

## RESEARCH ARTICLE

# THE DEVELOPMENT OF AWARENESS OF STUDENTS WITH DISABILITIES IN THE CONDITIONS OF INCLUSIVE EDUCATION THROUGH THE MEANS OF UZBEK FOLKLORE

**Mamatova Aziza Boriboyevna**

PhD. Associate professor of the Department of Speech Therapy, Faculty of special pedagogy and inclusive education, Tashkent State Pedagogical University named after Nizami,

**Gapurova Dilnoza Tadjivayevna**

PhD. Associate professor of the Department of Speech Therapy, Faculty of special pedagogy and inclusive education, Tashkent State Pedagogical University named after Nizami

**Sabirova Zebo Ilkhamjanovna**

PhD. Associate professor of the Department of Speech Therapy of the Faculty of special pedagogy and inclusive education of Tashkent State Pedagogical University named after Nizami

**Annation:** this article is devoted to the theoretical issues of inclusive education of children with disabilities, to the disclosure of the essence, features, principles of the concept of inclusive education, ways to develop the speech of students in the conditions of inclusive education through Uzbek folklore.

**Keywords::** inclusive education, special education, school age, speech impairment, education, correction, reabilitation, emotional state, integration, rehabilitation, child with disabilities, child with special needs.

In order to introduce comprehensive and full-fledged social rehabilitation of students with disabilities in the world experience, innovative technologies for the development of inclusive education strategies are being applied to the field of special pedagogy. Systematic work is being carried out to introduce inclusive education of students with disabilities into the amliat, to develop the philosophy of inclusive education to improve the effectiveness of the content of correctional education in secondary schools, to introduce inclusive education into practice, to put into practice large projects on the development of student speech through folklore.

In the world educational and scientific research organizations, scientific research is being carried out to comprehensively adapt students with disabilities in schools of inclusive education to social life, early correction, elimination of existing

---

**Corresponding Author: Mamatova Aziza Boriboyevna, Gapurova Dilnoza Tadjivayevna, Sabirova Zebo Ilkhamjanovna**

**How to cite this article:** Mamatova Aziza Boriboyevna, Gapurova Dilnoza Tadjivayevna, Sabirova Zebo Ilkhamjanovna. THE DEVELOPMENT OF AWARENESS OF STUDENTS WITH DISABILITIES IN THE CONDITIONS OF INCLUSIVE EDUCATION THROUGH THE MEANS OF UZBEK FOLKLORE., Vol. 15, No. 4, 2025, 165-178

**Source of support:** Nil

**Conflicts of Interest:** None.

**DOI:** 10.47750/pegegog.15.04.17

**Received:** 12.03.2025

**Accepted:** 12.04.2025

**Published:** 01.05.2025

---

shortcomings, prevention of secondary defects, improvement of diverse, optimal technologies of adaptation to the general education system, development of student speech. At the same time, a very high level of attention is paid to scientific research on increasing the interest of students with disabilities in the educational process, applying methods of single approach to educational content, improving the theoretical foundations of inclusive education, developing the speech of students with disabilities through the medium of folklore.

In our republic, in recent years, a solid legal and regulatory framework is being created to improve the inclusive education of children with disabilities on the basis of foreign experiences, adapt children with disabilities to social life, study impressive and expressive speech, cochlear implant, development of speech components, support children with mental retardation and Down syndrome. " The social protection of the population is disabled, and the state support of other disadvantaged categories of the population " is established as a competent task. The development of the speech of Primary School students with limited opportunities in the conditions of inclusive education through the means of Uzbek folklore expands national pedagogical opportunities.

Decree of the president of the Republic of Uzbekistan "on measures to radically improve the state support system for Persons With Disabilities" No. PF-5270 of December 1, 2017, "No. 5712 of April 29, 2019" on approval of the concept of development of the public education system until 2030", PQ-4860 of October 13, 2020" on measures to further improve the education system for children with special educational needs", This dissertation will serve to some extent in the implementation of the tasks set by the decision of the Cabinet of ministers No. 638 of October 12, 2021 and other regulatory legal acts.

The degree of study of the problem. Research on the development of children's speech with limited opportunities in special pedagogy L.R.Muminova, V.S.Rakhmonova, M.Y.Ayupova, I.V.Sosedova, M.F.Khakimova, M.P.Hamidova, D.A.Nurkeldieva, P.M.Steelova, F.U.Kadyrova, Z.M.Akhmedova, D.S.Kahhorova, U.Y.Fayzieva, Sh.D.Aripova, R. Shomakhmudova, Sh.E.Hosted by tokhtayarova.

The question of Uzbek folklore H.Zarifov, M.Muradov, O.Safarov, S.Gozieva, R.Rajabova, F.Karomatov, Z.Husainova, N.Safarova, K.Imamov, M.Alaviya, M.Yakubbekova, Gjahongirov, D.Abdurahimova was an object of research in her scientific work.

A in the countries of the Commonwealth of independent states.Luria, R.I.Lalayeva, A.M.Borodić, YE.A.Babayeva, A.Gvozdev, I.Ivanov, I.Kirillov, G.Klimenko, F.Soxin, I.V.Koraleva, A.Kruglov, Y.Arkipova, Y.Artemova, N.N.Malofeyev, T..Makarova, Y.Mastyukova, S.Bukhvostova, R.Suleimenova, N.Nazarova conducted scientific research work on the development of student speech in the context of inclusive education.

Foreign scientists M.Budoff, D.A.Cole, T.Cronis, J.Gottlieb, D.Gampel, C.Heise-Nett, A.Nevin, M.M.Robinson, J.York, C.Mackdonald, L.Meyer, T.The theoretical aspects of the practical implementation of inclusive education have been researched by Vandercook.

The purpose of the study is to develop methodological recommendations for the development of the speech of students with disabilities in the conditions of inclusive education through the means of Uzbek folklore.

Objectives of the study:

determination of pedagogical opportunities for the development of speech of students with special needs in the context

of inclusive education through the means of Uzbek folklore;

improving the speech development model of students with disabilities;

development of speech of students with disabilities in the conditions of inclusive education through the means of Uzbek folklore;

improving the criteria for the development of the speech of students with disabilities in the conditions of inclusive education through the means of folklore.

As the object of the study, the process of development of speech of students with disabilities in the conditions of inclusive education by means of Uzbek folklore was selected, in the experimental work Tashkent City Uchtepa District No. 109, Chilonzor District No. 163, Sergeli District No. 55, Olmazor District No. 134, Yunusabad District No. 70, Shaykhontokhur District No. 324, Yakkasaroy District No. 135, Samarkand region No. 81, Navoi region Navoi City No. 5 No. 7, mirzaabad district, Syrdarya region, 114 students with disabilities from Jizzakh City No. 1 general secondary education schools of Jizzakh region participated.

The subject of the study is the form, method and means of developing the speech of students with disabilities in the conditions of inclusive education through the means of Uzbek folklore.

Methods of research. The research process used scientific resources, regulatory documents, study and analysis of educational and methodological literature, observation, comparative analysis, experimental-test work, generalization, survey, question and answer, conversation, pedagogical experiment, mathematical-statistical methods.

The scientific novelty of the study consists of:

the opportunities for the development of speech of students with disabilities in the conditions of inclusive education through the means of Uzbek folklore were improved on the basis of the idiomatic adaptation of the

content of Correctional-pedagogical work to the content of individual-intellectual features, based on the principle of systematic-complexity, as well as a comprehensive analytical diagnosis;

the effectiveness of the development of speech of students with disabilities by means of Uzbek folklore is improved on the basis of meaningful synchronization between didactic processes and stages and types of Correctional-pedagogical work, ensuring the integrity of compliance with the principles of inclusive education;

technologies for the development of speech of students with disabilities by means of folklore are improved on the basis of a diagnostic assessment of the degree of violation of the child's speech, as well as an adequate adaptation of speech capabilities to the internal infrastructures of interpretation;

the criteria for the development of speech of students with disabilities by the means of Uzbek folklore are improved on the basis of continuous provision of the intensity of the adaptive educational environment based on the activity of critical analysis of the state of speech and the etiology and pathogenesis of speech disorders.

The practical results of the study include:

in the context of inclusive education, the content of the process of developing speech of children with special needs has been determined, methods and tools have been developed;

taking into account the shortcomings found in speech of children with special needs in the context of inclusive education, a methodological guide entitled "speech alphabet" based on the conduct of Correctional-logopedic work has been developed, a didactic guide entitled "Let's learn to speak" on the development of cochlear implant children's speech in the context of inclusive education;

on the basis of the developed methodological and didactic manuals,

pedagogical and didactic aspects of the development of speech of children with special needs in the context of inclusive education are improved;

in the context of inclusive education, scientifically based methodological recommendations are formulated, aimed at improving the effectiveness of the process of developing speech of children with special needs.

The reliability of the research results is determined by the collections of materials of the scientific conference of the Republican and international scale, the volume recommended by OAK and published articles in foreign scientific journals, published methodological and didactic manuals, which allow to highlight the dissertation content of the collected materials; the theoretical ideas put forward in the research work serve to express the essence of

Scientific and practical significance of research results.

The scientific significance of the research results is characterized by the use in the dissertation of scientifically based data, the proposed methodology, the manuals developed in the research process, methodological recommendations by scientific personnel, the preparation of methodological recommendations, the retraining of public education personnel and their improvement centers, improving the effectiveness of the educational process in higher educational institutions, improving educational plans and programs.

The results of the study, which have gained practical significance, are explained by improving the programs of inclusive educational institutions, drawing up correctional work plans of teacher-defectologists, retraining and improving the skills of preschool institution, general education school employees, creating textbooks, educational and methodological manuals, improving the effectiveness of educational seminars organized in higher

educational institutions and special preschool educational institutions, and

The first chapter of the study, entitled “scientific-methodological and legal foundations of inclusive education of children with disabilities”, covers the scientific-methodological, legal, scientific-theoretical foundations of inclusive education of children with disabilities, analysis of the experiences of inclusive education of students with disabilities in the Republic of Uzbekistan and foreign mamalakats.

In 2020-2025, the concept of the development of inclusive education in the public education system provides for the main priorities in Uzbekistan, such as the development of inclusive education, improving the education system for children with special educational needs, and ensuring the quality of educational services provided to them. Based on the decision of the president of the Republic of Uzbekistan PQ-4860 on the development of inclusive education in the public education system in 2020-2025, the regulation on inclusive education of children in need of special education in general educational institutions has entered the special pedagogical system as an innovative form. In accordance with the decree of the president of the Republic of Uzbekistan dated October 13, 2020 PQ-4860 “on measures to further improve the education system for children with special educational needs”, the “road map” “on the implementation of the” concept for the development of inclusive education in the public education system in 2020-2025“, the” concept for the development of inclusive education in the public education system in 2020-2021“, " target indicators for the development of children with special educational needs. These legal and regulatory documents showed that it is a requirement of the period to carry out scientific research work on the development of students with limited opportunities in the conditions of inclusive education.

The study of the effectiveness, essence of the process of inclusive education and methods of their implementation has been in the attention of researchers for many years. M. from foreign scientists. Budoff, D.A. Cole has argued that inclusive education is a form of teaching that is organized taking into account the capabilities of each child and ensures the most effective socialization of students with disabilities. T. Cronis believed that inclusive education was the most acceptable way to integrate limited children into society. J. Of gottlieb. Gampel, as a proponent of inclusive education in comprehensive schools for students with disabilities, has founded the basic principles of this form of interpretation. M. For students with limited opportunities in inclusive education by Brille Harbin, the importance of forming friendly relationships and ways to make up friendly relationships are revealed.

Scientists from the CIS countries N.N. Malofeyev, A.M. Gendin, A.A. Dmitriyev, L.I. Dmitriyeva, D. Carren, L.V. Kuznetsova, M.I. Nikitina, M.I. Sergeyev, L.M. Shipitsina has given information on the need for a solid legal framework in inclusive education and the obstacles to this form of education and ways to overcome problems. Inclusiveness-not all children are perceived as the same or “assimilation”. Its essence is flexibility-to require knowledge and skills from the teacher to support this process, taking into account the fact that children are educated at different speeds, which is appropriate for the degree of disability.

Many works have also been carried out to improve the effectiveness of the educational process in the conditions of inclusive education of children with disabilities from scientists of the Republic. According to R. Shomakhmudova, one of the founders of inclusive education, “inclusive education is a public policy that represents the elimination of barriers between children with disabilities and disabilities, the active participation of the family, in particular the

satisfaction of the needs of the child, adaptation to social life and full inclusion in the Universal educational system, regardless of defects or economic difficulties in the development of children and adolescents Including L.R. Muminova recognized that the process of inclusive education is the inclusion of children in the system of comprehensive education, a complete theory of their physical, psychological, intellectual, ethno-cultural, language and other characteristics, has also very deeply analyzed the purpose, objectives, principles and stages of introduction of inclusive education. D.A. Nurkeldieva and V.S. Alimova has covered the methods of teaching children with Down syndrome in conditions of inclusive education. The experimental analysis of inclusive education of students with disabilities in the Republic of Uzbekistan and foreign countries was based on the fact that the system and content of education in general educational institutions for children with special needs were recognized in the world community, International-normative documents formed a solid legal basis.

It has shown that the opportunities for children in need of special assistance in the future in organizing inclusive education in many countries on a global scale will further expand, make them a full-fledged and equal member of social society, and friendly attitude towards children with disabilities will form among the community. The development of students with limited opportunities in the conditions of inclusive education, which has entered the special pedagogical system as an innovative form, the conduct of certain scientific research activities is a requirement of the period. Analysis of the scientific and theoretical and legal foundations of inclusive education of students with disabilities the system of inclusive education is gradually introduced in other general secondary educational institutions, measures are implemented aimed at ensuring the right of each child with special



educational needs to receive inclusive education, methods of teaching in inclusive education and the gradual introduction of individualization principles into the educational process, it was proved that the optimization of the number of specialized public educational institutions for children with special educational needs, based on the physical and mental needs of students and the geographical location of educational institutions, is an urgent issue awaiting study. Scientific research has shown that there is no work on the study of work, research work on inclusive education, scientific research, but the development of the speech of students with disabilities in the conditions of inclusive education. Therefore, the scientific study, examination of the problem of the development of speech of students with limited opportunities in the conditions of inclusive education, as well as the development of scientifically based methodological recommendations are an urgent scientific problem.

The second chapter of the research work, entitled "studying the degree of development of the speech of students with disabilities in the conditions of Inclusive Education", developed the purpose, task, principles and methodology of the emphatic experiment. The goal of the emphatic experiment-test was to study the degree of development of the speech of students with disabilities in the conditions of inclusive education. In the process of experimental testing, Tashkent City Uchtepa District No. 109, Chilonzor District No. 163, Sergeli District No. 55, Olmazor District No. 134, Yunusabad District No. 70, Shaykhontokhur District No. 324, Yakkasaroy District No. 135, Samarkand City No. 81, Navoi City No. 5, Mirzaabad District No. 7, Jizzakh Region No. 1 a total of 110 cochlear implanted students of comprehensive schools, with impaired mental development, Down Syndrome, 1st-2nd graders with autism syndrome attended.

Distinctive features of understanding the folklore works of students with limited primary school opportunities in the study of US, D.A.Regarding abdurahimova's "identification of private individuals of mastering folklore samples of students of a small school age", L.R.Muminova, R.Kabulova widely used her methodologies regarding the "study of the state of assimilation of samples of folk oral creativity". In accordance with the goal, Research tasks and stages of research were determined. At the first stage of the study, questionnaires were analyzed from teachers and logopedists of the inclusive class. Questionnaire surveys were compiled to study the speech state of students with disabilities in the conditions of inclusive education, the quality and conduct of work using folklore genres in the development of students' speech, 30 teachers and logopedists of inclusive classes took part in the experimental work. Based on the analysis of responses from teachers and speech therapists, it was found that most educators do not have full knowledge of the speech characteristics and ways of its development of children with disabilities involved in inclusive education, there is a high need for teachers of the inclusive class to develop methodological recommendations for the development of speech of students with special needs.

In the second stage of the study, the primary class aimed at determining the degree to which students with disabilities are able to analyze folklore samples, knowledge, State of understanding and content, consisted in carrying out the following 4 tasks: to check whether they can understand riddles and analyze their content; to check whether they can quickly understand and repeat proverbs; to check

For each task, 5 folklore samples were selected and criteria were established. In the process of verification, memory, attention features characteristic of students were taken into account. Accordingly, the instructions

given to them were given in a short, simple way, sometimes repeated 2 times. Visual weapons were widely used in the speech examination of elementary students. Specially selected and prepared manuals made it possible to easily enter into communication, interest, as well as awaken desire to work in the process of checking children. Assignments for experiments were chosen in such a way that on each of them, two types of answers were provided from the Examiner-verbal (based on sentence, word, plot-event images, drawing up a story on the given topics) and nonverbal (determining the action according to the word instruction, performing it, choosing the appropriate picture instead of answering the question with words). The procedure for issuing experimental materials and assignments was not changed. Before proceeding to the completion of the assignment, The Examiner received instructions on what he should do and in what form the answer he will give will be. The examiner then proceeds to complete the assignment, while the researcher records his answers in the minutes. In this, the additional assistance provided to the examiner was reflected in the statement, taking into account his result, the characteristics of the behavior of the child in the process of conducting an experiment, his attitude towards the assignment. The results were scored as follows: high-4 points: the reader knows the listed folklore samples. Correctly understands the content, its function. The folklore sample

can be spoken independently. Middle-3ball: the reader partially explains the sample of folklore on the basis of auxiliary questions, can say Proverbs, riddles, say quickly, partially tell what a fairy tale is about. Below the middle-2 points: the reader does not understand the content of folklore, he cannot even answer auxiliary questions. Low-1 point: the assignment was not completed. The reader did not respond.

The results of the study on the level of development of speech of students with disabilities in the conditions of inclusive education are summarized in the following view. (See Table 1).

The results of the emphatic study showed the specificity of insufficient understanding of folklore patterns for students with primary-grade cochlear implant, impaired mental development, and Down syndrome, and autism syndrome. In the speech of readers, it turned out that there were shortcomings in the pronunciation of sounds, poor vocabulary, insufficient formation of the grammatical component. Readers had great difficulty repeating Proverbs, understanding and analyzing their content. The results of the study, carried out using various visual tasks related to the comprehension of folklore samples, showed that it is necessary to develop a system of Correctional-pedagogical work on the development of speech by students with disabilities in conditions of inclusive education through a small folklore medium.

**Table 1.**

**The results of the task to determine the degree to which students with limited educational opportunities in the conditions of inclusive education can know, understand, analyze the content of folklore samples**

№	Given riddles	Number of participants (in%)	Assignment evaluation criteria (in points)			
			4 point	3 point	2 point	1 point
1.	Results of studying the state of being able to understand and analyze the content of riddles	110 people (100%)	6 %	27%	47%	20%
2.	The results of checking that he understands fast sayings and is able to repeat them	110 people (100%)	4%	12%	67%	17%
3.	Results of testing whether proverbs can be understood and repeated	110 people (100%)	4%	15%	58%	23%
4.	The results of checking that fairy tales understand and speak their content	110 people (100%)	3%	10 %	67%	20%
5.	The average value of the execution of tasks	110 people (100%)	4 %	56%	60%	20%

The third chapter of the study, titled “Correctional-pedagogical work system for the development of speech of students with disabilities in conditions of inclusive education by means of small folklore”, presents a correctional-pedagogical model and technology for the development of speech of students with disabilities in conditions of inclusive education by means of folklore, the content, stages, methods of organizing educational experimental

The most important tool for the formation of student speech is considered to be small folklore, as speech is of great importance in the teaching and education of students with disabilities in secondary schools. Preserving and developing Uzbek national folklore samples, promoting it widely, strengthening the feelings of respect and attention to the samples of folk oral creativity in the hearts of the younger generation, creating conditions for the

upbringing of students in the national spirit is the main link of continuous education, the development of speech of students with disabilities on the basis of Uzbek folklore is one of the

The issue of further improving the effectiveness of the correctional work system with students with disabilities in the conditions of inclusive education, correcting existing mental and physical development defects in students, expanding compensatory opportunities is one of the most fundamental problems of this form of Education. After all, in the context of inclusive education, it is important for the spiritual and physical development of the student, the assimilation of the Comprehensive School program, the development of speech in moderation in the introduction to communication with his healthy peers. The possibilities of developing the speech of students with disabilities in the conditions of inclusive education through the



means of Uzbek folklore were determined on the basis of a comprehensive diagnosis of the correctional-pedagogical work system with reference to the principles of systemality, complexity and development of speech therapy. The model for the development of speech of students with disabilities through the means of Uzbek folklore was improved on the basis of the mutual coordination of Correctional-pedagogical processes, principles of inclusive education and stages and types of correctional work. The possibilities of developing the speech of students with limited opportunities in the conditions of inclusive education through the means of Uzbek folklore were determined on the basis of a comprehensive diagnosis of the correctional-pedagogical work system with reference to the principles of systemality, complexity and development of speech therapy. Technologies of the development of speech of students with disabilities by means of folklore, methods of correctional and pedagogical work were improved on the basis of the level of violation of Child speech and adequate adaptation of speech capabilities. In order to interest students in the motivational target stage of the pedagogical process, it is necessary to use the words "pull the sound", "pull the Joint", "Coral sounds", "hair the necklace!" , " Identify the vowel at the beginning of a word", " identify the vowel at the end of a word", " traffic light", " each vowel has its own room", " magic pen", " bat-bat", " musical boxes", " Top what's the sound of this?!", "Make the sound", "make the Horn" were used. Development technologies in the medium of folklore covered the technologies of developing the speech of students with disabilities in the medium of riddles, developing the speech of students with disabilities in the medium of fast sayings, developing the speech of students with disabilities in the medium of Proverbs, developing the speech of students with disabilities in the medium of fairy tales. These innovative game techniques served to increase

the effectiveness of educational research work, develop phonemic perception of students with disabilities, increase their curiosity, develop communication accessibility, and fulfill the activating function of the motivational target stage. At the stage of organizing the pedagogical process, the speech of students with limited opportunities in the conditions of inclusive education was carried out on the basis of technologies for development by means of riddles, development by means of quick sayings, development by means of Proverbs, development by means of fairy tales. The diagnostic stage is to check whether you can understand and repeat riddles, to understand and repeat fast sentences; to check whether you can understand and repeat Proverbs; criteria such as verifying comprehension and reproducibility of fairy tales and covered levels such as high, medium, mid to low, low, and the evaluator implemented a qualimetry function. In the conditions of inclusive education, on the basis of the pedagogical model of the development of speech by students with disabilities through folkloric samples, phonemic perception of students with disabilities develops, vocabulary wealth increases, grammatical construction of speech develops, independent speech is formed, the effectiveness of mastering the curriculum increases. The criteria for the development of the speech of students with disabilities by the means of Uzbek folklore were improved on the basis of the state of understanding folklore samples and the identification of the etiology and pathogenesis of speech disorders. When developing the methodology of educational research work, we took into account the scientific-theoretical, methodological and practical aspects of the study of speech patterns of students with disabilities. Research work D.A.Abdurahimova, L.R.Muminova and R.Based on the programs of the kabulovas, improved with modern approaches, taking into account the language characteristics of Uzbek students, and on the

basis of the program “growing the speech of students with disabilities”, proposed on our side. Educational experiment experiment-test Tashkent City Uchtepa District No. 109, Chilonzor District No. 163, Sergeli District No. 55, Olmazor District No. 134, Yunusabad District No. 70, Shaykhontokhur District No. 324, Yakkasaroy District No. 135, Samarkand City No. 81, Navoi region Navoi City No. 5, Mirzaabad District No. 7, Jizzakh region it was carried out in secondary schools No. 1. Educational experiment conducted during 2021-2022.

The tasks of educational experimental work on the development of speech of young school-age cochlear implant, students with mental development lagging behind, autism and Down syndrome were brought into the system in a coherent, coherent order with the 1st-2nd grade “reading” textbooks and topics being carried out in schools of inclusive education. The cochlear implant in the conditions of inclusive education, the process of conducting work on the development of speech of students with lagging mental development, autism and Down syndrome was organized in collaboration with classroom teachers, school logopedists, parents. Cochlear implant, with lagging mental development, allowed students with autism and Down syndrome to conduct specially selected assignments and games on the development of their speech through the medium of folklore in classes “Alphabet”, “native language”, “reading”. The development of speech of students with limited educational opportunities in the conditions of inclusive education through folklore was presented on the basis of the program “educational experience-testing of speech development of students with limited opportunities in the conditions of Inclusive Education”. In order to implement an educational pilot program and effectively organize education, it was deemed desirable to use game exercises. Each style of work provided for in the educational examination

program was defined as a cochlear implant, caused by speech characteristics and problems that students with mental development lagging behind, autism and Down syndrome have found their scientific proof in the emphatic examination. At the end of the educational research work, we conducted a control experiment. In the control experiment, the results of students before Educational Research and after Educational Research were compared.

In order to fully realize the validity and reliability of the results of the study, we have divided the participants of the study with limited opportunities in the conditions of inclusive education into the following groups. The first group was a control group (NG) consisting of inclusive primary 1-2 students (60), and the second group was a study group (TG) of primary 1-2 students (54) with limited access to education under a special program. A total of 114 students involved in inclusive education with limited opportunities participated in the study. The results of the control experiment were carried out from the beginning of the school year to the end of the school year. At the end of the school year, a comparative analysis was carried out among the groups. The understanding of folklore patterns from students in the TG and NG group to experimental education, the level of verbal telling, was almost consistent, but after experimental training, the number of students in the TG group who achieved a positive result was observed to be higher than that of the NG group. A primary-grade cochlear implant involved in inclusive education has been achieved to develop speech based on an educational research program of students with lagging mental development, low syndrome and autism syndrome disabilities. It can be concluded that the effectiveness of the conducted pilot work increased by an average of 13.5%.

The average value of the results of experimental and test work on the development of speech of primary students

involved in inclusive education on the basis of an educational research program is reflected in the diagram below.

As long as the acquisitions in the experimental group are higher than those in the control group. So, the effectiveness of experimental and test work on determining the level of effectiveness of the development of speech of children with disabilities in conditions of inclusive education became known from a statistical analysis. As a result of the mathematical-statistical processing of the data obtained, it was confirmed in the study that the scientific hypotheses that igari was applied to have found their proof in full. Developed as a result of experimental work on the development of speech of students with disabilities in the conditions of inclusive education, and on the basis of the proposed methodologies, it has proven to be effective on average 13.5 percent of the development of speech of children with disabilities. Therefore, a comparative study and statistical analysis of the results of experimental and test work on determining the development of speech of students with disabilities in the conditions of Inclusive Education showed the effectiveness of a special methodology. The results of pedagogical studies were compared with the results obtained on the basis of the traditional methodology carried out in the control group, compared with the results obtained on the basis of a special methodology carried out in the experimental group, and it was shown that the results in the experimental groups are effective.

**Conclusion.** In 2020-2025, the concept of the development of inclusive education in the public education system provides for the main priorities in Uzbekistan, such as the development of inclusive education, improving the education system for children with special educational needs, and ensuring the quality of educational services provided to them. The development of students with limited opportunities in the conditions of inclusive education, which entered the special

pedagogical system as an innovative form, the conduct of scientific research on it is indicated as a requirement of the period.

Analysis of the scientific and theoretical and legal foundations of inclusive education of students with disabilities the system of inclusive education is gradually introduced in other general secondary educational institutions, measures are implemented aimed at ensuring the right of each child with special educational needs to receive inclusive education, it has been argued that the optimization of the number of specialized public educational institutions for children with special educational needs, based on the physical and mental needs of students and the geographical location of educational institutions, is an urgent issue awaiting study. Scientific research has shown that there is no work on the study of work, research work on inclusive education, scientific research, but the development of speech of children with disabilities in the conditions of inclusive education. Therefore, in the conditions of Inclusive Education, an urgent scientific problem of studying, examining the problem of developing speech development of children with limited opportunities, as well as developing scientifically based methodological recommendations has been identified.

The inadequacy of information about folklore samples of students with disabilities in the conditions of inclusive education was characterized by the inability of the effective correctional work system to admire the path as a result of the inability of classroom teachers to know the methodology for using small folklore samples in the development of students' speech. It has proven that early diagnosis and early initiation of Correctional-logopedic work of students with limited access to the condition is necessary, as well as importance should be attached to high-level speech-growing work from the younger school age, the development of speech of

students is the main factor in effective socialization.

The results of the emphatic study showed the specificity of insufficient understanding of folklore patterns for students with primary-grade cochlear implant, impaired mental development, and Down syndrome, and autism syndrome. In the speech of readers, the shortcomings in the pronunciation of sounds, the poverty of the vocabulary, insufficient formation of the grammatical component, repetition of Proverbs, comprehension and analysis of the content, readers experienced great difficulties. The results of the study, carried out using various visual tasks related to the comprehension of folklore samples, showed that it is necessary to develop a system of Correctional-pedagogical work on the development of the speech of students with disabilities in the context of inclusive education in a small folkloric medium.

Opportunities for the development of speech of students with disabilities in the conditions of inclusive education by means of Uzbek folklore the system of Correctional-pedagogical work was determined on the basis of a complex diagnosis based on the principles of systemality, complexity and development of speech of students with disabilities, the model for the development of speech of students by means of Uzbek folklore

Technologies of the development of speech of students with disabilities by means of folklore, methods of correctional and pedagogical work based on the level of violation of Child speech and adequate adaptation of speech capabilities, criteria for the development of speech of students with disabilities by means of Uzbek folklore are improved on the basis of the state of understanding folkloric samples and

The fact that technologies and an educational program aimed at developing the speech of students with disabilities through the medium of folklore are effective was

confirmed during the study. The results of the educational experiment showed better results than the students of the group at the beginning of the experiment and the students of the group at the end of the experiment. The understanding of folklore patterns from the experimental group and control group students to experimental education, the level of verbal telling, was almost consistent, but the number of students who achieved a positive result in the experimental group after experimental training was observed to be higher than that of the control group.

A primary-grade cochlear implant involved in inclusive education has been achieved to develop speech based on an educational research program of students with lagging mental development, low syndrome and autism syndrome disabilities. It can be concluded that the effectiveness of the conducted pilot work increased by an average of 13.5%. Implemented speech culture technologies have proven the effectiveness of the model and technology for the development of speech by students with cochlear implant, RROQ, autism syndrome and Down syndrome with limited opportunities in inclusive educational conditions, which embodies the development of verbal communication skills, as well as technologies of a developing nature.

Recommendations. To establish effective methodological work for the organization of active cooperation of Parent, Teacher, speech therapist in the process of developing speech of students with limited opportunities in general education by means of folklore;

Opportunities for the development of the speech of students with limited opportunities in the conditions of inclusive education through the means of Uzbek folklore, a system of correctional and pedagogical work, in the conditions of general education "speech Alphabet" and "let's learn to speak!" broad promotion of the experience of developing the speech of students with

disabilities on the basis of methodological support, expansion of opportunities;

Development of speech of students with disabilities by means of folklore technologies, development of didactic provision of adequate adaptation of speech capabilities, taking into account the degree of violation of Child speech in correctional-pedagogical methods of work.

#### List of literature used:

1. Anusen K.B. Inclusive education of persons with developmental disabilities. -M.: "Enlightenment". 1997. -Page 234.
2. Ayupova M.Yu. "Logopedia". - T.: "National Society of philosophers of Uzbekistan", 2007. -115 b
3. Safarov O. Folklore is priceless. - T.: "Mukharrir". 2010. -87 b.
4. Suleimenova R.A, Khakimjonova G.A. Zarubezhny i otechestvenny opit vklyucheniya detey so spetsialnymi nujdami v obsheobrazovatelnoy prosesse. Problemi I puti resheniya. - Almaty. 2001, - str 19.
5. Shomakhmudova R.Sh. special and inclusive education. - T.: "Shashma Print". 2018. -190-198 b.
6. Shomakhmudova R.Sh., D.To ' laganova, A.B.Berdieva. Corrective pedagogical work carried out in the system of inclusive education with children with mummies in their physical development.- T.: "Razzakov O.J". 2007. -10-28 b.
7. Mamatova A.B. Let's learn to speak!. - T.: "Ilm ziyo zakawat". 2022. -3 - 36 b.
8. Mamatova A.B. Uzbek folk folklore is an important factor in the development of speech of children with limited opportunities in the context of inclusive education.// Journal of school and life.- Tashkent, 2022. B. 30-31. (13.00.00 №4)
9. Mamatova A.B. Inclusive education reform and their importance in Uzbekistan. // Journal of school and life.- Tashkent, 2023. B. 32-34. (13.00.00 №1)
10. Mamatova A.B. Speyech development problems for students with disorders in mental development. // The American Journal of Social Science and Education Innovations. SJIF 2023: 7.223 Impact factor: 2021: 5. 857 Volume 03. №4(2021).  
<https://usajournalshub.com/index.php/tajssei/issue/view/224>. - R. 471-476.
11. Mamatova A.B. Novie podhodi k postroeniyu Korrektionno-razvivayutshey Raboti s detmi, imeyutshimi otkloneniya v intellektualnnnom razvitii.// International scientific conference "Innovateon in the modern education system" Washington, USA. 2021.25.05. P-433-438.
12. Mamatova A.B. International and national legal foundations of inclusive education.// Inclusive education: strategy, science, practice and technology. Materials of the international scientific and practical online conference.- Kokand, QDPI. 2022. B. 153-155.
13. Sabirova Z.I. Model of preparing children with delayed mental development to school in conditions of preschool educational institutions. // Academia: an International Multidisciplinary Research Journal <https://saarj.com> February 2021 10.5958/2249-7137.2021.00403.1// B.724-730. (Impact Factor: SJIF 2021 = 7.492)
14. Sabirova Z.I. Preparation of children with speech disturbance in school in the conditions of a preschool educational institution. //The American Journal of Interdisciplinary Innovations Research Published Date: November 21, 2022 Crossref doi: < Br > <https://doi.org/10.37547/tajjir/Volume04Issue11-10/> / B.59-62 METADATA SJIF IMPACT FACTOR - (2022: 6. 233)
15. Sabirova Z.I. // Modeling the developmental environment in schools for children with severe disorders. 5th Global Congress on Contemporary Sciences & Advances Hosted from Singapore 10th May



2021 [www.econferenceglobe.com/](http://www.econferenceglobe.com/) / B.259-263

16. Gapurova D.T. Children with complex developmental disabilities The American Journal of socialScience and Education innovations (ISSN-2689-100x) November 15/2022 6-11p. IF (6.233)<https://theamericanjournals.com/index.php/tajjir/article/view/3872>

17. Ганypова Д.Т. Дифференциал diagnosis of children with complex develipmental disorder The American Journal of socialScience and Education innovations (ISSN-2689-100x) November 15/2022, 12-16 p.. IF (6.233) <https://theamericanjournals.com/index.php/tajjir/article/view/3872>

18. Ганypова Д.Т “Formation and development of grammatically correct speech in children with speech defects”. International Journal of Progressive Sciences and Technologies (IJPSAT) 2020 Vol. 19 No. 2 May 2020, 28-31 p. <http://ijpsat.ijshjournals.org/>. I.F.(7.36)

19. Abidova, N. (2022). Problems of Preparing Future Defecttologists to Work in the Conditions of Inclusive Education. Journal of Pharmaceutical Negative Results, 2505-2511.

20. Abidova, N. (2021). Organization Of The Work Of The Logo Teacher With Children With Disabilities In The Conditions Of Inclusive Preschool Practice. Turkish Journal of Physiotherapy and Rehabilitation, 33382-33398.

21. Abidova, N. Z. (2013). Peculiarities of the Formation and Development of Vocabulary in Children with Vision Disorders. *European Researcher*, (2-3), 475-479.

22. Nilufar Abidova. (2021). Inclusive Education Of Children With Special Educational Needs. *The American Journal of Social Science and Education Innovations*, 3(03), 476–480. <https://doi.org/10.37547/tajssei/Volume03Issue03-74>