

**EDUCATIONAL ACTIVITIES ON THE EDUCATION OF STUDENTS INCLUDED IN
INCLUSIVE EDUCATION ON THE BASIS OF ANTHROPOCENTRIC APPROACH**

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Annotation: The article provides a one-hour lesson, a discussion, and a seminar on the training of students involved in inclusive education based on an anthropocentric approach, and the problem situations that may be encountered in inclusive education are given in the article. .

Key words: inclusive education, anthropocentric approach, lesson, seminar training, discussion.

During the research work, a technological project on "Education for all" was prepared for inclusive education classes. The subject of the lesson: "Education for all".

The purpose of the lesson: to form the qualities of an anthropocentric approach, such as the fact that the right to education is equal for everyone, the legal basis of education, social sympathy, equality, non-discrimination.

Expected result: formation of friendship, solidarity, harmony, humaneness, kindness, humanitarian qualities in healthy students with students with disabilities.

Educational tasks solved during the lesson:

1. Reading texts related to the topic.
2. Providing students of inclusive education with information about the qualities of anthropocentric approach, such as humanity, humanitarianism, friendship, kindness, harmony, solidarity.
3. Completing situational tasks called "The Guarantee of Unity's Invincibility".
4. Forming the skills of cooperation and cooperation through the methodical game "Leaves of Love".

Form of lesson: diagnostic lesson.

Methods used in the lesson: diagnosis, introspection (self-analysis), explanation, improvisation (composing or weaving something without prior preparation).

Tools used in the lesson: Visual aids, blackboard, chalk , white paper with tree leaves drawn, pen.

Lesson plan:

Technology used in the lesson: methodical game "Leaves of Love", interactive educational technologies.

1. Delivery of information on the subject.
2. Elucidating the essence of the main concepts related to the topic.

Completing situational tasks called "Guarantee of Unity's Invincibility" .

4. Forming the skills of cooperation and cooperation through the methodical game "Leaves of Love".

Course of the lesson : I. Delivering information on the topic. The legal basis of education for students during the lesson, the fact that education is equal for all.

of education , the essence and achievements of inclusive education.

II. Elucidating the essence of the main concepts related to the topic. During the lesson, students were informed about the content of the following basic concepts: Humanity - Helping others. Consequence - Relationship between people. Being together in good and bad days.

Kindness is a loving relationship with friends, loved ones , and community members.

Humanity is a real human quality. Solidarity is the joint activity of people with a certain goal or aspiration.

Friendship is the relationship of people whose goals, thoughts and aspirations are united towards a common goal.

III. Completing the situational tasks entitled "Solidarity Guarantee of Invincibility". During the lesson, the following situational tasks were brought to the attention of students:

Situation 1. The pedagogue entered the classroom and said that a disabled student from Tashkent city had come to the school in the other neighborhood, that he had difficulty walking independently, so no student wanted to make friends with him, sit with him, prepare lessons, on the contrary, he was bullied. The parents said that they were in a relationship, that the child could not adapt to school, and that his desire for education had disappeared. The teacher asked the students such questions:

1. What advice do you give to the students of the class where the child is studying?
2. Why is bullying a student with disabilities bad? 3. What would you do if you were this student?

2nd situation. Situation: You were having lunch in a common dining area. A child with no hands and his mother entered this restaurant . On the other hand, since there was no empty table to sit on, they asked permission to sit next to the table where a woman was sitting. The woman began to humiliate and insult them. They left the restaurant awkwardly.

The clarifying questions are as follows:

1. Did the woman at the table do the right thing in this situation?
2. Could the mother of a disabled child fight for her child's rights?

Would you invite this mother and child to sit next to you?

4. Why didn't those around them object to the woman who insulted them? However, a number of conditions must be met when performing situational tasks.

Including:

1. Clear presentation of the situation presented to students.

2. Allow students to think about this situation.
3. Listen carefully to students' thoughts on the situation (listen to them until they finish their thoughts)
4. If the approach to the situation is found to be unsatisfactory, asking auxiliary questions that allow to enrich the answer with content.
misinterpreted by the student or students , do not criticize them, if there is a small achievement, encourage them (praise, give gifts, etc.) .
6. To encourage students to study , to create an educational environment for them to show their personal qualities.
7. Teaching students to listen to each other's opinions and work as a team.

IV. Forming the skills of cooperation and cooperation through the methodical game "Leaves of Love". During the lesson, students were offered this game:

"Leaves of love" game

The condition of this methodical game is that each student is given specially made leaves and they are asked to write wishes for their friends on the leaves. At the end of the game, wishes are collected in a circle. One question is written by the teacher and the sheet with the question is placed in the center. 8 participants who find the answer to the question continue the game and this process continues until there are two participants left. At the end, the remaining participants will be declared the winner and will perform all the tasks together for 1 week. The goal of the game is to teach everyone to cooperate and help the disabled student to socialize.

Achievement of the expected result: qualities of an anthropocentric approach in students: working collaboratively. formation of qualities of friendship, solidarity, kindness, humanity, consistency, forgiveness, humanity.

Implementation of Markur lesson on the basis of the above-mentioned technological approach created an opportunity for effective mastering of the subject "Education for all" by students of inclusive education.

Also, during the research, we presented the photo-collage "Hidden secret in the photo" to students' choice in the formation of anthropocentric approach components such as humanity, kindness, sympathy, mutual help in students of inclusive education.

Based on this photo collage, students were asked a series of questions and asked to describe these photos from their point of view. It is understood from the responses of most of the students that the components of anthropocentric approach, such as tolerance, patience, mutual support, and humanity, are important to students with disabilities. It was emphasized by the students that this aspect motivates them to socialize, find their place in life and achieve great achievements.

In the process of inclusive education, psychological training has a high role in improving the anthropocentric approach of students. Because, in today's educational process, psychological training is widely used in practice as a method of interaction. Social-psychological training is a system of knowledge aimed at mastering certain knowledge, skills and abilities for successful communication and interaction .

is a continuum of games and exercises aimed at the socialization of students in the conditions of inclusive education . Through interaction, students are able to develop relationships, imagine humanity, rights, freedoms, and responsibilities. As students interact with each other, the experience of interaction increases. As a result, such qualities as commonality, similarity and harmony also appear. They realize that the main goal of the relationship is mutual understanding .

We used the argumentative methods of psychological training to achieve scientific validity during the research work. The pedagogical-psychological and social significance of this method is that it allows the full use of initiative, knowledge in communication and mental potential of each student to express his point of view. That is, the tasks of this category of methods are derived from its important goals:

- teaches training participants to analyze existing situations, distinguish the main, important from the unimportant and fully understand the problem;
- encourages to observe others' thoughts and speaking skills and to work with them based on this;
- separation of various aspects related to the problem, creates an opportunity to understand their essence;
- represents the possibility of different alternative solutions to the problem .

During our research, we conducted psychological trainings such as "Aware of yourself", "Friendship is the most family happiness", "Helping is a human virtue", "Everyone should be educated", "Let's make friends through games". As a result, we saw that the components of the anthropocentric approach were determined in students of inclusive education.

Also, during our research work, we conducted a "group discussion" to develop an anthropocentric approach in students of inclusive education. Group discussion.

Purpose: To clarify the understanding of the anthropocentric approach among elementary school students in the process of inclusive education.

Organization of a group discussion on the topic "Anthropocentric approach in the process of inclusive education".

After independently studying the questions in the practical description, the respondent-students share their impressions and evidence and examples to prove their point of view with others in the process of group discussion. The teacher reminds them of the rules of discussion, makes step-by-step corrections to the process of expressing opinions, makes the transition from one question to another, ensures that intermediate conclusions are reached.

Thus, a methodologically correct approach to the process of forming an anthropocentric approach in students of inclusive education allows to obtain the expected results. Therefore, during the research work, the development and improvement of a special methodology that allows effective formation of the qualities of an anthropocentric approach in students of inclusive education was considered as a priority task. It should be noted that the enrichment of the special methodology with innovative technological elements helped to achieve the expected results. The results will be discussed in the next chapter of the work.

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