



THE GOAL OF INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES

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Annotation

This article explores the goal of inclusive education for children with disabilities.

Keywords: Inclusive education, principle, defectologist, inclination education, principle, defectologist, inclination education, principle.

Introduction

In the modern world, the number of children with disabilities who experience difficulties in mastering the educational program is increasing. They require the creation of special conditions for training and education, and there is a need for comprehensive support for such children in educational institutions. In other words, there is a need for a barrier-free educational environment that would allow children with disabilities to fully realize their educational needs. In this regard, there is a need to create an inclusive educational space for children with disabilities.

In modern psychological and pedagogical science and practice, the concept of "educational environment" is widely used when discussing the conditions of education and upbringing. Numerous works of domestic and foreign scientists (J. Korchak, J. Gibson, V. A. Yasvin, S. V. Tarasov, G. A. Kovalev, etc.) are devoted to the study of the problems of the educational environment. The educational environment is considered as a subsystem of the historically established socio-cultural environment and at the same time as specially organized pedagogical conditions in which the development of the child's personality is carried out. In this sense, the educational environment is interesting for its functional purpose, in terms of the quality of the educational opportunities it provides for the effective self-development of its subjects. In the context of considering the problems of inclusive education, the concept of the environment is of particular relevance. This is due to the fact that the inclusion of a child with special educational needs imposes new requirements on its organization. The change concerns technological, organizational, methodological, moral, psychological and other parameters.

Before developing an inclusive educational environment, we turned to the concept and essence of the category "educational environment".





The educational environment is a system of influences and conditions for the formation of personality; a set of opportunities for its development contained in the social and spatial-subject environment (Yasvin V.A.). The category "educational environment" connects the understanding of education as a sphere of social life, and the environment as a factor in education (Baeva I.A.).

An inclusive educational environment is a type of educational environment that provides all subjects of the educational process with opportunities for effective self-development. It involves solving the problem of educating children with disabilities by adapting the educational space to the needs of each child, including reforming the educational process, methodological flexibility and variability, a favorable psychological climate, redevelopment of classrooms so that they meet the needs of all children without exception and provide, if possible, full participation of children in the educational process.

The organization of an inclusive educational environment, in our opinion, is based on the following principles:

1. Early inclusion in an inclusive environment. This provides the possibility of habilitation, that is, the initial formation of abilities for social interaction;
2. Corrective help. A child with developmental disorders has compensatory capabilities, it is important to "turn them on", rely on them in building the educational process. The child, as a rule, quickly adapts to the social environment, however, he requires the organization of a supportive space and special accompaniment (which also acts as conditions that take into account his special needs).
3. Individual orientation of education. A child with disabilities can master a common educational program for all, which is an important condition for his inclusion in the life of the children's team. If necessary, an individual educational route is developed depending on the characteristics, depth of the defect and the capabilities of the child. The route should be flexible, focus on the zone of proximal development, provide for the formation of speech skills, the main types of cognitive activity according to age, and the development of social skills.
4. Command way of work. Specialists, teachers, parents need to work in close relationship (on a team basis), which involves the joint construction of goals and objectives of activities in relation to each child, a joint discussion of the characteristics of the child, his capabilities, the process of his movement in the development and development of socio-pedagogical space.
5. The activity of parents, their responsibility for the results of the development of the child. Parents are full members of the team, so they should be given the opportunity





to take an active part in the discussion of the pedagogical process, its dynamics and correction.

6. The priority of socialization as a process and result of inclusion. The main target component in the work is the formation of the child's social skills, mastering the experience of social relations. The child must learn to take an active part in all types of children's activities, not be afraid to express themselves, express their opinions, find friends; developing interpersonal relationships, teach other children to accept themselves as they are. And this, in turn, is possible with a sufficient level of personal and cognitive development of the child.

7. The development of positive interpersonal relationships is not a spontaneous process, it is also the subject of special work of teachers.

8. One of the backbone characteristics of an effective educational environment is its safety (physical and psychological). A psychologically safe environment can be considered an environment in which the majority of participants have a positive attitude towards it; high indicators of the index of satisfaction with interaction and protection from psychological violence (Baeva I.A., Laktionova E.B.).

Based on these principles, an inclusive educational environment is organized in our educational institution. In order for the environment to comply with the principles, it was necessary to think over the structure of its organization. Having studied the works of E.A. Klimov, V.A. Yasvina, Tarasova S.V., in which the components of the educational environment of the institution are proposed, we singled out the structure of the inclusive educational environment as a space for the socialization of children with different abilities and characteristics, including spatial-objective, content-methodical and communicative-organizational components. The spatial and subject component is the material possibilities of the institution - an accessible (barrier-free) architectural and spatial organization; availability of modern means and systems that meet the educational needs of children). For unhindered movement in space of visually impaired children, boundary lines (photo) are required in the form of red edging on doors, tables, manuals, markings in the sports and music halls.

To move up the stairs, we can offer the following design of steps: rubber inserts on the steps that signal blind children about the edge of the steps, in the adjacent picture, the color of the railing + a yellow stripe on the steps for visually impaired children.

On the next slide on the wall you can see a tactile convex sign in the form of steps at the beginning and at the end of the span - also so that the children know where the span begins and ends - since the sign is convex, it is also informative for blind children. Taking into account the peculiarities of the spatial orientation of children, the increased risk of injury, we modernized the furniture: we cut the corners of tables and





beds. For a child with limited motor and visual function, the tables are equipped with special sides that do not allow objects to roll away. And for a child with limited mobility, a special table-chair is needed. Taking into account the difficulties in mastering the orientation skills of a visually impaired child, it is necessary to provide a cane and teach movement techniques with its help, starting from preschool age. One of the parameters of a barrier-free environment is the technical support of the educational process. For various categories of children, special technical means of FM systems are used, as well as the introduction of computer technologies in the educational process, which facilitate the development of the educational program. For visually impaired children, increased illumination (at least 1000 lux) or local illumination of at least 400-500 lux has been created. Groups and classrooms are equipped with auxiliary correction tools: stands for children with strabismus, desks - a working field at an angle of 45° , magnifiers for magnifying the images being viewed, backlit screens. To develop tactile perception and prepare the hand of a visually impaired child for reading, we use tactile books, educational materials using Braille. To listen to audio fairy tales, we offer audio players, portable speakers. Content - methodological component methodological component includes an adapted individual route for the development of the child, variability and flexibility of educational methods, forms and means;

Communicative – Organizational

The communicative component is the personal and professional readiness of teachers to work in a mixed (integrated) group, a favorable psychological climate in the team, and management of team activities of specialists.

An inclusive educational environment organized in this way works under the following conditions:

1. Comprehensive and multi-level support for participants in the educational process: a teacher (supervisor, administration), teaching children (defectologist, psychologist, parents) and socializing children (psychologist, parents, volunteers).

Types (directions) of comprehensive support:

- prevention;
- Diagnostics (individual and group (screening));
- Counseling (individual and group);
- Developing work (individual and group);
- Correctional work (individual and group);
- Psychological enlightenment and education (improving the psychological and pedagogical competence of the administration, teachers, parents).





The support is based on the method of complex support, which implements four functions: diagnosis of problems arising in a child; search for information about the essence of the problem and ways to resolve it; consultation at the stage of decision-making and development of a plan for solving the problem; assistance during the implementation phase of the problem.

2. Continuity of preschool and school education at the level of didactic technologies, educational programs, educational space of institutions.

The creation of a flexible and variable organizational and methodological system that is adequate to the educational needs of children with different abilities is ensured by the continuity of the systems of preschool and school education. At the same time, the joint activities of kindergarten and school specialists are carried out as cooperation in developing joint solutions in the field of creating pedagogical conditions for inclusion. This approach makes it possible to establish a special kind of relationship between kindergarten and elementary school, between educators and parents.

A distinctive feature of this kind of relationship is the desire of teachers and parents to create such an educational environment at different age periods of development of a child with disabilities that would stimulate the progressive course of his upbringing and education without duplication and gaps in the content of the material.

Summarizing the work in this direction, we note that an inclusive educational environment, created taking into account the above principles, the structure and conditions of its organization, helps to stimulate the development of independence, initiative and activity of a child with disabilities, provides different children with access to the development of their capabilities, taking into account special educational needs and is an effective condition for the implementation of an inclusive educational process.

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