

METHODS AND METHODS OF INCLUSIVE EDUCATION FOR CHILDREN WITH PHYSICAL DISABILITIES IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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Annotatsiya: Maktabgacha ta'lim tashkilotlarida jismoniy imkoniyati cheklangan bolalar uchun inklyuziv ta'lim usullari.

Abstract: Methods and methods of inclusive education for children with physical disabilities in preschool educational institutions.

Аннотация: Методы и приемы инклюзивного образования для детей с ограниченными возможностями в дошкольных образовательных организациях.

Inclusion in translation is inclusion. Inclusive education is a specially organized educational process that provides a child with disabilities with learning among peers in a general education institution according to standard programs, taking into account his special educational needs. The main thing in the inclusive education of a child with disabilities is to gain educational and social experience with peers. The main criterion for the effectiveness of inclusive education is the success of socialization, introduction to culture, development of the social experience of a special child, along with his mastering of academic knowledge. Inclusive education must ensure equal access to education for all students, taking into account the diversity of special educational needs and individual capabilities.

Today, one of the pressing problems is the implementation of an inclusive approach in the upbringing and education of children with disabilities (hereinafter referred to as DH) in the conditions of a general developmental preschool institution.

According to the modern approach to education and socio-cultural policy in general, the right to education belongs to all children, including disabled children, regardless of the cause of disability. One of the processes of development of general education is inclusive education, which implies the availability of education for all, the adaptation of education to the various needs of all children, which ensures the accessibility of education for children with disabilities.

Inclusive education in preschool educational institutions, which for a long time remained an experimental pedagogical strategy, in modern times is becoming the optimal way to organize the teaching and educational space in kindergartens, guaranteeing the possibility of achieving a number of priority goals:

- ensuring the constitutional right of citizens to receive quality education, regardless of the level of psychophysical development;
- creating a barrier-free developmental environment in which preschoolers with special educational needs can confidently socialize, and their peers with normal health indicators can learn tolerance, openness, and respect for people with disabilities;
 - providing consulting and practical assistance to parents raising preschoolers with children with disabilities;

Inclusive education in a preschool educational organization is more than just the presence of children together in a single educational space. The idea of inclusion in preschool education is based on eight basic principles, compliance with which is a prerequisite for achieving the set pedagogical goals: A person's worth does not depend on his innate abilities and achievements. Every person is capable of feeling and thinking. Everyone has the right to be heard and express their thoughts, experiences, and conclusions. All people need each other. Everyone needs friendship and support from peers, advice from mentors. The progress of all learners is defined by what people can do rather than what they cannot do. Diversity makes all aspects of human relationships more complete. True education can only take place within real relationships.

Advantages of inclusive education:

- Creation of special conditions in kindergartens for the upbringing and education of children with disabilities.
- Being in a group setting with children, providing the pupil with the necessary psychological and pedagogical support from specialized specialists.
- Children with disabilities learn to communicate with peers and feel equal to other children. Integrated education allows you to activate the strength of children with disabilities and set them up to overcome life's difficulties.
- Preparing the teaching staff to accept children with disabilities and creating learning conditions that would be comfortable for all children and would contribute to achieving the maximum level of development, as well as the social rehabilitation of the child and his integration into society.

Formation of tolerance skills in the group, i.e. tolerance, mercy, mutual respect.

Disadvantages of inclusive education:

- Unfortunately, inclusive education in Uzbekistan is still experimental in nature. There is not enough material and technical base for their training and specialists.
- I especially want to talk about children with a psycho-emotional state, which is often close to extreme, so when working with such children, teachers use the "holding" method (translated as "hold, hold"), developed by the American psychiatrist Martha Welch. This method is quite simple and consists in the fact that: initially the child is in confrontation with the teacher, which should not frighten the teacher, the main thing here is not to be afraid of screaming, crying, waving his arms, legs, and sometimes etc. In such cases, you need to try to calm him down, looking into his eyes, making it clear that they love him and are worried about his condition. After a certain time, the child begins to trust the teacher, stops resisting, eye contact is established, and a smile appears. Gradually, communicating with the teacher day after day, the child allows himself to be hugged, held by the hand, etc., in this regard, it is impossible to change teachers working with such children.

Effective teaching techniques and methods for inclusive education.

Innovative methods of influence in the activities of teachers are becoming a promising means of correctional and developmental work with children with speech disorders. These methods are among the effective means of correction and help achieve the maximum possible success in overcoming speech difficulties in preschool children.

In inclusive education there is no single generally accepted classification of teaching methods. In preschool correctional pedagogy, a classification has been adopted, which is based on the basic forms of thinking that determine the nature of the methods of activity of children

with children with disabilities in the learning process. These forms include visual-effective and visual-figurative thinking.

Visual methods

Cognitive and practical activities in the classroom can be organized on the basis of a visual display of relevant objects and phenomena. The group of visual teaching methods includes observation, demonstration of visual aids (objects, pictures, filmstrips, slides, videos, computer programs).

Practical methods

Practical teaching methods are those methods with the help of which the teacher imparts a practical character to the cognitive activity of children, the acquisition of new knowledge and skills.

Game methods.

The advantage of game-based teaching methods is that they arouse increased interest and positive emotions in children, and help to concentrate attention on the learning task, which becomes not imposed from the outside, but a desired, personal goal.

The use of active teaching and upbringing methods when working with children with disabilities is especially important, since this category of children has a low level of cognitive activity, immaturity of motivation for cognitive activity, a reduced ability to receive and process information, and insufficient formation of operations analysis, comparison, synthesis, abstraction and generalization.

Kinesiology – is the science of developing mental abilities and physical health through certain motor exercises. The exercises include: stretching, breathing exercises, oculomotor exercises, body exercises, exercises for the development of fine motor skills, relaxation exercises and massage.

Active methods of reflection.

In speech therapy classes, when working with children with disabilities, reflection of mood and emotional state is most often used.

The technique with various color images is widely used.

Reflection on the end of a speech therapy session. The most successful method at the moment is considered to be the designation of types of tasks or stages of a lesson with pictures (symbols, various cards, etc., which help children at the end of the lesson to update the material covered and choose the stage of the lesson that they like, remember, and most successful for the child, attaching their picture to it).

It is effective to use gestural and figurative games at the initial stages of work. Their developmental capabilities are unusually wide - they cover a variety of areas. First of all, they contribute to the development of focused attention and the cognitive sphere, since they carry rich figurative material. In addition, the content of games is the basis for the development of imagination and thinking.

The organic combination of movement and speech promotes speech development, repeated repetition contributes to the development of memory, and varied, meaningful movements and gestures filled with specific content promote the development of perception, hand-eye coordination and self-regulation. Consequently, we can rightfully assume that sensory-motor gesture-figurative games are a good school for shaping voluntary behavior.

In other words, they allow players to master the timeliness of action, learn to correlate their movement with the movements of adults and children, with the spatial environment. They contribute to the establishment of emotional contact, the development of the first skills of

interaction and communication, the formation of the “I-position”, and the building of boundaries “I and the other”.

The use of active teaching methods and techniques increases the cognitive activity of children, develops their creative abilities, actively involves students in the educational process, stimulates their independent activity, which equally applies to children with disabilities.

Thus, inclusive education ensures maximum socialization of children with disabilities in accordance with the individual psychophysical capabilities of each child; Forms in all participants in educational activities such universal human values as mutual respect, tolerance, awareness of oneself as part of society, provides opportunities for the development of the skills and talents of a particular person, the opportunity for mutual assistance and the development in all people of the abilities necessary for communication.

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