

## **THE CONTENT OF INCLUSIVE EDUCATION IN SCHOOL EDUCATIONAL INSTITUTIONS**

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**Аннотация:** Освещаются вопросы психолого-педагогического обеспечения эффективной системы инклюзивного образовательного процесса в школьных образовательных организациях, пути и средства педагогической помощи детям, вовлеченным в инклюзивное начальных классов

**Ключевые слова:** Инклюзивное образование, образовательная организация, квалифицированный педагог, высокая внимательность, современный педагог, психолог, семья, общество, социальное, развитие, проблема, интеллект.

**Annotatsiya:** Maktabgacha ta'lim tashkilotlarida inklyuziv ta'lim jarayonini samarali tizimini psixologik va pedagogik qo'llab-quvvatlash, maktabgacha inklyuziv ta'limga jalb qilingan bolalarga pedagogik yordam berish yo'llari va vositalari yoritilgan.

**Tayanch tushunchalar:** Inklyuziv ta'lim, ta'lim tashkiloti, malakali pedagog, yuksak onglilik, zamonaviy pedagog, psixolog, oila, jamiyat, ijtimoiy, rivojlantirish, muammo, intellekt.

**Annotation:** In preschool educational organizations, ways and means of psychological and pedagogical support of an effective system of the process of inclusive education, pedagogical assistance to children involved in preschool inclusive education are highlighted.

**Key words:** Inclusive education, educational organization, qualified educator, high consciousness, modern educator, psychologist, family, society, social, development, problem, intellekt.

Inclusive education is based on an ideology that excludes any discrimination against children, provides equal treatment for all people, but creates special conditions for children in need of Education. Inclusive education is the process of developing general education, which implies the existence of education for all in terms of adapting to the different needs of all children, which provides the possibility of obtaining education for children with special needs. The vertical model of continuing education provides for a scheme for drawing up a training route taking into account the walking distance for a disabled child. Preschool organization, schools (SOSH or SKOSH), Center for psychological and pedagogical support, additional educational organizations. Other interested organizations (clinics, social protection organizations, community organizations, etc.) undoubtedly, the predictable educational strategy for children and their families with special educational needs and the ability to choose the optimal option for teaching and raising a disabled child are very important. The Continuous Vertical of inclusive education in the Central Administrative District is carried out according to the following principles: complexity-duration-a child who falls into an integrative environment at an early age, should not be deprived of the Society of ordinary peers at any stage of growth; walking distance-inclusive education in each district of the district should be built vertically "kindergarten-school-center";; permanence-all inclusive institutions must be open to cooperation and exchange experiences both in their vertical circle and in the diversity of their species; at each stage of the educational vertical, information about the child's development is recorded on his personal map

("development map").professional competence-an effective mechanism for training, retraining and methodological support of all teachers and specialists engaged in inclusive education should be developed. The effective functioning of a single educational vertical begins with the upbringing of future parents.

They should receive timely information about possible complications of pregnancy and childbirth, the necessary prenatal medical examination, early care services, etc. Integrative early intervention groups must find their logical continuation in the system preschool organizations... The preschool system is best suited for the implementation of an inclusive approach, since: most kindergartens in the district have a well-prepared development environment; differences in the cognitive development of preschool children with normative and developmental abnormalities are not very important; in the process of education and upbringing, game approaches contribute to the development of children with different primary abilities; preschool children successfully copy the attitude of tolerance towards children with developmental disabilities of important adults (educators and parents; a large number of leisure activities allow you to teach how to deal with different children and their families in an emotionally positive environment. Today, there is still an integrated method today in kindergartens where isolated groups of the compensatory type (Speech Therapy, for children with sensitive, motorized and intellectual disabilities) work. This is called partial integration when children spend their free time, walks, vacations, etc. together. Preschool organizations that are actively working in the inclusive paradigm today have in their arsenal not only integrative groups, but also other forms of innovative work: lekotexes, counseling centers, early support services, parent clubs, etc. A special task for kindergarten employees is to establish real cooperation with the schools to which their pupils go. To ensure the effectiveness of the processes of Correction, adaptation and socialization of children with special needs at the stage of preschool education, to establish a system of effective psychological and pedagogical support for the process of inclusive education through the interaction of the diagnostic-advisory, Correctional-production, treatment-preventive, social and labor spheres of activity. When the preschool stage ends, the family is faced with the question of choosing a school. This choice should be based on the interests of the child - here his educational needs are fully satisfied. "School level" is the most difficult stage of inclusive education. Parents who are faced with school choice often ignore issues of social adaptation and professional orientation, managing only the goals of acquiring knowledge. The potential of Correctional schools with extensive experience in vocational education and social adaptation programs is especially important, which is a resource for inclusive education organizations. By joining an inclusive program, each school creates conditions that allow adequate performance in an inclusive space. Education should face the difficult task of transforming diversity into a constructive factor, developing mutual understanding between people and groups of people. Education policy should be able to cope with the problems that arise due to the variety of needs of the population and allow everyone to find their place in the society to which they originally belonged. Inclusive education is an approach that allows you to find ways to transform educational systems to meet the needs of a wide range of children. Methods of adaptation of the educational process in teaching children in general education conditions in need of special assistance. Organization of the educational process in the system of inclusive education. Adaptation of the course process in inclusive education of children with visual impairment. Adaptation of the course process in inclusive education of children with hearing impairment. Adaptation of the course process in inclusive education of children with problems in the members of the base movement. Adaptation of the course process in inclusive education of children with problems in the development of Light-level ACL. Adaptation of educational content to the needs and capabilities of children. Development of the concept of inclusive education in class and group Students. Conditions for the introduction of inclusive education.

Inklyuziv ta'limning mohiyati. Imkoniyati cheklangan bolalarni inklyuziv ta'lim tashkilotlarida o'qitishda maktab va maktab rahbariyatini vazifasiPrinciples of managing inclusive education. Work with parents, family and the public in

bringing children in need of special assistance into the educational system. The resource operating in the system of inclusive education is the tasks and goals of the teacher and social educator. The role and cooperation of parents, neighborhoods and educators in preparing children with disabilities for school. Activities of the teacher of inclusive education in the organization of the lesson. Medical – pedagogical – social model with inclusive education. Adaptation and Correctional assistance of schools and classrooms to children with disabilities and their legal, pedagogical aspects. The difference between inclusive and integrated education. The task of a school teacher, psychologist and educator in the education of children with disabilities and the organization of the course process. Organizational and methodological work necessary for the practical introduction of inclusive education. The issue of personnel in inclusive education. Methods of adaptation of the educational process in teaching children in general education conditions in need of special assistance. The main types of activity. Areas of motivation. Methods of individual experimental research. Management of the pedagogical process. Education and mental progress. Pedagogical abilities and its types. Requirements for the personality of the teacher. Objects and methods of scientific research. Humanization and democratization of education, its continuity, continuity. The main directions of the past and modern pedagogy. Advanced pedagogical views. World education system. Integrations in the pedagogical process. The policy of the Republic of Uzbekistan in the field of education, the national model of Personnel Training. The peculiarities of education and upbringing, unity, differentiation, a single pedagogical process. The main components of educational theory (didactics): concepts, paradigms. Educational Principles. Training techniques, technologies. Types and stages of Education. Distinctive features of upbringing in a team, family, as well as self-education. Forms of Educational Management. Educational and regulatory documents. Distinctive features of the profession of an educator. Communicative ability of an educator, his tools.

Promotion of scientific and scientific and technical activities, research scientist competence, methods of analysis of scientific sources: methods of scientific knowledge; induction, deduction, analogy; pedagogical competence, that is, forms, methods and means of training used in the educational process; knowledge of ensuring the continuity of educational content, methods, tools and forms, the purpose, objectives, subject and object of the discipline, the role and importance of science; the main textbooks, teaching aids and Electronic Literature used; assessment of the provision of horizontal and vertical continuity with other subjects in the curriculum in the development of the content of science; consists in knowledge and competence about the problems of the development of Science in the future and their solutions.

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