

Ways and Principles of Developing Inclusive Education in Preschool Organizations

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ABSTRACT

The article deals with the problems of inclusive education in preschool educational institutions. The focus on inclusive education in international organizations and in different countries has been highlighted and compared.

KEYWORDS: inclusive education, preschool education

Introduction. One of the most pressing problems of the modern education system is the development of inclusive approaches to learning. The concept of inclusive education was based on the idea of equal rights to education for all children, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics, proclaimed in such fundamental documents as the Universal Declaration of Human Rights (UN, 1948.); Declaration of the Rights of the Child (UN, 1959); Convention against Discrimination in Education (UNESCO, 1960); Declaration of Social Progress and Development (UN, 1969); World Declaration on Education for All - Meeting Basic Educational Needs (World Conference on Education for All, Jomtien, 1990); Salamanca Declaration on Principles, Policies and Practical Actions for the Education of Persons with Special Needs (World Conference on Special Needs Education: Access and Quality (Salamanca 1994), etc.

Despite the fact that the recognition of equal rights to education and inclusion in a single social environment determined the fundamental foundations for the development of education in the world, many practical issues of creating inclusive educational institutions have yet to be resolved. This is due to the fact that for a long time in the overwhelming majority of countries of the world the idea of the need for a differentiated approach to education, which assumed, firstly, the separate education of healthy children and those with various developmental disabilities, and, secondly, the specification of education in depending on the primary disorder. The first such institutions appeared in the XVI-XVII centuries, and today there is an extensive network of such institutions in every state.

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It is known that the concept of "inclusive education" was first introduced in the new version of the Law of the Republic of Uzbekistan "On Education", adopted on September 23, 2020. Disability is no longer a medical issue, but a human rights issue in the first place. It is important to ensure that children with disabilities receive a full and quality education through a barrier-free and inclusive environment, which is one of the most effective ways to realize the rights of the child. ”

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The President of the Republic of Uzbekistan approved the Concept for the Development of Inclusive Education in the Public Education System for 2020-2025 and the Roadmap for its implementation in 2020-2021. According to the resolution, in the 2021/2022 academic year, the introduction of inclusive education in one school in cities and districts of Tashkent, the opening of primary basic correctional classes for children with special educational needs in one school in the Republic of Karakalpakstan, regions and Tashkent, Kashkadarya, Fergana and the establishment of an "Inclusive Education Laboratory" aimed at creating conditions for inclusive education in schools, specialized groups for 9th grade graduates and children with special educational needs in one vocational school in Khorezm region.

So, in Russia there are 8 types of institutions for children with disabilities: special (correctional) schools for the deaf, hearing impaired and late deaf; blind, visually impaired and late-blind; with severe speech disorders, with disorders of the musculoskeletal system, with mental retardation, for mentally retarded children and for children with other developmental disabilities [7].

In Germany, 11 types of correctional schools have been created: special schools for children with learning difficulties; cognitive development schools for children with very severe learning disabilities; school for children with emotional and social development disorders; blind; visually impaired; deaf; hearing impaired; children with disabilities; with speech disorders; deaf-blind; for children with severe and multiple disabilities. About 4.8% of all students in Germany study in specialized institutions [1].

In the United States, correctional education is provided in 13 areas, for example, special schools (classes) are created there for children with autism, trauma, multiple disabilities and even children who simply have learning difficulties, such as dysgraphia, dyslexia, dyscalculia, etc.

The analysis of statistical data indicates not only and not so much about the actual existing special needs, but about their detectability and the ability of educational institutions to respond to these needs. Each child is individual and the extent to which the education system as a whole is ready to respond and provide assistance in solving his various problems is an indicator of the quality and effectiveness of education.

Organization and conduct of creative, cultural, sports and leisure activities, circle work, generalization and broadcast

experience will allow children with disabilities and disabled children to enter the social environment of healthy children. Children with special needs receive a sufficient amount of general education services that can compensate for physical and mental disabilities and adapt in later life.

Of particular importance is the organization of effective interaction of various structures focused on solving the numerous problems of the development of inclusive education. It is necessary to interact with institutions of education, health care, culture and sports, the creation of an interdepartmental council in order to accompany a child with disabilities and children with disabilities in all spheres of life. The organization of inclusive education in preschool education involves the following areas:

1. Working with children. In the upbringing of preschoolers with disabilities and children with disabilities, an important problem is the development of the child's activity, independence and initiative.

The essence of the subjective-activity approach in preschool pedagogy is to create effective pedagogical conditions for the development of a preschooler as a subject of cognition, communication, and activity. At the same time, the development of activity, independence of the child goes through two channels:

- under the guidance of an adult;
- through the independent activity of the child.

In this regard, the subject-activity approach is relevant for all participants in educational relations. The humanitarian approach allows us to consider the child, his personality, his unique individual culture as an intrinsic value. Cognition begins to play in this approach

and the help of uniqueness, singularity - the integrity of a growing person [4].

According to the psychological and pedagogical theory of amplification of child development, optimal pedagogical conditions for personality development

children are created not by forced learning, but by maximizing the enrichment of the content and methods of carrying out specifically children's activities. The developmental effect is achieved when the activity remains truly childish, independent.

The principle of humanism lies in scientific and methodological activities. In accordance with the Federal State Educational Standard of preschool education, one of the main

principles is the principle of creating a favorable social situation for the development of each child in accordance with his age and individual characteristics. This principle is especially important when working with preschool children with special educational needs.

2. Working with teachers. The preschool educational institution conducts seminars on the organization of comprehensive assistance to children with special educational needs on various topics (for example, "Psychological and pedagogical support of children of early and preschool age with developmental disabilities") with the invitation of narrow specialists.

3. Working with parents. Taking into account that the success of a child's development largely depends on the family, a comprehensive program should include work with parents (trainings, parent meetings, "School for parents", consultations, training sessions, self-help groups, hobby groups, seminars, methodological library).

4. Creation of psychological and pedagogical conditions, which are divided into space-time, social and activity. At

spatio-temporal conditions, it is necessary to take into account the requirements for the developing subject-spatial environment. These include the flexibility and transformability of the subject space. Social conditions

include forms of cooperation and communication, role and interpersonal relationships of all participants in educational relations, including teachers, children, parents, administration. The creation of activity conditions consists in the availability and variety of activities that correspond to the age characteristics of preschoolers, the tasks of development and socialization.

5. Conducting psychological and pedagogical diagnostics according to the following criteria:

- quality criteria imply an assessment of the child's achievements in mastering the main educational program, the formation of cultural modes of activity, according to the quality of the child's independent activity;
- the criteria of the fact consist in the assessment of the child's activity, depending on the quality of the pedagogical activity carried out, on the conduct of organized educational activities, on the interaction with parents;
- performance criteria are based on an assessment of the level of satisfaction, from the practical application of knowledge, skills and abilities of participants in educational relations, from the intensity of feedback between the pupil and adults.

When carrying out diagnostics, they are used

the following methods:

- theoretical analysis is the identification and consideration of individual sides, signs, features of the problem under study. Analyzing individual facts, grouping them, systematizing them, we reveal in them the general and the particular;
- pedagogical observation is a systematic study of a pedagogical phenomenon. The main task of observation is the accumulation of facts, fixing their essential aspects and methods;
- natural experiment - involves the study of educational activities, pedagogical phenomena in specially created and controlled conditions with a systematic impact on the studied object;

- survey - the teacher conducts individual conversations on a pre-compiled questionnaire and writes down the answers received to fill out the questionnaires and obtain more information about this object. The object in this case is the scientific and methodological process.

Based on data on the ontogenetic features of the formation of the motor sphere of preschool children (A.Sh. Toriev, V.V.Boyko, A.E. Gulyants, A.V. Zaporozhets, M.Ya.Basov, etc.) and the requirements of the main educational program of preschool educational institutions E. I. Ryabova identifies the following criteria for assessing the level of formation of the general motor sphere in older preschool children instructions [7].

N.B.Sodnomova, D.V. Poskhodieva note that a child as a subject of activity, including a preschool child with disabilities, exhibits the following qualities:

- interest in activities;
- selective attitude to activities and different types of these activities;
- initiative and desire to engage in this activity;
- independence in the choice and implementation of this activity;
- creativity and interpretation of various types of activity [8].

Currently, in the preschool education system of the Trans-Baikal Territory, active work is underway to design new mechanisms for managing inclusive education. The project “Innovative model of open network space of preschool education“ ISTOK ”(Innovative network of creative educational teams)”, which involves the creation on the basis of preschool educational organizations of counseling centers for psychological and pedagogical assistance to parents of early and preschool children with special educational needs, is interesting. At the same time, a prerequisite for the creation of such centers is the availability of alternative and variable groups on the basis of ECE centers.

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