



IMPROVING THE COMPETENCE OF EDUCATORS WORKING IN AN INCLUSIVE ENVIRONMENT

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Abstract

This article presents the specific principles of inclusive education in the process of psychological, physical, and emotional disabilities of children, the care provided by the state to children with disabilities, and the methods of motivating students involved in inclusive education.

Keywords: Inclusive education, aspect, motivation, musculoskeletal injuries, deafness, blindness, consistency, method, principle.

Introduction

Among such care provided by the state to children with disabilities from childhood, the activities of teachers and defectologists working in institutions where inclusive education is introduced, who are entrusted with the implementation of our state policy in the process of educating and raising children with disabilities and preparing them for rehabilitation, integration, and integration among their healthy peers, play an important role.

Former Soviet scientists such as G.N. Mersiyanova, G.M. Dulnev, V.I. Antipov, V.I. Karvyalis, Ya.Ya. Kravalis, S.L. Mirsky, Ye.A. Kovaleva, V.F. Machikhina, N.P. Pavlova, V.A. Shinkarenko, I.P. Freytag conducted scientific research on the effective organization of correctional and pedagogical assistance to students with disabilities and their professional orientation. Issues such as education and upbringing of children with disabilities in our republic, their integration into society, and the pedagogical features of raising a disabled child in a family were



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studied by S.Sh. Aytmetova, L.R. Muminova, I.G. Radisheva, G.B. Shoumarov, D.A. Gordienko, S.G. Kim, A.Soatov, V.S. Rakhmonova, Z. B. Em, G.A. Sodiqova, R.Sh. Shomakhmudova, P.M. Pulatova, D.A. Nurkeldiyeva, M.P. Khamidova, L.Sh. Nurmukhamedova, Sh.M. Amirsaidova. A number of achievements in the field of modern special pedagogy in recent years are associated with the research work of such outstanding scientists as E.I. Leongard, Ye.G. Samsonova, N.D. Shmatko, T.V. Pelinskaya, I.V. Koroleva, V.I. Pudov, O.V. Zontova, A.D. Salakhova, N.V. Kochegarova, V.N. Svodina. Their research, widely using achievements in the medical field and the pedagogical process, has an effective impact on increasing the level of education of children with disabilities, their early social adaptation through inclusion in inclusive education.

All areas of institutions where inclusive education is introduced implement the educational process in various pedagogical and psychological directions, based on the needs of children. In particular, the education of children with injured limbs or visual impairments also involves specific corrective work, and in this process, there is psychological work carried out by the defectologist and parents together with the teacher.

The content of pedagogical and psychological work follows from the goals and objectives of each inclusive educational environment and determines the content of the teacher's work and areas of activity. Based on this, it can be said that in the content of the work of teachers of an inclusive educational environment, along with educating children, the main place is also occupied by carrying out pedagogical work. That is, the teacher, in cooperation with parents, continues pedagogical and psychological work aimed at improving the quality of education of children with disabilities, and some of them are carried out independently.

The goal and task of the inclusive educational environment are aimed at correcting and compensating for the shortcomings of students with disabilities using pedagogical and psychological methods and improving their education. The shortcomings they have are addressed in the process of education and upbringing in specific conditions using special methods. This process, in turn, is subject to certain aspects: order, system and laws. Pedagogical and psychological aspects in



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inclusive education are a set of laws and regulations used to better organize the entire educational process. These rules include the content, methods, and forms of organization of the pedagogical process and upbringing. However, in the process of inclusive education, specific principles are also used depending on the psychological, physical, and emotional disabilities of children. The system of pedagogical aspects, which is included in special pedagogy and is based on national principles, includes the connection of education and upbringing with life, individual, collective and collective upbringing, the consistency and continuity of pedagogical and psychological impact, the unity of demands and respect for the personality of the pupil, the correspondence of the educational process to the age and individual characteristics of children with disabilities, the connection of education and upbringing, the principles and aspects of a comprehensive approach to the educational process.

The principle of consistency, systematicity, integrity and continuity of pedagogical and psychological impact is also one of the necessary aspects for the effectiveness of educational activities. Adherence to these perspectives requires the construction of the pedagogical system in such a way that its educational parts and elements should not be side by side with each other, but form a single whole. The absence of any system of pedagogical impact is completely contrary to educational work. The diversity of requirements for students in an inclusive educational environment greatly harms the quality of education. Unfortunately, in practice, it often happens that the family, far from supporting the school initiative, has the opposite effect. Sometimes even among teachers, unity of requirements is not ensured. Pedagogical and psychological activity is a long-term process involving many people. Therefore, it is extremely important to adhere to consistency, achievement, continuity in their work, and to timely determine the level of education of students and the zone of proximal development.

Another specific pedagogical and psychological aspect of inclusive education is taking into account the age and individual characteristics of schoolchildren and the type of disability. The implementation of this principle requires adapting the content and forms of students' activities to their age, life experience, strengths and



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capabilities. At the same time, each child is a separate world. Therefore, the upbringing process should be even more individual than the educational process. This goal can be achieved if the teacher, relying on the needs and interests of a particular moment, finds forms and methods that will create new needs and new interests, which are the decisive basis of the motives of behavior and activity, and can satisfy them. Teachers and defectologists working with children with disabilities should never forget that in all educational processes they work with children with some kind of defect in their general development. Only then will they correctly understand and be able to prevent various unpleasant and unpleasant situations that occur in practice. Otherwise, they will not understand the various unpleasant situations that occur due to the defects of children with disabilities. Therefore, individual pedagogical and psychological work with such children is not carried out.

Pedagogical and psychological methods should be understood as a method of influencing the system of the child's consciousness, knowledge, skills, will, behavior and relationships in order to form a comprehensively developed personality.

In conclusion, we must say that the specific aspects of the attitude of teachers towards students with disabilities and their teaching style can cause various deviations in the child's behavior, level of knowledge and development. The study of the pedagogical and psychological environment in an inclusive educational environment and the methods and instructions of parents towards children allows us to identify the types of interpersonal relationships established between the teacher, parents and the child in the educational process. Studies by foreign and Russian scientists have studied issues related to the education and upbringing of children with disabilities and the types of pedagogical and psychological assistance to them. The work carried out in this direction in our republic should be further improved scientifically and methodologically.



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