

Inclusive Practice as One of the Forms of Education of Tolerance

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ABSTRACT

The article reveals the specifics of inclusive education. The concepts of tolerance and inclusion are explained. Methods and ways of forming tolerance in inclusive education are shown.

Keywords: education, preschool education, inclusive education, tolerance.

Every year the number of children with disabilities increases, so the issue of inclusive education is relevant. What is Inclusion? Inclusion (inclusion) is a process in which something is included, that is, it is involved, covered, or included as part of a whole; this is the active involvement of children, parents and educational professionals in joint activities: joint planning, holding common events, seminars, holidays to create an inclusive community as a model of a real society. Inclusive education is the recognition of the value of the differences of all children and their ability to learn, which is conducted in the way that is most suitable for this child. This is a flexible system that takes into account the needs of all children, not only with developmental problems, but also of different ethnic groups, gender, age, belonging to a particular social group. The learning system adapts to the child, not the child to the system.

The basis of inclusive education is the exclusion of any discrimination against children, which ensures equal treatment of all people, but creates special conditions for children with special educational needs.

Let's figure out what is positive in inclusive education.

Firstly, for families raising children with disabilities, a kindergarten can be a place where their child can fully develop and adapt, adapt to life, since the construction of a correctional and developmental program in a preschool educational institution ensures the social orientation of pedagogical influences and the socialization of a child with disabilities. Inclusive education allows children with disabilities to receive modern preschool quality education and upbringing, harmonious all-round development of the individual. There is a consideration of the development of each child as a unique process (refusal to compare children with each other) activation of cognitive development through communication and imitation; developing self-reliance through the provision of assistance; enrichment of communicative and moral experience. This eliminates the development of a sense of superiority or an inferiority complex.

Secondly, inclusive education forms among all participants in educational activities such universal human values as mutual respect, tolerance, awareness of oneself as part of society, provides opportunities for developing the skills and talents of a particular person, the possibility of mutual assistance and the development of all people's abilities necessary for communication.

Thirdly, in the course of inclusive education, there is an increase in pedagogical skills, an increase in the pedagogical competence and responsibility of teachers and parents, the educational space of the preschool educational institution is expanding and its social status is increasing, the coordinated activity of all participants in the educational process.

In addition to the positive, there are negative features of inclusive education. For example, the practical absence of educational, methodological and didactic tools that allow for the implementation of multi-level education for children of inclusive groups. In this case, the teacher turns out to be unarmed, not having in his arsenal methodological and didactic developments, pedagogical technologies that correspond to the tasks of inclusive education. And also, taking into account the diversity of the individual characteristics of children, the question of communication between children, "building" relationships within the group, is especially acute. After all, the organization of the joint life of children in an inclusive group takes into account the opportunities and needs for the development of all children in the group and solves the problems of social interaction of children on a humanistic basis. The next difficulty that arises when a child with special educational needs is included in the educational process is changes in the educational environment, which implies the preparation of an individual educational route that takes into account the characteristics of the child. Obviously, this condition requires financial investments, which is not always possible in some kindergartens. Well, and the psychological unpreparedness of the teaching staff to accept a person with disabilities and the lack of involvement of parents in the correctional and rehabilitation process of a child with disabilities.

Formation of equal opportunities for people with disabilities to integrate into society and in all spheres of life is one of the directions of modern social policy. Currently, in Russian practice in Russian practice, there are several options for organizing the educational process and teaching children with disabilities. With a certain degree of conventionality, the forms of education of children with special educational needs can be divided into three types: 1) specialized education of children with physical and mental development disorders in special (correctional) institutions of 1-8 types; 2) integrated education of children in special groups (classes) in general educational institutions; 3) inclusive education, when children with special educational needs study in the classroom together with ordinary children. Inclusive education is the most preferred form of education for successful socialization in the children's team and integration into society. Inclusive education is the recognition of the value of the differences of all children and their ability to learn, which is carried out in the way that is most suitable for this child. If the old principles were to isolate groups of children and group children according to their abilities and intellectual abilities, then the modern practice is the opposite. This is the development of the experience of coexistence of children with different abilities in a single social space. The idea of inclusive education as a pedagogical system belongs to Lev Semenovich Vygotsky, who, back in the 1930s, was one of the first to substantiate the need for such an approach for the successful practice of social compensation for a child's physical defect. [Выготский Л. С. 1983, с. 39-49].

The general ideology of inclusive education is the recognition of differences and the search for commonalities between people. Tolerance and respect for differences.

The education of tolerance is a long process that requires the child himself to recognize the significance of this position for him and the desire to realize his own tolerant attitude in everyday practice. It is effective to start to form a tolerant attitude towards people with

disabilities even at preschool age. When the foundation of a person's personal qualities is laid.

For me, the topic of educating tolerance is very relevant, because our kindergarten is attended by pupils with ASD (autism spectrum disorder). For three years of work with children with disabilities in our institution, a certain system of inclusive practice has developed. For the organization of an inclusive process, a lesson in a circle is most suitable. The circle helps the child in the manifestation of his individuality, as it is a form of open communication, creates a sense of integrity, and facilitates mutual understanding. In the morning we conduct a greeting ritual, stand in a circle and greet each other. The tradition in building a circle gives the child confidence in the safety of the outside world. In a circle - everyone is on an equal footing, everyone sees each other, you can join hands, get the support of friends.

Round dance game: "We are all different."

We are all different - step in a circle holding hands

Chubby and thin - arms open wide and narrow

High and low - hands up; sit down

Slow and fast - slow step in place; running in place

We are all so different - step in a circle holding hands

Cowardly and brave - close your eyes with your hands; hands on waist step forward

But everyone should know for sure - raise your index finger

We need to help each other - holding hands narrowed the circle.

Tolerance is a very broad definition that includes many meanings: it is tolerance, sympathy, mercy, and also the ability to put oneself in the place of another. It was on this topic that I conducted a lesson in an inclusive group, which is attended by my pupil, a girl with ASD.

The children were asked to draw each other in pairs, and then make a presentation for a friend in the form of a collage, on the topic: Favorite activities and dreams. At the end of the lesson, they all looked at the finished collages together, stipulating that we are all different in appearance: tall and short, funny and sad, different hair and eye colors, with and without glasses. Someone is shy and timid, slow, while someone, on the contrary, is fast, agile and not assiduous. But we are all similar in that we have strengths, favorite activities and dreams.

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