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## IT IS A SOCIAL NECESSITY TO DEVELOP A SPECIAL PROFESSIONAL PROFESOGRAM FOR STUDENTS WITH DISABILITIES WHO STUDIED IN THE PROCESS OF INCLUSIVE EDUCATION

<sup>1</sup>Kobilova Shakhnoza Khudayshukurovna, <sup>2</sup>Ikromova Nazokat Fakhridin's daughter

<sup>1</sup>Chirchik State Pedagogical University, Faculty of Pedagogy, Department of Special Pedagogy, Senior Lecturer, Doctor of Philosophy (PhD).

<sup>2</sup> 4th grade, 20/3 group student,  
[kabilovashaxnoza4@gmail.com](mailto:kabilovashaxnoza4@gmail.com)

**Abstract:** *This article discusses the development of a cluster model of inclusive education and implementation issues, the fact that this process must be based on real scientific research, practical significance, cooperation of responsible and interested organizations in connection with the implementation activities, as well as scientific views and analyzes related to their effectiveness.*

**Keywords:** *Inclusive, student with disabilities, cluster, model, scientific research, socialization, integration, education, efficiency, approach, scientific justification*

The process of inclusive education, in coordination with the innovative cluster of pedagogical education, should show the factors closely related to the knowledge of students with disabilities, the working environment, their contraindications (cases that cannot be used in practice), and in the future, the existing problems in this regard should be discussed with responsible and interested organizations. It is necessary to develop strategic projects on prevention issues and to introduce them into the educational process. Also, from our point of view, it is appropriate to develop a profession profile for students with disabilities who have studied in the process of inclusive education in our society. The scientific research and opinions of specialists further confirm our scientific opinion that it is necessary to develop a profession profile for students with disabilities who have studied in the process of inclusive education.

M.I. Zemtsova says that in the process of inclusive education, the following should be paid attention to:

Occupations and jobs performed in conditions that have a harmful effect on the auditory analyzer of students with disabilities; occupations and jobs that have a harmful effect on the sense of touch of students with disabilities (performed in hot and cold conditions at high temperatures, constant use of liquids that corrode the skin of the hands); professions and jobs related to the use of materials and tools that injure students with disabilities; professions and jobs affecting students with disabilities (related to toxic substances, gasoline, mercury, lead, carbon sulfide); professions and jobs that require continuous movement during the performance of work; professions and jobs that require frequent self-adjustment of machines or machines and first-hand maintenance skills;

professions and jobs related to the risk of injury during work and movement in other production buildings[1].

In our opinion, in the future, if we do not develop a special professional profesogram for students with disabilities who have studied in the process of inclusive education, the following social risks related to their professional activities may arise:

Increased health problems as a result of working in non-standard occupations; strong psychological exhaustion and the occurrence of disadaptation in the process of social adaptation; occurrence of stress and depression as a result of limited access to popular infrastructure and social facilities, as well as educational institutions and other facilities; the occurrence of discrimination by employers in hiring them; receiving psychological traumas during employment; that the proposed vacancies increase their physical and mental stress, and are not coordinated; constantly increasing the need for the support of others in situations related to natural needs and negatively affecting the business efficiency of the enterprise; loss of motivation and depression in professional activities.

The inclusive education process is coordinated with the innovative cluster of pedagogical education to develop a modern model for the formation of the safety of the social life of children (students) with disabilities, and it includes a number of interdependent components, including factors related to the goal, content, process and result. must be included. Also, the recommended model should contribute to the development of adaptation of students with disabilities to social life, ensure personal and professional safety, acquire professional skills and competencies, and ensure self-development, socialization process and social integration.

From our point of view, this model is based on the development of positive dynamics in the issues of social safety of students with disabilities and serves as a factor of socially safe behavior, ensuring compliance with professional activities aimed at ensuring a clear approach, targeted activity, skills and competences.

To sum up, we think that it is appropriate to implement the technology of forming the readiness of children (students) with disabilities for a safe life in the context of inclusive education of the recommended model as follows:

Identifying the socio-psychological aspects of the objective and subjective factors that negatively affect the behavior of the disabled student, and implementing the blocking mechanism in practice; creation of pedagogical-psychological educational materials, individual modern resources based on the characteristics of their disabilities, and their practical application, which help to develop cognitive interests in the field of safe life of students with disabilities; establishment of public control and ratification of international law norms in ensuring the safety of social life of students with disabilities; implementation of the most important approaches and principles in the process of professional training of students with disabilities within the innovative cluster of pedagogical education; In the process of inclusive education, the integration of disabled students with enterprises and organizations is coordinated with the national mentality and modern factors.

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www.ajeruz.com, info@ajeruz.com, +998950457172