

## PSYCHOLINGUISTICS IN INCLUSIVE EDUCATION

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**Abstract:** Children with disabilities, that is, children with special educational needs, have different characteristics. It is very important to support these children using psycholinguistic methods in creating an adapted learning environment and involve them in inclusive education. This article covers different types of children with disabilities and their characteristics, as well as approaches to involving them in inclusive education.

**Key words:** inclusive, continuous education, disabled children, individual, opportunity, communication, conditions

In the action strategy for further development of the reformed education in our country, tasks such as "further improvement of the continuous education system, increasing the quality and efficiency of the activities of higher educational institutions, educating young people who think independently and have their own knowledge" have been defined. given a firm view of life". It is of great importance to develop a system of using psycholinguistic teaching technology in educational processes. The main and leading goal of education in schools is the communicative goal that determines the entire educational process. The teaching experience is actively formed along with the students. Inclusive education practice is based on the idea of accepting the individuality of each student, so the process should be organized in such a way as to meet the needs of children with disabilities.

"Inclusive education is the provision of equal rights to education in educational institutions, taking into account the differences in the special educational needs and individual capabilities of all students".[1]

In inclusive education, that is, when working with children with disabilities, psycholinguistic principles are used together with modern pedagogical technologies to improve the effectiveness of communication with students.

Today, for many children with various disabilities, the only way to get an education is not enough to provide the student with the necessary equipment and conditions for the learning process. For this, it is important to properly plan the lesson, taking into account all the age and psychophysical characteristics of the student. Disabled children usually communicate more, so the lesson should be given a psycholinguistic orientation as much as possible. This makes it easier for students to communicate with their peers and express their opinions.

The English term inclusive means integration, cooperative education and is recognized by the world community as the most humane and effective education. Inclusive education is the provision of equal rights to education in educational institutions, taking into account the differences in the special educational needs and individual capabilities of all students.[3.568]

Since children with disabilities are different, it is necessary to provide materials in the classroom, taking into account their compensation capabilities. For example, children with hearing, attention, and speech disabilities learn better with visual materials, such as pictures, presentations, e-books, and assignments; to a large extent - customized text in the form of small diagrams, data tables, comic strips [2.212]

The goals and tasks of psycholinguistic training of students in the lessons are as follows:

- development of speech activity in them;
- elimination of psychophysical obstacles;
- implementation of the process of teaching children with special needs based on new technologies;
- mastering the psychological mechanisms of personality formation;
- strengthening the integrity of the educational environment of children with special educational needs;

The components of professional competence of teachers in psycholinguistic work in inclusive education are as follows:

- to have flexible forms of teaching, psycholinguistic interactive teaching methods;
- ability to stimulate psycholinguistic independence of cognitive activity;
- the ability to work in a team, to interact with psycholinguistic specialists to create psychological-pedagogical support for teaching children with special needs;

The most important goal is to educate disabled people and integrate them into society through a unified psycholinguistic conceptual system of education. Within the framework of this goal, an inclusive education system has been established all over the world and is being improved in our country as well. All children, regardless of their abilities and status, should be given quality education. Organization of psycholinguistic support plays an important role in this regard.

In the organization and implementation of psycholinguistic support, it is very important to focus on the specialization of personnel in one or another field.

-It is known that in inclusive education, children who need special education are grouped together with all children according to different abilities towards a certain goal.

-If special education is taught through psycholinguistic and alternative education programs, inclusive education is taught based on a child-centered and customized, focused, inclusive curriculum.

Inclusive education allows children with disabilities to always be near their families and loved ones; The quality of education can be improved as a result of inclusive education. As a result of teaching children with special needs in general education schools, new methods of teaching begin to be introduced; Inclusive education helps prevent discrimination. Co-education in general education schools changes the stereotypes of disabled and able-bodied children. Relations of mutual respect and equality are formed.[3.132]

In the organization and implementation of psycholinguistic support, it is very important to focus on the specialization of personnel in one or another field.

- The teacher protects the rights of all children, despite the fact that students are in different categories and respect.

- to establish cooperation. Because cooperation and exchange of views are important for teachers.

- Organization of systematic assessment of the activities of educators and psychologists, regular improvement of their skills, effective functioning of disciplined and inter-institutional groups of children in need, the application of leadership and management skills, practical and theoretical training on joint problems; address, develop comprehensive school collaboration skills.

- It is known that children in need of special education in inclusive education are grouped according to different abilities together with all children for a specific purpose.

-If special education is taught through special and alternative teaching programs, inclusive education is taught on the basis of children-oriented and adapted, focused, inclusive curriculum.

Also in some countries of the world, a professional psychologist with a narrow specialty has a high level of professionalism and a deductive ability to find a non-standard solution that is integral to his work, and can demonstrate its effectiveness. Result is an important feature. Especially from a principle point of view, every pedagogue-psychologist should define the conceptual apparatus of inclusive education, because they are based on philosophy, conceptual foundations.

The science of psycholinguistics is defined as the science of the laws of linguistics and the education of children and adults.

The main task of science is to determine the laws in the field of education, linguistic education, education and training systems.

Inclusive school - schools with inclusive education protect children's educational and personal rights. In this school, students are diverse, healthy and have mild

disabilities, and equal conditions have been created for each of them to realize their potential.[4.289]

Conclusion: Improving education, in particular, inclusive education legislation, gradual reforms in this area, special educational needs for learning as healthy children in healthy children, and equal rights and opportunities for children with disabilities will be created.

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