

PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF ORGANIZING INCLUSIVE EDUCATION

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Abstract: The article considers inclusive education as an important category of modern educational culture. Pedagogical and psychological aspects of organizing inclusive education are considered to be the most important part of forming an inclusive society. An analytical review of the introduction of inclusive education and creating a favorable psychological atmosphere is considered to be an important component of inclusive education.

Keywords: empathy, perception, reflection, identification, consciousness.

Discrimination in education around the world has led to the idea of supporting the strategy of teaching children with special needs. In particular, fee-based special schools and centers cannot meet the needs of children with special educational needs in education and training. General education schools should acquire great importance in this situation. Targeted education programs should be reorganized. An inclusive approach should be adopted that includes children with special educational needs and meets the needs of different students. The approach of the inclusive education system to traditional education can be assessed on a comparative basis. The current school system and special schools, parallel in origin, are evolving from integration into inclusive schools. For the developing system, inclusive schools are not optional, but mandatory. As a result, the regular class becomes the first opportunity for education of children with special needs. In some cases, special programs and classes can be organized for children with severe and complex difficulties, for example, in a special department of a regular school. This strategy has similarities with health care. Most patients are treated at home or in nearby clinics. Very few of them are treated in specialized health care departments. We usually do not go to the doctor when we have a cold. Likewise, the needs of many children with special educational needs can be met in the regular school itself. Only a few of them receive the necessary support from specialists in special schools. The education provided must necessarily correspond to the real needs of the child. In this way, valuable and unprecedented specialist services are reserved for necessary situations. Due to these new trends, special schools are increasingly becoming resource centers. They have started to participate in a wide range of programs where they can apply their extensive experience and knowledge, and work together with mainstream schools, families and the community. The targeted education of children with special educational needs and general education should not be considered as two separate issues. Previous education should serve as a part and model of the general educational plan. Currently, we provide education to children with special needs, and we can achieve our goal by adopting the principle of inclusive education as a

law or reform. It is important to involve children with disabilities in the educational institution in inclusive education. At the same time, in our republic, about 3,000 children with disabilities study in groups and classes specializing in mixed inclusive education. In 2007, when the project was launched, there were 47 of them. This shows that parents of children with disabilities, seeing the achievements of students attending these schools, prefer to send their children to such schools and kindergartens. Inclusive educational practice and the organization of educational services require fundamental, real changes. Such a change can be called the introduction of special educational needs. To say that a child needs special education means that he needs specific, short-term and long-term pedagogical and psychological support and services to achieve his goals in the field of education. Educational institutions should serve different categories of students. Accordingly, special educational classes and a teacher should become the basis of real education, and the head of the school should become a person who meets the needs. The responsibility cannot be removed from the class teacher and shifted to other specialists. Instead, they should work together and in an organized manner. This development should be considered as a study of the reform of all educational institutions. Children with special needs are currently not accepted into the regular school system. This situation does not meet the needs of children with special educational needs. Therefore, changes must be made in this area. Integration should be considered as a school reform. Its goal should be to create a school system that provides education for all within the framework of existing specific programs. Currently, the level of education of children with disabilities is growing every year, which in the future will become the basis for creating a school system based on a specific program. When planning educational services, it is recommended to follow the recommendations of the UN World Program for People with Special Educational Needs. At the suggestion of the UN, an addition was made to the standard rules defining equal opportunities for people with special educational needs (Article No. 6): "There must be a clear state reform, understandable and accepted at the legislative level ...". 120 UN member states must adopt political laws recognizing the rights of people with special educational needs to have equal opportunities to receive education with others. The education of a person in need of special education should be carried out, if possible, in the general school system. Education authorities and laws on compulsory education, having assumed responsibility, must include children with different levels of special educational needs in compulsory education. The need to meet the needs of all children in primary education opens up new opportunities for children with special educational needs to be educated in the regular school system in inclusive schools. Particular attention must be paid to children with acute needs for special education, their early identification, proper organization of assistance, and the necessary assistance to children with moderate and mild disabilities. The number of children with extremely acute needs for special education is small, and the severity of the need for special education decreases proportionally. 80% of children with special educational needs can be helped by making the necessary changes in the regular school and with the help of regular school teachers who have received basic training in special needs education. Children with moderate special educational needs can be supported in regular classes or through in-depth support in special groups or departments. They need more qualified teachers. This is less than 5% of students with severe special educational needs. For example, they need teachers with special communication skills and techniques of special educational programs. The focus on inclusive education does not mean the exclusion of special schools and centres. They should remain the main part of specialized and

comprehensive services for children with special needs. When determining the necessary service, the main point of view should be focused on what kind of assistance will be most suitable for a particular child. In many countries, special schools are still the center of traditional education. The experience of special schools and centers is high in all aspects. They have shown that the more assistance is provided to society and parents of children with disabilities, the more opportunities and knowledge children with disabilities will have. Already now, such complexes are resource centers for many programs, internal training and support services for families and children with special needs, as well as for the education of children with special needs in regular schools. In our republic, the attendance of children with disabilities in educational institutions, their education, and their focus on acquiring a profession are improving every year. If you pay attention to the data, you can analyze these indicators in the context of cities. Investments allocated to existing special schools should be directed to their new goals, tasks aimed at meeting the needs of special education in regular schools. It is necessary to create equipped resource schools that meet the needs for education. New ideas in inclusive education should be clearly reflected in the national reform and prospective programs for children and young people in need of special support. Children with special educational needs are children whose needs are not met by the existing school system. For this reason, schools must respond to the diverse and common goals, aspirations and interests of all children and provide them with education. Education for children with special needs is a part of the general education system. It is interconnected with issues of the potential of society and specialists, their relationships, the distribution of financial resources and training, teachers and school activities. For the development of education, it is important to make structural changes in the general education system. Barriers between traditional education and special education must be eliminated. Although special education is a part of mainstream education. In an inclusive school that meets the needs of all students, such a system is not necessary. Reforms can guide the practice of achieving educational goals, but they cannot directly guide pedagogical practice. For this reason, for education to be effective, reforms must be carefully discussed and considered by the leaders of the education system. The importance of reforms adopted at the government level is not that they adequately address educational issues.

The perceptual side of communication between healthy children and children with disabilities in educational institutions with inclusive education

In the process of communication, children reveal such qualities as mutual understanding, helping each other, respect. For example, children can interpret each other differently: they can understand or not only understand, but also accept the goals and dreams of their peers. However, in both cases, the process of perceiving a person by another person is an obligatory component of communication.

Perception. Before revealing the content of this aspect of communication, it is necessary to clarify the terms used. Often, the perception of a person by another person is considered "social perception". The term "social perception" was first used in 1947 by DJ Bruner as a new look at perception (New Loor). Social perception began to be understood as the process of perceiving social objects - other people, social groups and large social associations. In social-psychological

literature, this term is used in this context. Due to this, the perception of a person by a person belongs to the field of social perception, but does not cover it completely. Reconstructing the inner world of another person is a very complex process; the subject is directly shown only the external appearance of other people, their character and behavior, only those communication tools that they use. It is necessary to do some work to understand the personality of the people with whom you interact, to be able to draw conclusions about their abilities, thoughts, intentions, and so on. S. A. Rubinstein wrote: "In everyday life, when we come into contact with people, we set a goal based on their behavior. In the process of communicating with the people around us, we develop a psychological inner meaning, which to a certain extent automatically extends to their character. At least two people participate in the process of communication, and each of them is an active subject. Therefore, comparing yourself with another person is carried out from two sides: one of the partners compares himself with the other, makes himself similar to him. Therefore, when building an interaction strategy, it is important for each of the participants in the dialogue not only to take into account the needs of the partners, but also to know how they understand them. All this leads to the conclusion that self-awareness, analysis through another person presupposes identification and reflection. Identification is the identification of a person with a person, group or model. Identification helps to understand the feelings and experiences of other people. In situations of mutual action, a person tries to put another person in their place, guesses about their internal state, intentions, thoughts, inclinations and feelings. Although this is not the only way to achieve mutual understanding, people use this method in the process of interaction in real situations. In this case, identification manifests itself as one of the mechanisms of awareness and understanding of another person. Experimental studies were conducted to determine the process of identification and its role in communication, as a result of which it was found that there is a holistic connection between identification and empathy, close in its content. Empathy is also considered as one of the methods of understanding another person. Only here it is assumed not to think rationally about the problems of another person, but to show emotional sympathy for his problems. So, empathy is a deep understanding of another person. However, the attitude towards the subject is not only an understanding of another person from the outside, but also how he is accepted by the individual with whom he communicates, how he perceives and understands himself. This means that the subject understands how he is perceived by the partner who entered into a relationship with him. Thus, the perception of a person by another person can be compared to a double reflection in a mirror. When a person perceives another person, he reflects himself in the image of this person. Reflection, like identification, is a mechanism that allows you to penetrate the internal state of another person, to learn his intentions, motives, thoughts and feelings. In our everyday life, identification and reflection are carried out at the unconscious level. A person can convey his motives and behavior to another person. In this case, you can make a mistake, that is, overestimate or underestimate another person. If every person always had complete, scientifically based information about the people with whom he came into contact, he would not make mistakes and would be accurately informed about the tactics of interaction with them, which would lead to an explanation of the reasons for his actions and deeds, feelings, intentions, thoughts and motives of behavior in relation to another person. In social psychology, this is called causal attribution. Causal attribution is often unconscious or based on analogy, i.e. when the subject himself believes that he can notice the motives or feelings of another person, when he emphasizes the uniqueness of the communication partner.

Another mechanism of mutual understanding is stereotypes. Stereotyping is a classification of forms of behavior and analysis by introducing their causes into previously known ones, i.e. situations that respond to social stereotypes. A stereotype is an image that a person uses as a cliché. Stereotyping can be formed as a result of generalizing the personal experience of the subject of interpersonal perception. Therefore, the process of interpersonal perception is complex, which requires a thorough study of the problem of the accuracy of perception of one person by another person.

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