

The Role of Extracurricular Activities in the Adaptation of Students with Disabilities to Inclusive Classrooms

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Abstract: This article examines extracurricular activities as a factor that increases the level of involvement of children with disabilities in the general education process and establishes effective communication with them. A number of methods that can be used in the educational process in inclusive schools are described, and recommendations are provided. The role of extracurricular activities in integrating children with disabilities into the educational process and in the effective assimilation of material by all students is particularly emphasized. The introduction acknowledges the relevance of the issue of inclusion in education. The main section proposes methods to facilitate the effective organization of extracurricular activities, and the final section presents a conclusion.

Keywords: Children with disabilities, Extracurricular activities, Inclusive education, Integration, Individual approach, Technology, Method, Differentiated instruction, Visual aids, Verbal methods.



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Introduction.

The formation of the concept of inclusive education is considered a complex historical process. In this process, Eastern scholars such as Ibn Sina, Imam Bukhari, Abu Nasr Farabi, Alisher Navoi, and Abdullah Avloni, regarding the goals of child rearing and the belief that every child...

“... the views of Eastern scholars such as Ibn Sina, Imam Bukhari, Abu Nasr Farabi, Alisher Navoi, and Abdullah Avloni on the importance of education in the development of the individual serve as a cornerstone and methodological basis. In the 18th and 19th centuries, however, Western countries took the path of developing inclusive education by forming specialized segregational education. In Germany, one of the founders of surdopedagogy, specialist Samuel Heinicke, first established a separate school for children with hearing impairments. In 1803, additional classes were organized for mentally retarded children. In the 1850s, in France, blind, mentally retarded, and hearing-impaired children began to be educated in schools specialized for them. Children with mild hearing loss were involved in general classes. Courses for training special educators to work with children with disabilities were established. In the second half of the 20th century, inclusive education was considered on a political scale in the United States, and in 1975 a law was passed stating that children with disabilities can study in general classes along with all their peers, rather than in schools specialized for them. This served as an important step in the rapid development of

inclusive education in this region. The Salamanca Declaration, adopted at the International Conference held in Salamanca, Spain in June 1994, played a significant role in the international recognition, formation, and development of inclusive education. The principles set out in the Declaration are essentially comprehensive, beneficial, and well-developed. Every child, regardless of their abilities, should study in general education institutions. Special education should only be a necessity and intended for a short period. The education system and the learning process must be adapted to the individual needs of each child, including curricula, teaching technologies and methods, assessment, and monitoring systems. In order to create an equal and comfortable environment for all in classrooms, special assistance and support services should be organized in schools. This should involve educators, psychologists, speech therapists, parents, and social workers.”

“Preparing teachers for inclusive education and improving their qualifications is of paramount importance. They must have the skills to work effectively with children with diverse needs. Parents and all stakeholders must support inclusive education and contribute to its development. These are among the principles. As children become integrated into social life through inclusive education, it is clear that the designated 45-minute lesson alone is not enough to accomplish this task, but rather only a part of facilitating a comfortable adaptation. This is because ensuring that a child with disabilities can keep pace with all their peers, conduct themselves in public, speak fluently, develop continuously, and integrate into social life requires comprehensive and tremendous effort, and this cannot be achieved without continuous extracurricular activities.

Extracurricular activities are an important process that should be carried out in harmony with lessons. If it is consistently, clearly, and purposefully directed, it shapes among students the ability to listen to each other, to correctly perceive and understand, and to foster mutual respect and solidarity. It plays an important role in the development of the personal characteristics of children with disabilities, in their independent formation, in their future integration into social life as responsible, proactive people who understand the importance of their abilities and aptitudes, strong and essential to society. The primary and fundamental teaching of extracurricular activities, which are part of inclusive education, is to provide all children with individual approaches and conditions, taking into account the abilities and interests of each child in the educational process. This, of course, shapes tolerance and respect among participants in the educational process. Extracurricular activities are an important resource for inclusive education, expanding the scope of learning, moving away from the traditional classroom system, and ensuring the formation of critical, creative, and free-thinking skills in children. Working with students based on an individual approach and the recommendations and methods listed below makes it possible to identify exceptionally talented children with special needs.”

- **Differentiated Approach Method:** Teachers should assign various tasks to all students, taking into account their individual abilities.
- **Effective Games Technology:** In particular, didactic games, role-playing games, and debate methods develop children’s skills in analyzing problems from all sides, increase their interest in the world around them, and shape emotional empathy.
- **Project-Based Activities:** Students work independently and creatively in collaboration on various projects. Collaborative learning in small groups: This activity is organized with the support of peers and teachers for students with disabilities.
- **Targeted Control Method:** Conducted on the basis of mutual questioning, crossword puzzles, and systematic repetition, it ensures memory retention and logical, consistent thinking in children.
- **Visual Aids Method:** Slides, audio-video clips, pictures, and visual aids help students quickly and easily understand events and phenomena in a short time. During this process, it is

advisable to provide tiflo- and surdo-narration (audio and visual descriptions for the blind and deaf).

- **Verbal Methods:** When using storytelling, retelling, conversation, and explanation methods, children develop speech culture, evidence-based, and figurative thinking, which plays an important role in eliminating shyness during communication and anxiety when speaking in public.

At the same time, in order for students to develop their potential in the fields they desire, they should be involved in creative, musical, and drama clubs adapted for all. Organizing art evenings, competitions, and sports competitions, organizing excursions and trips taking into account the needs of children with disabilities, volunteering in charitable projects held in cooperation with schools according to their wishes in order to become owners of empathy and socially responsible people in the future, inviting parents to these events, and holding round table discussions and consultations with them are of great importance.

Clearly, extracurricular activities are an integral part of inclusive education, through which the unity of family and school is achieved, and the goal of inclusive education, equality in society, is attained.

Conclusion.

In conclusion, it can be said that in inclusive classrooms, not only during lessons but also during extracurricular activities, teachers must set goals for themselves, working in collaboration with a psychologist if necessary, thinking creatively and individually, continuously researching and creating new technologies and methods, and constantly developing their pedagogical skills. This is because the content component of the pedagogical process in extracurricular activities, which are an integral part of inclusive education, consists of ensuring the variability of the structure, taking into account the individual characteristics of children with special needs. In any society, there is great hope that the children, who are the future inheritors, will grow up to be worthy citizens who clearly feel their responsibility and make a significant contribution to the development of the state and the prosperity of society.

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