



The Role Of Parents In Involving Children With Disabilities In General Secondary Educational Institutions

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ABSTRACT

The article discusses the issues of focusing on the harmonization of their social, emotional, cognitive and physical needs in the upbringing and education of young children. The author comments on the fact that teachers of preschool educational organizations play a key role in the implementation of preschool educational goals, therefore it is important to create and maintain a wide range of opportunities to develop their skills and provide their services.

KEYWORDS

Inclusive education, social, cognitive, parental interaction, innovation, variable technologies, approach.

INTRODUCTION

Scientific and theoretical research on the widespread introduction of inclusive education for all in the world based on the principle of education for all, the general pedagogical views that ensure the sustainability of lifelong learning, advanced trends, identification,

selection and effective implementation of innovative and alternative technologies It is conducted in the United States, France, Germany, Switzerland, Russia, Belarus, Kazakhstan and other countries. Priority is given to research on technologies for early

detection of disability, correctional and compensatory approaches in educational institutions, teaching subjects through the effective application of the principles of the communicative system, improving the content and mechanisms of preparing students for family and work.

In our country, the legal and regulatory framework for strengthening targeted social protection of persons with disabilities as full members of society has been developed, the material and technical base of educational institutions has been strengthened. The content of individual, specialized and inclusive education in the family for deaf and hard of hearing children, organized on the basis of state educational standards of general secondary education, has been improved in accordance with modern requirements and international approaches. The Action Strategy for the further development of the Republic of Uzbekistan identifies as a priority the radical improvement of the system of specialized general secondary education, along with all links and types of education, the introduction of innovative technologies in this process. As a result, the country has created ample opportunities for further modernization of the mechanisms of organization of pedagogical processes, optimization of educational services for the comprehensive education of the younger generation in accordance with modern requirements.

In the upbringing and education of young children, attention is paid to the harmonization of their social, emotional, cognitive and physical needs. Teachers of preschool education organizations play a key role in achieving the goals of preschool education, so it is important to create opportunities for them

to develop their skills and provide their services, to support them.

Inclusive education is an opportunity for educational institutions to educate all children. This education is based on understanding it as a fundamental human right. Inclusion applies in both the broad and narrow senses.

MATERIALS AND METHODS

The ideas of inclusive education are based on socio-cultural theories. Psychologist L. Vygotsky (1896-1934) was the founder of the idea of inclusive education, through which his theory of social constructivism allows children to acquire the most effective knowledge in the social environment. L. Vygotsky noted that the development of higher mental functions begins with social cooperation and then becomes personal.

Thus, this social partnership has always been a key method of development and learning. He also believed that education preceded development. Adults can encourage learning by focusing on the skills or knowledge that the child has in the “immediate developmental zone”. Vygotsky defined “such a development zone” as an area or space where a child knows or can do and can do or understand what he or she is doing with the help of a capable person.

Vygotsky's theory of socio-cultural development clearly defines the role of the educator. We need to get to know our children well and actively communicate with them to identify learning activities within their “immediate development center”. If children learn primarily through social interaction, we educators need to maximize the child's time interacting with other children and adults. A noisy (but not loud), busy (but not chaotic)

group of preschoolers is a normal learning environment.

The practice of inclusive education in many countries has demonstrated the validity of this theory. Studies show that children with special needs tend to show better results in learning and social interaction when they read with their peers.

All children benefit well from inclusive education practices. Usually, being in a group with a peer who is developing a child with special needs tries to imitate them, communicate with them, develop their social skills. Developing children understand the problems that people with special needs face. They are sensitive to the needs of others and understand the differences better. They learn that all people can solve important problems and succeed.

It is also beneficial for educators to have children with special needs in their group so that they can become proficient in observing differences in teaching methods. They also gain more self-confidence in assessing children's individual strengths and at the same time identify areas that need support. This allows educators in teaching all children to identify the individual strengths and special needs of the child and to improve the teaching method based on this. The existence of inclusive education means recognizing that children differ from one another in many ways, and that these differences are a valuable resource, not a barrier. Children's different educational needs and opportunities and their different rates of development can be met through individualization and differentiation of learning activities and learning strategies.

Features of inclusive preschools:

General education of children with special needs is carried out by a team of specialists together with educators in regular groups;

It is necessary to determine how many children with special needs can be successfully included in a group. Typically, this amount depends on the type of characteristics of each child and the support the educator receives from their preschool organization. For example, with the help of other professionals, an educator may include in his group only one child with a serious illness or several children with a mild diagnosis. There is a practice of including children with special needs across the state at no more than 5-10% of the total number of children in the group. If there are 20 children in the group, accept 1-2 children with special needs;

Active participation of parents and other family members in decision-making on the education and development of their children;

All educators (group educator, preschool psychologist and defectologist, music director, physical education instructor) work as a team and coordinate their efforts. Decisions are made by team members who work effectively with each other;

Strategies and education ensure the development of all children and take into account the specific developmental needs of each individual child;

Work with children with special needs is designed with an individual child development map in mind, taking into account the strengths and needs of the children;

The effectiveness of the programs is regularly assessed; all stakeholders are involved (family members, educators, other professionals);

All educators should have an understanding of the features of teaching and development of children with special needs, through special training through training, professional development, study of special literature.

The early introduction of inclusive education allows the child to become familiar with the behaviors of their peers. In inclusive preschools, children have daily opportunities to interact with their peers with or without special educational needs.

Children in an inclusive preschool:

- Make friends;
- Not to be afraid of differences between people;
- Development of good social skills;
- Mastering adequate self-assessment;
- To learn positive patterns of speech and non-speech communication and behavior.

There are many ways to organize such an environment: role-playing games, group work, projects, holidays, birthdays and many other activities help to organize children's joint activities. One of these methods is the "friend" method.

The "friend" method - in which all children are taught to communicate in pairs, which significantly increases the appropriate social interaction, allows them to learn and play together. The "friend" method helps the child to overcome the difficulty of concentration, improve the ability to remember rules and schedules, increase the attention of peers. The "friend" method allows for compromise in a variety of situations through play and learning together.

Inclusive education for a child with special needs can only be effective in partnership with

the educator, the preschool and the family. Involving a child's family in the process of education and development requires educators to understand the characteristics, priorities, prospects, and values of each family. Mutual understanding helps families find ways to engage, which leads to positive outcomes for children, their family members, and the preschool organization.

The active participation of the family in creating an individual learning map (ITX) for the child's education and development helps parents to understand the goals and methods of education, to support the child in learning new knowledge and skills at home.

Inclusive education is the active involvement of children, parents and education professionals in joint activities: the creation of an inclusive society as a model of a real society through joint planning, joint activities, seminars and celebrations.

The principle of a complex approach. The diversity of individual characteristics of children requires a comprehensive approach to the definition and development of methods and means of education. Specialists working in a group (with the participation of an educator, speech therapist, psychologist, defectologist, methodologist) regularly diagnose children and organize a learning path that focuses on both a particular child and the group as a whole during the discussion.

The principle of variability in the organization of educational and upbringing processes. Inclusion in an inclusive group of children with different developmental characteristics implies a changing developmental environment, i.e. the necessary developmental and didactic tools, teaching aids, a barrier-free environment, a changing methodological

framework for education and upbringing, and the educator's ability to use different work methods and tools in general and special pedagogy.

RESULT AND DISCUSSION

The principle of family partnership. The efforts of educators are only effective when they are supported by parents, understood by them, and tailored to the needs of the family. The task of the specialist is to establish a reliable partnership with the child's parents or relatives, to pay attention to the demands of the parents, to coordinate their joint efforts to support the child, which is at the same time important and necessary for the child.

Involvement of parents and the local community is important both within and outside the group of preschools. This is especially important for inclusive education, which is much broader than traditional education and should not be limited to group rooms.

Parental cooperation can be beneficial not only for children, but also for all partners:

Improving the interaction of parents with their children, making them more sensitive and attentive to their needs, more confident in their parental responsibilities;

Educators gain a deeper understanding of family culture and diversity, feel more comfortable at work, and improve their mood;

Through the involvement of parents and community organizations, preschool education organizations are able to strengthen their reputation.

The first step for families to cooperate with MTT is the unity of the social and educational

environment, and at the same time parents and children need to feel respected, trusted and needed.

To increase the pedagogical competence of parents and help families to adapt and integrate children with special needs into society, a number of tasks need to be addressed:

Involvement of parents of all foster children in cooperation with specialists of preschool education organizations;

Involving parents in creating an individual educational map;

To form the motivation of parents to be in close contact with teachers, educators, psychologists and thereby obtain the most complete information about the child;

Increase the psychological and pedagogical literacy of parents, provide them with information on how to work with the child at home and develop it outside the preschool organization;

Involving parents in developmental and recreational activities that develop together with children.

Principles of working with parents of children with special needs:

- providing comfortable, safe conditions, taking into account the individual characteristics of the child and family;
- The principle of personal humanity - to treat the child and each member of the family with full respect and love, to express confidence in them;
- The principle of generality - psychological assistance can be considered only in conjunction with the educator,

psychologist, teacher-defectologist, music director, parents;

- The principle of freedom - the content and methods should be clear to parents.

Organizational forms of work used by preschool organizations to maintain continuous communication with the families of foster children include: team work forms, individual work forms, and visual poster information.

CONCLUSION

Individual sessions with the child with the participation of parents are held to demonstrate specific methods of working with a particular child. Such sessions are not only introductory, but also allow the child's parents to be taught basic techniques and techniques. At the same time, this process helps to develop parents' interest in the child and his or her abilities. It also helps to increase the psychological and pedagogical literacy of parents.

Expert interviews and advice. It provides practical assistance to parents of children with special needs, the essence of which is to find solutions to problematic situations in psychological, educational, pedagogical, medical, social and so on.

The specialist will help to deal with emotional disorders in the family as a result of having a child with special needs. Methods such as psychodrama and gestalt therapy are used during the lessons. These methods contribute to the formation of psychological and physical health, social adjustment, self-acceptance, and productive living.

Informing parents about the progress of educational work with a child with special needs.

Cooperation should be constructive and effective, in which all parties should feel comfortable, agree and understand different roles, and information should be provided regularly, openly and democratically.

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