THE ROLE OF THE CONCEPT OF EDUCATIONAL WORK OF AN EDUCATIONAL ORGANIZATION IN THE FORMATION OF AN INCLUSIVE ENVIRONMENT

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ABSTRACT

The article reveals the basic principles of inclusive education, the methods and techniques of educational work with children with disabilities, the principles of interaction with parents of children with disabilities (WD), a phased and systematic correctional development work that reflects the totality of the use of specific techniques.

Keywords: Inclusion, modern education, principles of inclusive education, educational process, principles of education, methods of education.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the system of modern education, the processes of integrating children with special educational needs into the educational field of the school are actively going on. In Uzbekistan, a special education structure will be developed for children with disabilities. In these educational institutions, special conditions have been created for classes, special educators are involved with children, students are supervised by medical workers. But there is one significant drawback in this education system - because of the isolation of such institutions, from an early age, children are divided into healthy and disabled. As a result of training in special educational institutions, the competitiveness of children with disabilities in the educational market is significantly lower compared to graduates of educational institutions.

An alternative is the co-education of children with disabilities and children without disabilities in secondary schools.

"Inclusive (French Inclusif - including, from Latin. Include - turn on, turn on), or included, education is a term used to describe the process of teaching children with special needs in general education (mass) schools" [1], [2].

"The idea of the inclusion emerged in the process of large-scale changes in the recognition of human rights, its advantages, as well as the mechanisms of social and cultural processes that determine its status and affect the provision of its rights" [5].

Inclusive education is such a process of training and education in which all children, regardless of their physical, mental, intellectual and other characteristics, are included in the general education system and study at the place of residence with their peers without disabilities in the same general educational schools that take into account their special educational needs and provide the necessary special support.
        "There are eight principles of inclusive education:
        - the value of a person does not depend on his abilities and achievements;
        - every person is able to feel and think;

- everyone has the right to communicate and to be heard;
- all people need each other;
- genuine education can be carried out only in the context of real relationships;
- all people need the support and friendship of peers;
- for all students, the achievement of progress can be more likely in what they can do than in what they cannot;
- diversity strengthens all aspects of human life "[3].

The implementation of the basic principles of inclusive education for children with disabilities in the educational institutions is based on the following forms:

- the curriculum and educational program are individual for a child with disabilities;
- psychological and pedagogical observation and support of a child with disabilities in the learning process;
- a portfolio of a student with disabilities;
- advanced training of teachers of a general educational institution in the field of inclusive education;
- work programs for the development of subjects of the educational program in the context of inclusive education of children with disabilities (WD) in accordance with educational standards;
- equipping the educational process with modern means and technologies;
- corrective-developing educational environment for training and socialization;
- joint work of the student team, the development of mutual assistance and interaction skills;
- the direction of the educational system of the educational institution to develop a tolerant perception and cooperation among all representatives of the educational process.

The concept of the educational system of preschool educational institutions is an expression of the deeply recognized needs of the teaching staff in a systematic work to educate students. The basis of the educational process of our school is the joint activity of teachers, students and parents in implementing the tasks facing the school, that is, the educational process includes the activities of those who organize it and those to whom it is directed. Methods and means of implementing the content of educational activities are aimed both at children with disabilities and for students who do not have any restrictions. To implement the tasks of education, the teaching staff of our school works according to the following programs:

- "Health" (the formation of motivation for healthy lifestyles among students, the development of conviction and the need for it - through participation in specific, demanded by children, various types of activities (sports, quizzes about a healthy lifestyle, annual participation in Internet quizzes "Talk about the right nutrition "), the active use of networking in expanding the educational environment (participation in regional sports events, organizing and conducting network military sports on the basis of our school Plays "Sconces");
- "Ecology" (thoughtful attitude to the nature of the native land, the study of its features, environmental protection, participation in ecological festivals "Forest Day", "Earth Day", "Hashar", "Pentecost");
- "Family" (the interaction of the family and the school, the creation of favorable conditions for full-fledged social formation, upbringing and education, the organization and conduct of school-wide parent-teacher meetings, "Open Doors", joint sports events "Mom, Dad, I am a sports family!") ;
- "Fatherland" (the formation of high moral, moral, psychological and ethical qualities among the younger generation, among which patriotism, citizenship, responsibility for the fate of the Fatherland and readiness to defend it are of particular importance, this program is of particular importance for our school, since we are in the territory of the closed military unit,

and the parents of our students are military personnel, in connection with this a large number of events of a patriotic orientation are held at the school together with the House of Officer in the military unit, the cultural and leisure center, representatives of the military unit, cadets of higher military educational organizations are regularly invited to talk and take courage lessons to school);

- "Leisure" (the formation of a culture of behavior, providing students with employment, organization and holding of traditional events: "Autumn Festival", "Mother's Day", etc.).

The principle of socialization is one of the basic principles of teaching and raising children "[4], [7]. Children with disabilities experience enormous difficulties in mastering communication skills and mastering generally accepted norms of behavior. It is the socialization of such children that all educational work with them should contribute to.
Planning educational work with children with disabilities is preceded by:

1. Familiarization with government documents that define the objectives of the school in education.

2. The definition of goals and objectives based on the conditions of education, the personal potential of students and teachers.

3. Discussion of the education program and coordination of promising matters with teachers.

4. Attracting students, parents to planning.

Features of the educational process

Focus is an organized and controlled interaction of teachers and students with the goal of creating a harmonious personality.

Multifactoriality is the presence of various factors organizing its dynamism and variability.

Continuity involves constant interaction between teachers and students.

Complexity is the totality and unity of goals, objectives, methods and forms of the educational process.

Variability of the results implies the influence of various factors on the learning outcome (individual characteristics of students, their relationship to the educational process, etc.).

The principles of education ("general requirements that determine the educational process using the rules and recommendations for the organization of educational work" [6]):

1. The socially significant orientation of education (the direction of the teacher to solve the problems of education of students in accordance with the state education strategy).

2. Faith of the teacher in a positive result of educational work.

3. The principle of respect for the individual (trusting, friendly relations).

4. The personal approach (relying on the student's personal qualities, motives of activity, behavior).

5. The complexity and unity of all components of the educational process.

6. Education in the team and through the team (involves the impact on the personality of the student through relationships in the team).

7. The unity of the requirements of the school and the family (uniform requirements for the student on the part of all participants in the educational process).
The family together with the school creates the most important set of factors and conditions of the educational environment that determines the effectiveness of the entire educational process, which is why the work of the school with the family is so significant in pedagogical activity.

The subject of special attention should be the formation of an additional education system for students with disabilities (creative associations, clubs, electives). The basic principle of this process should be an initiative coming from the students themselves. The proposed forms of

work will help create an effective technology for educating a person through a system of additional education, taking into account a personality-oriented approach to a child.

Thus, educational work within the framework of inclusive education for children with disabilities reflects one of the most fundamental factors of pedagogical activity: the school appears as a holistic social organism with its own functioning and development logic, in which self-regulation and self-organization processes take place.

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