



TECHNICAL AND PSYCHOLOGICAL METHODS AND TECHNIQUES INCLUSIVE LEARNING

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Article History Received: 29 July 2023 Revised: 28 October 2023 Accepted: 06 November 2023 CC License CC-BY-NC-SA 4.0	Annatation. In this state, the application of technical and psychological methods and inclusive education and deep social and economic changes in the development of society, and the system of education: the trend of humanism, personality-oriented training and education, sustainable changes in the understanding of the ego, content, methods and the new social order na klyuzivnoe obrazovanie detey v sphere obrazovanie detey s ogranichennymi vozmozhnostyami. Keywords: education, talent, lesson, method, education, study, experience, culture, creativity, inclusion, pedagogy, psychology, technology.
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Introduction

Against the backdrop of profound socio-economic changes in the development of society serious changes are taking place in the education system: in the understanding of its goals, content, methods due to the emerging trend towards humanistic, personality-oriented teaching and upbringing. In the field of education of children with disabilities, a new social order is being formed for the inclusive education of the child. Inclusion (inclusion) means providing guarantees of support to those who need it, in whatever form they need it. In the educational field, this is a form of education in which students with disabilities attend the same schools as their typically developing peers; have individual learning goals that correspond to their needs and capabilities and are provided with the necessary support. Using traditional methods for the teaching staff and methods of work to increase the educational motivation of students, based on the experience of the school in the direction of social design, within use of inclusive education technology by pedagogical. The school staff should work on the following aspects:

- development and testing of new forms of multi-level presentation of educational material and lesson organization;
- development of individual educational routes and plans;
- organizing the work of an interdisciplinary team of specialists;
- creation of a system for instilling tolerant self-awareness among students;
- creating conditions for general accessibility of an educational institution.

Literature analysis and methodology

Effective implementation of inclusion of a child with special educational needs needs in the environment of an educational institution seems almost impossible without specialized socio-psychological and pedagogical support of both the inclusion process as a whole and its individual structural elements. The creation of a model of psychological and pedagogical support for the educational process is considered as one of the main conditions and components of the success of the "Education without Barriers" program. Using active learning methods when working with

students with mental retardation (MDD) is especially important because This category of children has a low level of cognitive activity, immaturity of motivation for learning activities, a reduced ability to receive and process perceptual information, and insufficient development of the operations of analysis, comparison, synthesis, abstraction and generalization. All these features of children with mental retardation lead to changes in the process of mastering speech function by these children and determine the uniqueness of their speech development: speech inactivity, limited vocabulary, unformed word-formation processes, poverty of grammatical structures, difficulties with detailed statements, which ultimately affects the socialization of these children in society. Content, methods, techniques and forms of organizing the educational process. Thus the level student activity in the learning process is determined by how much content, methods and organization of teaching contribute to this activity. The most acceptable methods in a teacher's practical work with students with disabilities are considered explanatory and illustrative, reproductive, partially, search, communicative, information communication; methods of control, self-control and mutual control. The concept of "teaching technique" is closely related to the concept of method. To enhance the activities of students with disabilities in the classroom, the following active teaching methods and techniques are used:

1. Use signal cards when completing tasks (on one side it shows a plus, on the other - a minus; circles of different colors by sounds, cards with letters). Children complete the task or evaluate its correctness. Cards can be used when studying any topic to test students' knowledge and identify gaps in the material covered. Their convenience and effectiveness lie in the fact that the work of each child is immediately visible.
2. Using inserts on the board (letters, words) when performing assignments, crossword puzzles, etc. Children really enjoy the competitive moment during this type of task, because in order to attach their card to the board, they need to answer the question correctly, or complete the proposed task better than others.
3. Memory knots (compiling, recording and posting on the board the main points of studying the topic, conclusions that need to be remembered). This technique can be used at the end of studying a topic – to fastening, summing up; during the study of the material - to provide assistance with completing tasks.
4. Work with blank methods. Materials for speech therapy work with primary schoolchildren is presented in the form of form cards, accompanied by recommendations for the use of subtest tasks, related to the topic and content of the lesson and aimed at activating cognitive activity of students of different ages and levels of training, taking into account individual characteristics and possible difficulties. Blank methods are used for diagnostic purposes and for corrective work.
5. Perception of the material at a certain stage of the lesson with closed eyes. used to develop auditory perception, attention and memory; switching the emotional state of children during the lesson; to get children in the mood for a lesson after vigorous activity (after a physical education lesson), after completing a task of increased difficulty, etc.
6. Use of kinesiological exercises in speech therapy classes. Sets of exercises include: stretching, breathing exercises, oculomotor exercises, bodily exercises, exercises for the development of fine motor skills, relaxation exercises and massage.

Discussion

Kinesiology is the science of developing mental abilities and physical health through certain physical exercises. Kinesiological methods not only influence the development of mental abilities and physical health, they make it possible to activate various parts of the cerebral cortex, which contributes to the development of human abilities and the correction of problems in various areas of

the psyche. In particular, the use of this method makes it possible to improve a child's memory, attention, speech, spatial concepts, fine and gross motor skills, reduces fatigue, synchronizes the functioning of the hemispheres, improves mental activity, increases stress resistance and the ability of voluntary control, facilitates the process of reading and writing. Kinesiology is a technique for maintaining health by influencing the muscles of the body, i.e. through physical activity. Exercises include: stretching, breathing exercises, oculomotor exercises, body exercises, exercises for the development of fine motor skills, relaxation exercises and massage.

7. Using picture material to change the type of activity in during the lesson, development of visual perception, attention and memory, activation of vocabulary, development of coherent speech.

8. Active methods of reflection. These types of reflection can be carried out both individually and collectively. When choosing one or another type of reflection, one should take into account the purpose of the lesson, the content and difficulties of the educational material, the type of lesson, methods and methods of teaching, age and psychological characteristics of students.

Result

It is recommended to use mood reflection and emotional state. All of the above methods and techniques for organizing training, to one degree or another, stimulate the cognitive activity of students with disabilities. Thus, the use of active teaching methods and techniques increases the cognitive activity of students, develops their creative abilities, actively involves students in the educational process, stimulates independent activity of students, which equally applies to children with disabilities. The variety of existing teaching methods allows the teacher alternate between different types of work, which is also an effective means of enhancing learning. Switching from one type of activity to another protects against overwork, and at the same time does not allow one to be distracted from the material being studied, and also ensures its perception from different angles. Techniques for working with disabled children:

1. (therapeutic pedagogy of A. A. Dubrovsky) distracting the child from care in disease;
 - gymnastics, movements;
 - inclusion in work - care, work - joy (planting trees, growing colors);
 - adding a game;
 - assistance in creative activities;
 - psychotherapy classes.
2. Orthodox conversations.
3. Taking into account age-related psychological characteristics.
4. Diagnosis of individual characteristics.
5. Reflection. Individual achievement cards. Portfolio
6. Interesting, accessible, personal and practice-oriented content of the training program.
7. Technical training aids.
8. Use of various types of visualization, reference diagrams, manuals

Health-saving technologies in inclusive education

There are two main problems in the world: the health of our planet and the health of the people living on it. The present and future of humanity depends on the solution to these problems. The use of health-saving pedagogical technologies in work increases the effectiveness of the educational process, forms in children value orientations aimed at preserving and strengthening health. Health-saving technologies take into account the natural capabilities specific to each child, the use of which is aimed at stimulating compensatory-adaptive processes, improvement of self-regulation,

mobilization of reserves of functional systems, which is the essence of adaptation to environmental factors. Therefore, the importance of health-saving technologies is determined by the ability, with the help of external influences, to resist the negative influence of internal factors, namely disorders of the central and autonomic nervous system, psycho-emotional conditions, sleep dysfunction, stress, disorders activity and decreased vitality, excess weight, lack of exercise, metabolic disorders. It is important that a properly organized educational process encourages a healthy lifestyle. At the same time, education in an integrated class is carried out according to individually oriented curricula and programs developed jointly by class teachers and members of the council on the basis of general education programs recommended by the PMPC and data from an in-depth dynamic psychological and pedagogical examination. Health-saving pedagogical technologies in conditions of integration should ensure the development of the child's natural abilities: his mind, moral and aesthetic feelings, the need for activity, mastering the initial experience of communicating with people, nature, and art. Among health-saving technologies, we can especially highlight a group of technologies for personally oriented learning, taking into account the characteristics of each student and aimed at the fullest possible disclosure of his/her personality. Potential. In this case, it is necessary: to create a positive emotional mood for the work of all students during the lesson; use of problematic creative tasks; encouraging students to choose and independently use different ways of completing tasks; the use of tasks that allow the student to choose the type, type and form of the material (verbal, graphic, conditional-symbolic); reflection. So, health-saving technologies implemented on the basis of a person-oriented approach in an inclusive.

Conclusion

Education carried out on the basis of personally developing situations are among those vital factors thanks to which students learn to live together and interact effectively. In addition, it is necessary to note the following application features health-saving technologies in the context of inclusive education.

1. Use of student health monitoring data, carried out by medical workers, and their own observations in the process of implementing educational technology, its correction in according to available data.
2. Taking into account the characteristics of the age development of schoolchildren and developing educational strategy corresponding to the characteristics of memory, thinking, performance, activity, etc. of students of this age group.
3. Creation of a favorable emotional and psychological climate in process of technology implementation.
4. Use of various types of health-saving activities students aimed at maintaining and increasing health reserves, performance.

Thus, today it is very important to introduce health issues into educational subjects. This will not only deepen the knowledge gained and make interdisciplinary connections, but also show the student how the material being studied relates to everyday life, and teach him to constantly take care of his health. Each child should try to develop responsibility for his own health, only then will he realize their knowledge, skills and abilities in maintaining health.

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