PEDAGOGICAL TECHNOLOGIES OF INCLUSIVE EDUCATION AND THEIR USE IN PRESCHOOL EDUCATION

Uralbayeva Shokhsanam Odil kizi
Gulistan State University, Faculty of Pedagogy,
1st year student of "Preschool Education"

ANNOTATION

The article reveals the actual problem of selection and implementation of pedagogical technologies in the context of the introduction of an inclusive approach in preschool education. The results of the experience of practical application of the most effective pedagogical technologies, methodological recommendations for the inclusion of technologies in the pedagogical process of preschool educational institutions are presented.

Keywords: pedagogical technologies, inclusive preschool education.

INTRODUCTION

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. Inclusion is a phenomenon of a socio-pedagogical nature; accordingly, it is aimed at adapting the educational and social environment to the capabilities of a given child. The basis of inclusive education is taking into account the individual characteristics of children, the diversity of their educational needs, opportunities, interests.

MAIN PART

Modern pedagogical technologies in preschool education are aimed at the implementation of state standards of preschool education.

A fundamentally important aspect in pedagogical technology is the position of the child in the upbringing and educational process, the attitude of adults towards the child. An adult, in communicating with children, adheres to the position: "Not next to him, not above him, but together!". Its purpose is to contribute to the development of the child as a person.

In this regard, there is a need to change the methods, forms and technologies of work. The use of various technologies of inclusive education allows teachers to stabilize the emotional state of the child, take an unconventional approach to the organization of education and upbringing, introduce elements of creativity, didactic games, and a surprise moment that sets the child up for positive emotions and contact in health and development work. Creating a situation of success allows the child to feel strong and confident. Each technology is implemented within the framework of the program of teachers. Particular attention is paid to the implementation and implementation of additional educational programs, monitoring the effectiveness of training, the formation of knowledge, skills, creative portfolio of students, motivating them to cooperate, participate in various competitions and projects.

Technology is a set of techniques used in any business, skill, art (explanatory dictionary).

Pedagogical technology is a set of psychological and pedagogical attitudes that determine a special set and arrangement of forms, methods, methods, teaching methods, educational means; it is an organizational and methodological toolkit of the pedagogical process (B. T. Likhachev). Today there are more than a hundred educational technologies

The goal of the activities of the teachers of our preschool educational institution, which implements inclusive practice, is to create optimal conditions for the development of the potential of each child attending our kindergarten.

To achieve this goal, teachers in their professional activities set and solve special professional tasks.

One of these tasks is the development of technologies, methods, techniques, forms of work organization, as well as their adequate application according to the capabilities and needs of the student.

Let's consider how this task is realized based on our experience of working with special children. At the first stage of organizing inclusive education, we use the **technology of cooperation** of all participants in the educational process - children, parents, teachers, specialists. As teachers, we work closely with the families of our students. It all starts with getting to know each other, when children come to our kindergarten.

The technology of individual learning and the technology of creating success for students. Here, it is especially important to create conditions for the successful development and learning, taking into account its individual capabilities. At first, visiting a kindergarten for children with developmental disabilities, and in our particular case, when children with general underdevelopment of speech come, at first it is difficult for children to learn the mode of life in a preschool educational institution, the schedule, the duration of classes and other regime moments ..

Technologies for organizing an inclusive educational process.

A feature of inclusive education is that the teacher takes into account the diversity of children in the group, their characteristics, capabilities, interests. In this regard, there is a need to change the forms, methods and technologies of work. For example, taking into account individual characteristics can be done by grouping children into groups according to similar characteristics.

Mutual learning technology is based on the assumption that children can learn a lot from each other. Mutual learning is useful when it is necessary to develop skills through repetition, or at the stage of consolidating acquired skills and knowledge. It is rarely used at the stage of initial training. This technology is complementary to other teaching methods. The inclusion of a child with learning and behavioral difficulties in pair work should be gradual. At first, children can work in pairs with him, showing a clearly positive attitude, ready to help and support.

The inclusion of children with special needs in group work is also gradual and consistent. The main criteria for the effectiveness of group work in a lesson in an inclusive group will not be a focus on success: "who is bigger and better", but a focus on consistency, mutual assistance, support, joint decision-making, the development of compromise solutions to overcome situations, etc. The same criteria become leading not only in the classroom, but also in educational, events, ongoing events, gradually leading to a change in the way of life in the children's team.

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