексте важным вопросом является инклюзивное образование, основанное на создании удобной и современной системы, в которой каждый ученик может реализовать свой потенциал. В данной статье будут рассмотрены основные принципы инклюзивного образования, его проблемы и пути их решения с целью вовлечения детей с нарушениями слуха в инклюзивное образование.

**Ключевые слова:** Потенциал, образование, инклюзивное образование, дети с ограниченными возможностями, поддержка, развитие, доступность, система направления, стратегии, интегративное образование, принципы.



In the current era of inclusive education, which has a fundamental importance and active practice, it is important to meet the specific needs and requirements of each individual during the period of growth. Properly phased strategies for the organization of inclusive education are the necessary platform for each individual to realize their potential, which aims to increase opportunities for learners, ensure their personal development and ensure their adaptation to society. Such an integrative education system creates unique opportunities for all learners who have the opportunity to learn in their activities and are able to express their opinions. Practical problems of inclusive education and ways to solve them are aimed at developing learning systems, improving the learning process and increasing the opportunities for mastering.

Reforming the educational process of children with special needs is an urgent issue facing every country and society, regardless of the level of development. In order for children and adolescents with special needs to find their place in social life, as well as to directly participate in this process, they must fully master education and be able to acquire a specific profession at its core. Under normal circumstances, the level of education received by students with a medically defined “disabled” status who have matured in the general education system directly affects the success of their social rehabilitation, adaptation, and effective integration into society.

In such a general system, any person with a disability who has acquired knowledge, skills, and professions necessary for living in social life quickly and easily adapts to the process of change, improves the well-being of his or her personal and family life, and ensures an increase in the country's standard of living.

The ways and factors for achieving effectiveness in the practice of inclusive education are as follows: In all general education schools where inclusive education is organized, a friendly attitude towards children and adolescents with disabilities is formed.

In general education schools implementing inclusive education, correctional programs for children and adolescents with disabilities are also taken into account as an appendix to state educational standards, and conditions are created for carrying out special correctional work (specially equipped correctional rooms, special technical means).

In general education schools implementing inclusive education, lessons are held for 35 minutes in the preparatory group and first grades, and 45 minutes in the upper grades.

The knowledge of children and adolescents with disabilities is assessed in accordance with the established procedure, based on their personal characteristics and abilities.

In the educational process, along with modern general didactic principles, special principles are also taken into account.

Remedial education is organized in a differentiated manner according to the needs of students. Students are admitted to a comprehensive school implementing inclusive education based on the application of parents and the conclusions of psychological and pedagogical commissions and are approved by orders of the heads of educational institutions.

The number of integrated students in classes in a comprehensive school implementing inclusive education does not exceed 3-4, and the total number of students is set at up to 25. Along with the above-mentioned and achieved achievements to a certain extent, there are also some problems that need to be solved:



the lack of educational manuals for parents on the system of education of children with disabilities, the inclusive education system;

the lack of specialized specialists for individual education of children with special needs at home, the system of providing assistive devices is not well established in the regions at the required level;

the lack of revision of the legal framework for the education of children with disabilities in general education institutions;

the large number of students in the classroom (35–40);

the buildings of general education institutions are not built in accordance with the characteristics of children with disabilities;

the lack of access to psychological, medical and pedagogical assistance for children in general education institutions;

the inability of teachers of general education institutions to meet the special needs of children with disabilities due to their lack of knowledge of special methodologies;

the lack of hearing aids and surdotechnical devices in general education institutions;

The lack of retraining of general education teachers and school principals in special education and the lack of provision of general education schools with additional personnel (speech therapists-special educators, psychologists-social educators) create a negative attitude towards the implementation of integration;

The lack of close ties between the school and the families of children with disabilities;

The issue of providing transportation for children with disabilities to school has not been resolved;

The lack of well-established diagnostic centers in remote villages;

The lack of wheelchairs, canes, hearing aids, glasses, and traumatological shoes for people with disabilities;

The state has not fully resolved the problems of vocational guidance and employment;

The lack of benefits for parents caring for children with disabilities;

The negative attitude of the surrounding environment towards children with disabilities;

work with children with disabilities is not well organized in the neighborhoods and the activities of non-governmental and non-profit organizations are insufficient;

parents of children with disabilities have insufficient legal knowledge and are unaware of the benefits established by the state;

insufficient staff for educational institutions;

facilities are not adapted for children in need of special attention and support;

general education teachers in the professional development system do not have information on special education, retraining is not up to the required level, etc.

Implementing integration or inclusive education in schools and preschools without providing corrective and pedagogical assistance to children with disabilities, without communicating with families, without providing them with special educational literature, and without creating special conditions for them will not yield positive results.

There is a need to integrate children with disabilities, identify them from an early age, diagnose them, and send them to appropriate educational institutions for education, and develop



alternative types of continuous special education. Creating conditions for the education of children with mental and physical disabilities, determining the content of education for children receiving education in general education institutions and homeschooling based on their capabilities and needs, developing individual programs, developing educational and methodological literature for parents and teachers in the direction of inclusive education, involving modern pedagogical and information technologies in education, and organizing distance learning via Internet networks are important tasks facing our society and specialists.

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