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The Importance of Supporting and Strengthening the Development of Teachers' Social-Pedagogical Competences to Work in An Inclusive Environment

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Abstract: The article discusses the rights of children with disabilities in general educational institutions and the legal, social and pedagogical aspects of their support in society. It also details the role of teachers and parents in the process of inclusive education, the importance of their psychological support and the role of neighborhood officials in working with families.

Keywords: Inclusive education, social protection, parent, educator, law decisions, family and education system.

Introduction: In accordance with international treaties of the Republic of Uzbekistan, it is necessary to ensure equal opportunities for persons with disabilities with other citizens.

Every student with disabilities needs special attention and support from society, and our state provides comprehensive support to persons with special needs, provides material, advisory and other assistance to families caring for such children.

Ensuring the rights of children with disabilities in our country is regulated by more than 200 legal and regulatory documents.

It is worth noting that on October 15, 2020, the Law "On the Rights of Persons with Disabilities" was adopted. In 2021, the Convention on the Rights of Persons with Disabilities (New York, December 13, 2006) was ratified.

Today, more than 760 thousand people with disabilities live in our republic, including more than 100 thousand children with disabilities under the age of 16. They are covered by social protection, support and medical and social rehabilitation measures.

The articles of Chapter 3 of the Law of the Republic of Uzbekistan "On Guarantees of the Rights of the Child" establish additional guarantees of the rights of children in need of social protection.

The protection of the rights of persons with disabilities in the political, socio-economic and cultural spheres of society is based on the principle of non-discrimination against a person, including on the basis of disability, regardless of the situation. It is very important that not only state structures, but also civil society institutions are active in this regard, which places a great responsibility on the shoulders of local authorities.

At the same time, today there is a need to involve children with disabilities in educational institutions and create an inclusive environment for them.

Numerous studies have shown that the creative potential of students with disabilities is extensive. Their talents are of significant cultural value.

It is also known from research and practice that the harmonious development of a student and his successful adaptation to society have a positive effect on children's health. The process of working with and developing such students is also complex and is a serious pedagogical and medical task.

Therefore, in order to successfully solve any complex life problem or situation, a teacher of a general secondary educational institution must have a good understanding of the specific features and stages of this process.

In other words, the teacher must be aware of psychological recommendations that allow him to effectively and decisively overcome such difficulties in an inclusive environment, have certain knowledge, skills and qualifications, and inclusive competence.

In this case, the main task of teachers of general secondary educational institutions is to be able to explain that this is a period of patience and endurance in this process, to be able to calmly react to the situation, and to approach the problem intelligently, with restraint, and constructively.

In this regard, our teachers are required to carry out extensive cooperation with parents. Experience shows that there are many cases where some men in such families leave all the "burden" to the woman in the family and leave the family. However, the majority of families are heads of families who patiently respond to such difficulties and bear the "burden" of living and

difficulties with their wives.

The indifference or coldness of relatives, friends and neighbors, and the neighborhood further complicate the mental state of parents.

It is important for our teachers with developed inclusive competence to interact with such families with extreme caution, constantly support them and provide necessary advice. This, in turn, will be an important factor in eliminating depression in parents. In order to support the family and parents, and give them the necessary recommendations (psychological advice), mahalla officials need to know the causes of family crises, their specific characteristics and the capabilities of the family. They also need to have psychological knowledge in this regard and know what the process of psychological support consists of.

The school should help solve problems in such families, provide socio-legal, psychological support to the family, take targeted actions to find ways out of a problematic (complicated) situation, prevent unpleasant situations, and systematically carry out preventive work with family members.

Each family in need of social and moral support is under constant attention and control, and targeted and systematic (practical) work is carried out with them individually. All practical work is aimed at solving problems in the family and improving the environment, improving relationships in the family, understanding the role and responsibilities of family members in the family, and has a positive impact on the education of children with disabilities.

Parents with children with disabilities need to feel that the socio-spiritual environment in such families is under the close attention of mahalla officials, that mahalla activists are working together towards a common goal, that the spiritual environment in families is stable, that the residents of the mahalla live a prosperous life, that they are peaceful, and that they are interested in their efforts, love, and attention in this regard.

It is good to discuss the results of work with families at the Council of Citizens' Assembly every week with the participation of members of the Council, as well as chairmen of relevant public structures, and to determine the necessary measures.

Planned, targeted, individual (one-on-one) targeted actions and targeted organization of work with problem families and their members are required. It is necessary to carry out systematic work on solving problems and providing comprehensive support to the family and women based on a separate plan, based on the problems and specific characteristics of each family, including parents and children with disabilities.

Early identification, elimination and prevention of situations that negatively affect the socio-spiritual environment of problem families is the most effective way to achieve efficiency.

Of course, these general recommendations play an important role in the process of deinstitutionalization being implemented in our country.

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