



METHODOLOGY OF LEARNING THE SPEECH OF STUDENTS WITH SPECIAL NEEDS IN THE CONDITIONS OF INCLUSIVE EDUCATION

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Annotation

This article is dedicated to checking and studying the speech of children with disabilities in the context of inclusive education. The article also describes the methodology of checking children's speech in the context of inclusive education and the existing problems.

Keywords: inclusive education, special education, school age, speech defects, education, correction, rehabilitation, emotional state, creativity, folklore, art, story, epic, epos

During the past short period, educational reforms were carried out in all aspects of our country very consistently and quickly, many positive achievements were achieved, including in the field of inclusive education of children with special needs. The basis of successful inclusive education reforms is the goal of early and full adaptation of children with disabilities to society on the basis of equal rights, which is the most important aspect of social issues. Therefore, it is worth noting that the most important criterion of adaptation to the social society is the development of the speech of children with limited opportunities, forming the skills of communication. Therefore, in order to conduct scientific research on improving the speech development system of children with disabilities receiving education and upbringing in the conditions of inclusive education, experimental works were conducted to study children's speech. Emphatic experimental work is characterized by the process of acquisition of impressive and expressive speech by children with disabilities in the conditions of inclusive education. Because the development of impressive and expressive speech makes the children receptive to speech communication. In the context of inclusive education, the development of the speech of children with disabilities serves the full adaptation of these children to social life. Therefore, the experimental test was focused on determining the development of impressive and expressive speech in children of junior school age. This indicator is an important condition for successful education of children in the conditions of inclusive education.



The purpose of the experimental research: to study the specific features of the expressive and impressive speech of children with disabilities who receive education in the conditions of inclusive education.

The following were defined as experimental research tasks:

- a) To determine the features of correctional work in the educational process and speech development of children with disabilities based on a special survey among primary school teachers of inclusive schools;
- b) Studying anamnestic data of children involved in the experiment.
- c) Observing the exercises conducted in practice and summarizing the results.
- d) Observation and analysis of correctional-pedagogical work with children during the lesson.
- e) Determination of priority methods in the process of speech development of children with disabilities
- f) Determination of speech evaluation criteria of disabled children for selected activities.
- g) To study impressive speech characteristics of children with disabilities.
- h) To study the expressive speech characteristics of children with disabilities.

The following methods were used to carry out the tasks of the research work:

1. Study of children's documents
2. Survey
3. Observation method
4. Conducting experimental research

Experimental and testing works in Tashkent city Uchtepa district No. 109, Chilonzor district No. 163, Sergeli district No. 55, Almazor district No. 134, Yunusabad district No. 70, Shaikhontokhur district No. 324, Yakkasaroy district No. 135, Samarkand region It was conducted in public secondary schools No. 81 of Samarkand city, No. 71 of Kattakorgan district of Samarkand region, No. 1 of Bòston district of Andijan region, No. 5 of Shakhrikhan district.

The organization of educational and correctional process in inclusive education of 50 students with disabilities in the above-mentioned public secondary schools was studied. Questionnaires were collected from teachers of inclusive classes and their attitude to this form of education and the state of teaching methods were analyzed.

We, A.A.Katayeva, YE.A.Strebeleva (1980) and D.A.Nurkeldiyeva widely used the methodology of examining the speech of elementary school students in the examination of the impressive and expressive speech of disabled primary school students.





In the course of the inspection, attention was paid to the characteristics of memory and attention characteristic of the students. In this regard, the instructions given to them were given in a short, simple way, and sometimes they were repeated twice.

We have chosen the following words to check the level of development of the lexical vocabulary of the speech of students with disabilities of primary school, i.e., the richness of the vocabulary.

Nouns:

Group I. Words related to everyday life, practical activities. Words that are used in the child's family and play situations. (mother, sister, house, ball, doll).

Group II. Words that children have a certain imagination and are used in our daily life (things and events familiar to children from fairy tales, books and everyday life, but practical activities are limited to these things and events. For example: turtle, sculpture, vegetables etc.)

Verbs:

Group I: verbs denoting action and emotional state (for example: sit, take, cry, laugh).

Group II: verbs denoting learning and playing actions (for example: looking, drawing, dividing, gluing, searching).

Group III: verbs denoting actions in everyday life. (for example: eating, washing, combing, ironing).

We widely used visual aids in testing the speech of elementary school students. Specially selected and prepared manuals made it possible for children to easily engage in communication during the examination process, interest them, and arouse the desire to work.

Observing the child's free, independent speech allows you to get enough information about their vocabulary. But in order to get perfect information about the speech of these children, it is necessary to check the child's active vocabulary and passive vocabulary.

Tasks for the experiments were chosen in such a way that for each of them two types of responses were obtained from the examinee - verbal (composing a story based on sentences, words, plot-event pictures, on the given topics) and non-verbal (word instructions (determining, performing an action, choosing the appropriate picture instead of answering the question with words) was meant to get an answer.

The order of giving experimental materials and tasks has not been changed. Before starting to perform the task, the examinee received instructions about what he should do and what form his answer should be. Then the subject starts to perform the task,





and the researcher records his answers in the report. In this case, the additional help given to the examinee, its result, characteristics of the child's behavior during the experiment, and his attitude towards the task were reflected in the report.

It is planned to use object-oriented, eventful pictures and toys as exhibition material. Examining the expressive speech of disabled primary school students was directed to the study of the understanding of verbal thought aimed at them, as well as to determine the state of understanding of unfamiliar words, grammatical forms and sentences. The methodology of experimental research is structured as follows:

Methodology for Testing Impressive Speech

1. Assignments:

Check understanding of simple and complex instructions (sentences).

Check understanding of grammatical forms.

2. Methods of testing expressive speech

Examining the expressive speech of elementary school students reflects the extent to which the active vocabulary and grammatical structure of the speech of the students of the light level is developed.

1. Checking the development of active vocabulary.
2. Checking the grammatical structure of the speech.
3. Checking the ability to use adverbs
4. Checking the ability to use auxiliary words in speech:
5. Checking the ability to make grammatical words.

Based on the methodology of checking the speech of children receiving education in the conditions of inclusive education, it was determined that there are a number of shortcomings in the speech of these children.

According to the data from the scientific psychological literature (V.I.Beltyukov, D.B.Elkonin, N.Kh.Shvachkin, A.D.Salahova, etc.) in normal ontogenesis, speech comprehension is earlier than the child's active speech in terms of the number of words, as well as in terms of their function. is formed. All types of speech development (impressive and expressive speech) were studied in order to determine the disorder of speech mechanisms, etiology and pathogenesis. Because their mutual harmony creates speech activity.

In order to find solutions to the problems identified as a result of observations and studies, we consider it appropriate to implement the following tasks:

- Creating customized individual programs for each category of students with disabilities;





- Organizing systematic and continuous seminar-trainings for the purpose of improving the qualifications of teachers of inclusive classes on students with disabilities, their characteristics, teaching specifics;
- Strengthening methodical support for inclusive education pedagogues, psychologists and parents;
- Expanding the scope of scientific and research work on inclusive education;
- Allocating the staff of resource-defectologist teachers for schools of inclusive education;
- Reducing the number of students in inclusive classes;
- A scientifically based methodical tool on the development of the speech of children with disabilities who receive education in inclusive classes
- To strengthen promotion and campaigning activities on inclusive education among the population, etc.

The effective organization of education based on the recommendations given to the existing obstacles and problems allows the disabled child to be in the circle of his family and healthy people, to get rid of the yoke of separation. Inclusive education improves the quality of education for all.

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