

EFFECTIVE METHODS FOR OVERCOMING COMMUNICATION COMPETENCE CHALLENGES IN CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN INCLUSIVE EDUCATION SETTINGS

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Abstract: *This article examines the problems of communication competence in children with special educational needs in the context of inclusive education and the effective methods of overcoming them. Communication competence is essential for children's social integration and academic success, and it is analyzed that individual approaches play a crucial role in its development.*

Keywords: *inclusive education, communication competence, individualized approach, educational integration, communication development, auditory approaches, Extracurricular speech therapy lessons, Reading engagement.*

ЭФФЕКТИВНЫЕ МЕТОДЫ ПРЕОДОЛЕНИЯ ПРОБЛЕМ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ У ДЕТЕЙ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ В УСЛОВИЯХ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

Аннотация: *В данной статье рассматриваются проблемы коммуникативной компетенции у детей с особыми образовательными потребностями в условиях инклюзивного обучения и эффективные методы их преодоления. Коммуникативная компетенция имеет важное значение для социальной интеграции и академического успеха детей, при этом анализируется, что индивидуальный подход играет существенную роль в её формировании.*

Ключевые слова: *инклюзивное образование, коммуникативная компетентность, индивидуальный подход, образовательная интеграция, развитие коммуникации.*

“The core content of inclusive education does not divide children into separate groups; rather, it ensures the right of diverse children to be educated together in the same classroom and to receive joint instruction and upbringing” (Alyokhina S.V.).

The main problem faced by children with special educational needs lies in the limitations of their interaction with the world, including restricted mobility, difficulties in communication with peers and adults, limited interaction with nature, restricted access to cultural values, and even limited access to primary education.

As L. S. Vygotsky emphasized, “Inclusive education is a pedagogical system that organically integrates special and general education. Its purpose is to create conditions for overcoming the social consequences of genetic and biological developmental impairments in

children. Through this process, opportunities arise for the social compensation of existing physical impairments.”

Inclusive classrooms promote diversity and foster the understanding that every individual possesses both strengths and weaknesses. Children with disabilities, like their peers, can make a significant contribution to societal development if provided with support to fully realize their potential. When children understand that “being different is normal,” they feel safe and comfortable. They develop the ability to live in a diverse world, which enables them to become active citizens, assume a high level of social responsibility, and contribute to the improvement of society.

Communication competence refers to the mastery of verbal and non-verbal methods of interaction, the possession of social skills in interpersonal relationships, adherence to norms of spoken communication, and the acquisition of rules governing communicative behavior.

Isolation—the disruption of contact with surrounding people, a state of hopelessness, and limited opportunities to access important aspects of life—can lead to internal personal disturbances and partial loss of communication skills in children. Such children often feel that no one understands them; consequently, they trust no one and conceal their problems. “Special” children may fail to learn communication skills and, instead, avoid interactions with others.

The responsibility of primary school teachers, resource teachers, psychologists, and parents is to engage these children in group activities, communicate with them, support their self-expression, and teach them to become full members of society without experiencing feelings of social exclusion.

The use of information technologies is crucial for significantly enhancing the effectiveness of the educational process. For children with underdeveloped abstract and logical thinking, computers simultaneously serve as a teacher, a work tool, a visual aid, and a game environment. These tools make lessons more engaging and effective.

Main Directions and Methods for Systematic and Comprehensive Development of Communication Competence

1. Individualization:

- Developing personalized educational pathways that take into account each child’s unique needs.
- Setting communication goals that are realistic and aligned with the child’s abilities.

2. Sensory and Structured Environment:

- Creating a pre-planned and structured environment that helps children navigate and feel secure.

3. Use of Assistive Tools:

- Applying alternative and augmentative communication tools, such as PECS cards, sign language, communication boards, and specialized applications.
- Utilizing multimedia technologies and interactive games.

4. Active Communication:

- Creating joint activities and play situations in which children learn to interact with peers and adults.

- Utilizing role-playing, discussions, and collaborative problem-solving methods to develop dialogic skills.

5. Development of Social Skills:

- Fostering the child's ability to initiate and maintain conversations, and to express their needs and emotions.

- Teaching skills of cooperation, attentive listening, and understanding nonverbal cues.

6. Support from Adults:

- Encouraging any attempt to communicate, even if imperfect.

- Enhancing the child's self-confidence through patient and positive adult interactions.

7. Collaboration and Awareness:

- Cooperating with parents to ensure a unified approach to developing communication skills.

- Organizing training and consultation for parents and educators on effective strategies and methods.

Thus, in the development of communication skills, it is essential for both adults and children to remember that when students with special educational needs develop a sense of belonging to the classroom or the learning process, the process of social integration becomes more effective. This leads to better academic outcomes, the growth of mutual respect, and the development of self-confidence.

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