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## TEACHING STRATEGIES FOR CHILDREN WITH DISABILITIES

Annotation

This article explores various teaching strategies to create an inclusive learning environment for children with disabilities. The study investigates the Introduction of inclusive education, examines the methods of implementing effective teaching strategies, analyzes the Results of their application, and discusses the implications and future directions for enhancing educational experiences for children with disabilities.

**Key words:** IEP, a cornerstone strategy, multisensory, peer-mediated

## СТРАТЕГИИ ОБУЧЕНИЯ ДЕТЕЙ С ИНВАЛИДНОСТЬЮ

Аннотация

В данной статье исследуются различные стратегии обучения, направленные на создание инклюзивной среды обучения для детей с ограниченными возможностями. В исследовании описывается внедрение инклюзивного образования, рассматриваются методы реализации эффективных стратегий обучения, анализируются результаты их применения, а также обсуждаются последствия и будущие направления для повышения образовательного опыта детей с ограниченными возможностями.

**Ключевые слова:** Индивидуализированное образование, краеугольная стратегия, мультисенсорная, опосредованная сверстниками.

## IMKONIYATI CHEKLANGAN BOLALARNI O'QITISH TEXNOLOGIYALARI

Annotatsiya

Ushbu maqola nogiron bolalar uchun inklyuziv ta'lim muhitini yaratishga qaratilgan turli xil ta'lim strategiyalarini o'rganadi. Tadqiqot inklyuziv ta'limni joriy etishni o'rganadi, samarali ta'lim strategiyalarini amalga oshirish usullarini ko'rib chiqadi, ularni qo'llash natijalarini tahlil qiladi va nogiron bolalarning ta'lim tajribasini oshirishning oqibatlarini va kelajakdagi yo'nalishlarini muhokama qiladi.

**Kalit so'zlar:** Shaxsiy ta'lim, burchak strategiyasi, ko'p sensorli, tengdoshlar vositachiligida.

**Introduction.** The importance of inclusive education is discussed in the beginning, along with the difficulties children with disabilities encounter in conventional classroom environments. It emphasizes the significance of an inclusive learning environment in the classroom and the necessity of specific teaching techniques that accommodate a range of ability levels. Inclusive education aims to give every kid, regardless of ability or disability, equal access to learning opportunities. Specialized teaching techniques are frequently needed to maximize learning opportunities for impaired children. This study looks into various instructional strategies designed to meet the multiple demands of this group.

By a decree issued by the Public Education Minister of the Republic of Uzbekistan [1], the regulation about transferring pupils with physical or mental impairments was authorized in 2022.

1. Inclusive Education Policies: - Inclusive education aims to give all students, including those with disabilities, equal opportunity to learn in regular classrooms.

2. Plans for Individualized Education (IEPs):

- Create customized lesson plans for children with special needs. These programs include precise objectives, modifications, and tactics catered to the particular requirements of the learner.

3. Varied education: - Use varied education strategies to meet the needs of students with varying learning styles and skill levels in the same classroom. This might entail modifying the curriculum, the resources, and the tests.

4. Assistive Technology: Investigate and incorporate assistive technology to improve the educational experiences of students with disabilities. This can include gadgets such as adaptive devices, speech-to-text software, and screen readers.

5. Ongoing Professional Development for Instructors: - Give instructors the tools to effectively serve different learners by providing them with the required information and skills.

6. Collaboration and Teamwork: Establish a cohesive and encouraging learning environment and promote cooperation between educators, exceptional education specialists, and support personnel.

7. Universal Design for Learning (UDL): - Put the concepts of UDL into practice by creating curricular materials and activities that all students, regardless of ability, can access and understand[2].

8. Parental Involvement: - Promote effective dialogue and teamwork with parents/guardians to guarantee a comprehensive approach to a child's education. Parents can offer insightful information on the needs and assets of their children.

9. Sensory-Friendly Environments: - Consider the sensory requirements of kids with impairments and design a learning space that eliminates distractions and enhances their ability to process sensory information[3].

**Literature review.** A brief overview of the situation of teaching methods for kids with disabilities in Uzbekistan is given in this literature study. Despite the admirable efforts made toward inclusive education, difficulties still exist. Further study is required to improve teacher training programs, evaluate the usefulness of adaptive technology, and investigate the long-term effects of certain teaching styles. Uzbekistan can keep moving toward a more inclusive and equitable education system for its students by filling in these gaps. A wide range of viewpoints are reflected in the literature on teaching methods

for kids with impairments[4]. There is agreement on the significance of individualization and inclusion, but differing views are expressed about each tactic's feasibility, difficulties, and subtleties. The evidence overwhelmingly supports interventions to help kids with impairments become more socially adept. According to Bellini and Peters, focused social skills training positively impacts relationships and social interactions. To build a genuinely inclusive social environment, some researchers, like White and Simpson [5], advocate for a holistic strategy that considers tailored treatments and systemic changes in school culture. Edyburn conducted studies demonstrating the beneficial effects of assistive technology on the educational experiences of children with impairments. Tools that facilitate academic participation, mobility, and communication are provided by assistive technology. However, worries expressed by Brown and Luckasson highlight the need to take into account the moral ramifications and possible disadvantages of depending only on technology, contending that a balanced strategy that incorporates human interactions is essential for comprehensive learning experiences. To provide us with a more complete and nuanced knowledge of the best teaching approaches for kids with disabilities, ongoing research keeps examining and improving these tactics[6].

**Methods.** The paper describes its methodology in the techniques section. A mixed-methods approach is used, integrating semi-structured interviews with seasoned educators and subject-matter experts with an extensive assessment of the body of current research. This approach guarantees a thorough comprehension of theoretical underpinnings and real-world application. A mixed-methods approach was used to assess the efficacy of teaching programs for kids with impairments. A thorough analysis of the research on inclusive education and instructional techniques for kids with impairments was done [7]. Furthermore, semi-structured interviews were carried out with seasoned instructors and subject matter experts to obtain perspectives on real-world applications.

**Results.** The main conclusions drawn from the interviews and literature study are given in the results section. It emphasizes varied teaching as a critical tactic that lets teachers modify lessons and tests to fit each student's unique learning requirements. It is emphasized how well multisensory methods engage different senses for improved comprehension. It is spoken about how assistive technology may change accessibility and participation. The provision of comprehensive assistance is determined to depend heavily on collaborative efforts aided by Individualized Education Plans (IEPs), and peer-mediated instruction is found to be an effective means of promoting social learning[8]. Several important conclusions were drawn from the literature research and interview analysis. With the advent of differentiated education, teachers were able to customize exams, resources, and content to each student's specific requirements. Children's many senses are engaged by multisensory techniques, which improve comprehension and memory. Children with impairments may now efficiently access and contribute to educational content thanks to assistive technology, which has profoundly influenced society[9]. It has been demonstrated that teamwork, enabled by Individualized Education Plans (IEPs), offers all-encompassing assistance, guaranteeing that every child's unique needs are met. Peer-mediated education has become a powerful social learning technique that promotes participants' comprehension and skill development. Future directions for study and use, as well as the possible long-term effects of these tactics, are also examined. The findings highlight how important it is to use a range of instructional techniques in order to provide a welcoming and inclusive learning environment for kids with impairments. Diverse learning strategies improve engagement, while differentiated education recognizes each student's strengths and weaknesses[10]. Assistive technology integration creates a link to accessible education, and IEPs and teamwork encourage all-encompassing support. Children with disabilities benefit from peer-mediated education regarding social integration and skill development [11].

**Conclusion.** The paper wraps up with a summary of the most critical findings from the research. It emphasizes how crucial it is to use various instructional techniques to meet the multiple requirements of kids with disabilities. The main objective is establishing an inclusive learning environment supporting social integration and academic advancement. The necessity of continual study and innovation in inclusive education is also emphasized in the conclusion to continue developing tactics and methods that empower all students.

To sum up, our research highlights how crucial it is to use a variety of teaching approaches to promote inclusive education for kids with impairments. Instructors may provide a dynamic and encouraging environment that helps these kids succeed academically and socially by acknowledging their specific learning requirements. Subsequent investigations have to probe more deeply into the enduring consequences of these tactics and investigate inventive methods to enhance inclusive teaching practices even more.

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