

FORMATION OF EDUCATIONAL PRACTICE OF TEACHING CHILDREN WITH DISABILITIES

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ABSTRACT

The analysis of the problem of the formation of the educational practice of teaching children with disabilities, national systems of special education is analyzed, inclusive education as a social and pedagogical phenomenon is investigated, the organization of experimental work on teaching children with disabilities by means of inclusive education is proposed, the practice of implementing pedagogical conditions for teaching children with disabilities in a general education school.

Keywords: children with disabilities, inclusive education, psychoprophylactic, psychodiagnostic, individual education, differentiated approach, educational process.

Today, much attention is paid to the features of the organization of the educational process for children with disabilities. This is due to modern trends in the development of society and the content of the tasks set at the state level to ensure the realization of the rights of children to physical, intellectual, mental, spiritual and moral development. Special conditions for inclusive education have been created in a preschool institution, including [1,4,8]: the use of forms and methods of working with children with disabilities in educational activities that correspond to age and individual characteristics; building educational activities based on the interaction of an adult with a child, focused on the interests and capabilities of the child, and taking into account the social situation of his development; support for the initiative and independence of the child in specific activities for him. The group of preschoolers, in turn, is heterogeneous. This is determined, first of all, by the fact that it includes both healthy children and children with various developmental disorders [2,6,11,18]: hearing, vision, speech, musculoskeletal system, intellect, with severe disorders of emotional and volitional sphere, with delay and complex developmental disorders.

Getting children with disabilities education is one of the main and indispensable conditions for their successful socialization, ensuring their full participation in society, effective self-realization in various types of professional and social activities. The task of specialists, teachers and parents is to help children with disabilities understand that they are not alone, that they are not outcasts in society and can grow, develop and achieve success on an equal basis with all children, keeping up with their peers. It is necessary to communicate with children, to teach the child to think, reflect, empathize. A feature of the organization of the educational process

for preschool children with disabilities is the inclusive education of children with disabilities among peers in the usual group. Even children with significant disabilities can be integrated 2-3 people into a regular group, but they require not only an individual approach, but also special training. Upon admission to a preschool educational institution, children with disabilities are examined by specialists (a teacher-psychologist, a speech therapist, a teacher-defectologist), and the educator gets acquainted with the data obtained. The plan for studying the child includes such activities as [3,5,7,14,21]: a conversation with parents, studying the child's medical record, examination of physical development, examination of mental development (characteristics of children's activities and cognitive mental processes, speech).

Further, under the guidance of a psychologist in a preschool institution, individual development maps of a certain content are developed. The model of professional relationship of all preschool specialists (teacher-psychologist, speech therapist, educator, music director, physical education instructor) in working with a child with special educational needs is as follows [9,13,19,22]:

Teacher-psychologist: 1) organizes the interaction of teachers; 2) develops corrective programs for the individual development of the child; 3) conducts psychoprophylactic and psychodiagnostic work with children; 4) organize special correctional work with children at risk; 5) increases the level of psychological competence of kindergarten teachers; 6) conducts advisory work with parents.

A speech therapist: 1) diagnoses the level of impressive and expressive speech; 2) draws up individual development plans; 3) conducts individual classes (setting up correct speech breathing, sound correction, their automation, differentiation and introduction to independent speech), subgroup classes (formation of phonemic processes); 4) advises teachers and parents on the use of speech therapy methods and technologies for correctional and developmental work.

Musical director: 1) carries out musical and aesthetic education of children; 2) takes into account the psychological, speech and physical development of children in the selection of material for classes; 3) uses elements of music therapy in the classroom, etc.

Physical culture instructor: 1) improves the health of children; 2) improves the psychomotor abilities of preschoolers. The teacher conducts classes in productive activities (drawing, modeling, design) in subgroups and individually. Organizes joint and independent activities of children; 2) brings up cultural and hygienic skills, develops fine and general motor skills; 3) organizes individual work with children on assignments and taking into account the recommendations of specialists (teacher-psychologist, teacher-speech therapist); 4) apply health-saving technologies, create a favorable microclimate in the group; 5) advises parents on the formation of cultural and hygienic skills, on the individual characteristics of the child, on the level of development of fine motor skills.

Medical personnel: 1) carries out medical and preventive and health-improving measures; 2) monitors the health status of children through regular examinations, over compliance with the requirements of sanitary and epidemiological standards.

One of the conditions for increasing the efficiency, developing work of specialists is the creation of a subject-developing environment adequate to the child's capabilities, that is, a system of conditions that ensure the full development of all types of children's activities, the development of higher mental functions and the formation of the child's personality. Most children are characterized by motor difficulties, motor disinhibition, low performance, which requires changes in the planning of educational activities and daily routine. In the daily routine, an

increase in the time allotted for hygiene procedures and meals is provided. A wide variation of organizational forms of educational work is envisaged: group, subgroup, individual. Children with disabilities need an adaptation period. Adaptation is part of the adaptive reactions of a child who may experience difficulties when entering an integration space (does not make contact, does not let his parents go, refuses food, toys, etc.).

During this period, the specialist helps children with disabilities relieve stress, provides a positive emotional state, creates a calm environment, and establishes contact with the child and parents. To organize and conduct developmental activities, it is necessary to know some features of the didactic material [15,16,23,24]. When selecting material for children with visual impairments, it is necessary to take into account its size, color contrast; for children with disorders of the musculoskeletal system, select a pronounced, easily perceptible tactile surface. In accordance with the capabilities of children with disabilities, teaching methods and technologies are determined. When planning work, it is important to use the most accessible methods [10,17]: visual, practical, verbal. The question of the rational choice of a system of methods and individual methodological techniques, technologies is decided by a specialist in each specific case. In cases where the program cannot be mastered due to the severity of physical and mental disorders, individual correctional programs are designed to socialize pupils and contribute to the normalization of emotional behavior, the formation of self-service skills, game actions, and objective activities.

It is also necessary to organize active work with parents. Methods can be completely different in form, but aimed at solving one problem - to combine the work of the family and specialists into a single whole. Only with the joint and continuous work of specialists and families will there be a positive result. We can consider the following forms of work [12,20]: 1) counseling - a differentiated approach to each family with a "special" child. The main thing is that parents believe in their children and be assistants for specialists; 2) open days - parents visit the group, together with the child, observe the work of specialists; 3) workshops - where parents get acquainted with literature, games, learn to apply the acquired knowledge in practice; 4) holding joint holidays, where parents can see the achievements of their child, participate together with the child in contests, competitions.

Thus, the main features of the organization of the educational process for preschool children with disabilities include: the use in educational activities of forms and methods of working with children with disabilities that correspond to age and individual characteristics; support for the initiative and independence of the child in specific activities for him; use of special textbooks and manuals; daily work of specialists, namely a psychologist and a speech therapist with children with disabilities. Also one of the essential features is the inclusive upbringing of children with disabilities among peers in the normal group.

Thanks to this process, at the preschool level of education, the value of preschool childhood is preserved, and the fundamental personal qualities of a child with disabilities are formed, which serve as the basis for the success of school education. It is no coincidence that at present the need to preserve the continuity and integrity of the educational environment is one of the most important priorities for the development of education in Russia. For the optimal implementation of integration and socialization at the stage of preschool childhood, it is necessary to observe special conditions for the upbringing and education of children with

disabilities, to organize a barrier-free environment for their life. In the process of educational activities in kindergarten, it is important to flexibly combine individual and differentiated approaches, which will contribute to the active participation of children in the life of the team. An accessible inclusive environment for children with disabilities in an educational institution is created by specialists who are able to meet the special educational needs of children of various categories. This is the creation of a psychological, moral atmosphere in which a special child will no longer feel like everyone else and acquires the right to a happy childhood. The main thing is that teachers and specialists have a desire to work with children with special developmental options, help them take their rightful place in society and realize their personal capabilities to the fullest.

In order to identify the problems of organizing the educational process of preschool children with disabilities, an empirical study was conducted, including the following methods [4,8,18]: 1) questioning parents who have children with disabilities; 2) interviews with expert experts working in the field of inclusive education (teacher-psychologist, preschool teacher). As part of the final qualifying work, the role of inclusive education, as already mentioned, is to comply with special conditions for the upbringing and education of children with disabilities, the organization of a barrier-free environment in their life. The study was aimed at identifying the problems of organizing the educational process, namely the study of special conditions, forms and methods of teaching, human resources, developing environment, etc.

The questionnaire for parents was devoted to the topic "Identification of the problems of organizing the educational process of preschool children with disabilities in an inclusive environment." Four parents of children with disabilities took part in the survey. The questionnaire included questions aimed at studying the opinion of parents about the organization of inclusive education in a preschool institution, about whether they consider inclusive education important, under what conditions it will be most successful and what factors may hinder its implementation. The questions were answered by parents with children with disabilities aged 4 to 5 years: two four-year-old children with impaired hearing and intellectual development, two five-year-old children: one with a disorder of the musculoskeletal system and one with visual impairment. When asked whether parents consider inclusive education important for the child's socialization in society, all respondents answered positively. Therefore, the organization of inclusive practice in a preschool institution is the first and most important step for the further successful socialization of a child in society. When asked under what conditions inclusive education would be successful, the opinions of parents differed. Two people noted such conditions as the development of special educational programs to accompany the child and the organization of a barrier-free environment in the preschool educational institution, three parents noted the importance of additional funding for educational institutions, one respondent indicated the need to reduce the number of pupils in the group. Therefore, according to parents, in order to improve the quality of inclusive education in a preschool institution, a set of conditions should be taken into account. However, the main problem, according to parents, is the lack of funding for preschool organizations.

After analyzing the answers to the question of what factors can hinder the success of inclusive education, three parents note the lack of qualifications of teachers. One person pointed to the state of the environment. Indeed, not all teachers working with special children are qualified in

inclusive education. This problem is of a national nature and the situation in this institution only reflects the general picture. Answering the question about the benefits that pupils can count on in the process of joint development and upbringing with children with disabilities, parents highlighted the following. Two of the respondents believe that children will learn to be more tolerant and gain experience of sympathy and compassion.

All parents noted that children learn to help others. Such answers clearly show that children with disabilities do not feel disadvantaged in the group, they receive help, support and understanding from their peers, and other children learn compassion and tolerance. In order to objectively study the process of inclusive education, parents were asked about the possible negative aspects of this process. Two of the parents noted the likelihood of conflicts, since children with inclusion are different from the rest and are often not able to fully participate in children's games and fun. However, we know that conflicts in kindergarten are not uncommon among healthy children. One respondent noted a decrease in interest in cognitive cycle classes, since children with disabilities often do not keep up with the rest, and this reduces their cognitive interest. This is where the appropriate qualifications of the teacher and the reduction in the number of pupils in the group are important in order to implement an individual approach. In addition, one respondent noted the absence of negative aspects of inclusion, and not a single person indicated the likelihood of a decrease in the pace of development with such education and training, which, of course, indicates a high assessment by parents of this system and the almost complete absence of negative aspects in it. Answering the question about the continuity of inclusive education, parents highlighted the following.

Three people note education for all children with disabilities without exception at all levels of education. Two of the respondents noted the provision of social and informational accessibility of vocational education. And all parents noted the cooperation of specialists, teachers of preschool educational institutions, schools to develop joint solutions in the implementation of inclusive education. Therefore, one of the main tasks of preschool education is to prepare children for schooling. Entering school is, first of all, the transition of the child to a qualitatively new stage of his development, that is, in the future it will be easier for the child to receive professional education. Thanks to continuity through the prism of inclusive education at the preschool level of education, the value of preschool childhood is preserved, and the fundamental personal qualities of a child with disabilities are formed, which serve as the basis for the success of school education. It is no coincidence that at present the need to preserve the continuity and integrity of the educational environment is one of the most important tasks of modern education.

In order to identify the high-quality joint work of employees, parents were asked about the interaction of all specialists of preschool educational institutions (psychologist, speech therapist, educator). Three of the parents noted the joint development of individual, adapted programs. One respondent noted the formation of skills to work in an innovative educational environment. And all parents chose such an answer as the joint construction of goals and objectives of activities in inclusive practice in relation to each child with disabilities. This suggests that, thanks to the joint activities of the specialists of the preschool educational institution, a single plan is determined, where each teacher can take part, both in the implementation of a particular task, and in its definition. When developing programs, all the

shortcomings of working with a child with disabilities will be taken into account. After all, only joint work can ensure the harmonious development of the personality of each child and the system of inclusive education as a whole. After analyzing the answers to the questions, we can conclude that the educational organization is only partially provided with an accessible environment for children with disabilities. All parents responded the same way. Noting the special conditions for the full-fledged education of children with disabilities, one parent pointed out the need for a ramp in an educational organization. One child needs an adult helper. And all parents noted such conditions as an updated individual training program and classes with specialists. The conclusion is that a full-fledged inclusive education requires a number of special conditions. It is necessary to update and improve individual programs for the education of children with disabilities, as there are more children with various disabilities every year, therefore, the demand for new special conditions and requirements will grow. Answering the question whether parents observe positive dynamics in the development of the child, the effectiveness and achievements in the assimilation of program tasks, all answered positively. This suggests that by providing pedagogical and psychological assistance and support to a child with disabilities, creating special conditions for full-fledged education, inclusive education at the preschool stage is important for the socialization of the child among peers, and also ensures continuity between kindergarten and school in the field of inclusive education.

Analyzing the above, we can conclude the following: along with the positive aspects in the organization of inclusive education, there are a number of problems, the solution of which requires the interaction of both preschool specialists and parents with children with disabilities. Increasing the professional competence of specialists working with children with disabilities, consulting parents on issues of inclusion and material and technical equipment will provide the organization with all the necessary conditions.

As part of the method of interviews with experts, two interviews were conducted on the topic “the problem of organizing the educational process of preschool children with disabilities” with specialists working in the system of inclusive education, namely with a preschool teacher and a teacher-psychologist of a preschool educational institution. The interview was aimed at studying the service provided, the features of the organization of inclusive education in a preschool institution and assessing the effectiveness of the implementation of inclusive education. After analyzing the answers to the questions asked, we can conclude that in a preschool institution, inclusive education services are provided for 5 years. In the upbringing and educational process, full inclusion is carried out - a visit by a child with disabilities to the age group in full-time mode. According to experts, the introduction of such education in a preschool institution is one of the factors in the further socialization of the child in society. Children with disabilities study according to an adapted educational program developed individually for each child.

The program was formed as a program of psychological and pedagogical support for positive socialization and individualization, personality development of preschool children with disabilities in various activities, taking into account age and individual characteristics. Specialists have a positive attitude towards such programs, as they provide a systematic approach to creating conditions for the development of a child with disabilities, providing comprehensive assistance in mastering the basic educational program of preschool education.

According to informants, professionals working with children with disabilities should love children and be tolerant, have the necessary special knowledge of the characteristics and development of such children, be able to provide support and prevent conflicts. Also, in their opinion, a tutor is needed in a preschool organization to accompany a child with special needs. When planning individual work with children with disabilities, teachers take into account the individual characteristics of the development of each child, and also create special conditions for this. However, when organizing inclusive education, difficulties arise, such as insufficient awareness of parents about inclusive education and a low level of theoretical and practical training of specialists for teaching children with disabilities. Important conditions for the success of inclusive education in a preschool institution, according to experts, are the creation of an accessible developmental environment, material and technical support, professional qualifications of specialists implementing an inclusive approach and interaction with parents. However, today, the problem of material and technical equipment and human resources remains the most relevant [11,17,21].

Also, experts note a positive trend in the correction and development of children with disabilities. Children master the adapted educational program at a sufficient level. They have developed the ability to communicate and socialize in a group of peers, they freely make contact, do not feel disadvantaged and are free on an equal basis with everyone else in their actions. Such inclusion of children with disabilities in the regular group, according to the respondents, ensures a painless transition of the child to the next level of education - to school. Thus, the following conclusions can be drawn: in order to identify the problems of organizing the educational process of preschool children with disabilities, an empirical study was conducted, including the following methods: a survey of parents with children with disabilities and interviews with expert experts.

Along with the positive aspects in the organization of inclusive education, there are a number of problems, the solution of which requires the interaction of both preschool specialists and parents with children with disabilities. Based on the results of the study, the following recommendations can be made: increasing the professional competence of specialists working with children with disabilities, advising parents on issues of inclusion and material and technical equipment, which will ensure the organization of all necessary conditions; search, development and implementation of new educational approaches, annual updating of individual programs, since it is very important to take into account the personal capabilities and characteristics of the development of each child; exchange of experience with other organizations. And the most important thing is the interaction of specialists of different profiles with each other. After all, only by working together, it is possible to achieve the harmonious development of the personality of each child and the system of inclusive education as a whole. The work of the teaching staff in a preschool organization should be aimed at achieving the main goal indicated in preschool education: the socialization of children and their adaptation to independent life, regardless of their physical and intellectual characteristics. Thanks to the completed course, it is possible to build the right path for teaching children with disabilities. Such knowledge is necessary for every specialist, as the number of children with disabilities is increasing, and almost all of them are studying in preschool institutions.

Conclusion. Education is the most important aspect of existence in the modern world. The sooner a child begins to receive education, the more adaptive and successful he will be. Consequently, the education of children is one of the most important tasks facing both the state and every family. The concept of any civilized society is equal opportunities for all, so today one of the main ideas of education is inclusion, joint education and upbringing of children with disabilities and healthy children. The state is actively implementing various training programs, including those on inclusive education.

Children with disabilities - children with physical or mental disabilities due to congenital, hereditary, acquired diseases or the consequences of injuries. The state of their health hinders the development of educational programs outside the special conditions of education and upbringing. Inclusive education is a joint program of education and upbringing of children with disabilities and those who do not have such problems. The age from 3 to 7 years is the most important in the development of the child's personality, during this period his active socialization begins. He learns various activities, learns to communicate with peers and adults. Therefore, it is important to pay special attention to inclusive education in preschool age.

In order to improve the quality of inclusive education, it is important, in our opinion, to develop the interaction of specialists in various fields, parents with children with disabilities, parents of healthy children and society as a whole, as well as develop and implement new educational approaches, annually update individual programs, taking into account personal opportunities and characteristics of the development of each child, exchange experience with other organizations.

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