HOW TO INCLUDE THE STUDENTS WITH SPECIAL NEEDS INTO ORDINARY CLASSROOMS

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Abstract

Science achievement among students with special disabilities is typically far lower than that of their classmates. Significant challenges with academic abilities (such as reading, math, and writing), behavioral issues, and a lack of prior comprehension of fundamental ideas are some of the causes of this. Despite this dismal outlook, there is a lot of information on how to greatly enhance scientific success for kids with exceptional needs. According to a recent thorough meta-analysis, inquiry education that incorporates the proper scaffolds and supports can dramatically raise students' scientific success who have special needs. The supports and scaffolding that special needs children need to succeed in inquiry-based education will be outlined in this article.

Keywords: inclusion, regular classes, school curriculum, social skills, classroom activities, routine adjustments, full inclusion, partial inclusion.

Introduction

Inclusion is described as "teaching challenged children in ordinary courses, the practice of educating students with special needs in regular classes for all or nearly all of the day, instead of in special education classes" in Merriam-Collegiate Webster's Dictionary (2003 edition) (p. 630). The term "inclusion," which is used to describe initiatives to integrate kids with special needs in the general education classroom, is perceived more favorably by educators. "Inclusion might include allowing students with disabilities access to the school's curriculum, setting, social interactions, and self-concept" (Smith, 1998, p.18).

Today's schools are grappling with a major problem: inclusiveness. Teachers, administrators, parents, and students are the groups most impacted by inclusion. Recently, several schools have changed their stances on this matter and started permanently integrating disabled kids into regular education classes. But will all pupils benefit from this? Both points of view have passionate supporters.

Full inclusion for disabled students is based on the theory that, when a disabled student is in the same class as "normal" students, he or she will perform at a better level (Defina, 2003). With full inclusion, disabled kids can attend regular education classes with or without an assistant present to provide more individualized support to the disabled student. The assistant

frequently assists the student with reading tasks, arithmetic concepts, written language elements, listening skills, concentration, and encouragement.

The normal education classroom offers the accommodations that a student with a disability may require. The student with impairments may be encouraged to work at the same pace as the other students and as fully as possible integrate into the normal education classroom. On the other hand, the quick pace and content-heavy demands in the general education classroom may aggravate individuals with learning impairments. This dissatisfaction may result in inferiority complexes, potential behavioral issues, or just a student giving up and not even trying (Mercer & Mercer, 2001).

With complete or partial inclusion, there are both good and negative variables to take into account. Learning challenged students often benefit from being in the regular classroom where they may participate in a variety of activities (Bos & Vaughn, 2002). For instance, a child with a highly explosive personality was placed in an inclusive environment at my school. This child's conduct might instantly derail in response to noises, routine adjustments, and other classroom activities. At any moment, he would throw tantrums and became ferociously stubborn. It was unclear if complete inclusion was possible in this complex context.

However, this child's complete inclusion had some beneficial effects. This specific child's academic performance increased in the area of autonomous study, while being occasionally unpleasant and disruptive for the teacher and other pupils. At recess and throughout school activities, he made considerable development with his social skills. Instead of trying to soothe the youngster or removing him from the classroom, his paraprofessional was free to spend more time helping other pupils.

When it was challenging for his aide and instructor to get in touch with him, this student's classmates were encouraging and tried to help him. These student's connections and excellent role models served as wonderful examples for the youngster to follow and observe. This particular youngster was ultimately sent to a special school where his unique academic and behavioral requirements could be met in a more constrained setting. Schools must take into account a number of factors when deciding whether to implement full or partial inclusion. When introducing inclusion into the classrooms, teachers need to take both the social and technical factors into account (Baker, Wang, & Walberg, 2002).

Whether we like it or not, phrases like "special education" and "resource room" carry a negative connotation. A pupil receives additional attention when they attend a normal education class with a teacher's helper or paraprofessional. No of their age, the majority of kids desire to blend in with their peers. The substance of the information that they are required to learn and the pace at which it is provided may feel overwhelming to students with impairments. An someone could become demotivated to do their best effort if they believe they are incapable of comprehending something (Alderman, 2004).

Conclusion

The process of integrating special needs kids into a regular school setting is difficult yet vital. I think we need to establish a compromise since the arguments on both sides of the inclusion debate are quite strong. We have overwhelmingly come to the conclusion that every kid learns differently. To meet the specific needs of particular pupils, we develop IEPs. Based on the professional literature, I feel that each kid should be assessed individually, and the choice on whether or not they should be included in the normal education classrooms should be made in collaboration with the student, their parents, and their teachers.

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