

The Process and Effectiveness of Organizing an Inclusive Education Process

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Abstract: This article discusses the organization of the inclusive education process and its effectiveness. At the same time, it is said how the practical application of the methods used in inclusive education helps to develop the social and cognitive skills of students. It is emphasized that the correct choice of methods in inclusive education allows students to demonstrate their abilities to the maximum and serves to strengthen justice and tolerance in society.

Keywords: skills, inclusive education, social skills, practical activities, abilities, technology, motivation

Introduction

In our country, legal norms have been developed for organizing inclusive education based on the social needs and personal interests of learners, ensuring a strong integration of science, education and production. Important tasks have been identified, such as “strengthening the material and technical base of educational institutions, adapting curricula, increasing the capacity for quality health-improving educational services, and training highly qualified personnel for this process in order to organize inclusive education for children with special educational needs”¹. Improving the quality of teaching in primary education, appropriate to the capabilities of students, state education

In inclusive education, the selection of teaching methods based on the use of pedagogical technologies is of great importance, organized through the complete design of educational processes, and the content of the provided educational materials is quickly and easily absorbed by them and retained in their memory for a long time.¹ The methods used in inclusive education are adapted to the specific needs and learning styles of students. Through these methods, students individually develop their abilities, while at the same time implementing social adaptation and teamwork in society. Below are some of the methods considered to be the most effective in inclusive education: Differential approach. The differential approach involves grouping students according to their level of knowledge, learning speed and needs and selecting methods that are appropriate for them. Through this approach, students have the opportunity to acquire knowledge that is appropriate to their individual needs. Advantages: Individual needs of students are taken into account. It is easier to provide materials and tasks that are suitable for students with disabilities. Each student learns at his or her own pace. Team and group learning The group work method is

widely used in inclusive education. With this method, students help each other by working in small groups. This is especially important in developing social and communication skills. Advantages: Students are involved in the learning process by helping each other. Socialization skills are developed and students learn to understand each other. Students with different needs learn skills from each other. Role-playing and practical exercises Practical exercises and role-playing games help increase student participation. With the help of these methods, students can try out the topic they are learning through real-life situations. These methods are especially effective for children with disabilities in gaining visual and sensory experience. Advantages: Students have the opportunity to apply their knowledge in real-world situations. Students better understand the topic through visual and additional support. Communication and social skills are developed. Technology-based learning methods The use of technology in inclusive education facilitates the learning process for students with disabilities. Visual, auditory, and practical activities are organized using special programs and applications. At the same time, technology ensures that each student learns in a way that suits them.

Methods

Developing students' social skills and assessing their adaptation to society. Group work methods are considered the most effective in this regard, as students build relationships by helping each other and solve problems together. Motivation and activity: Inclusive education methods increase students' motivation, increase their interest in learning. Motivation helps students feel confident, which ensures success in the educational process. To increase the effectiveness of the methods and techniques used in inclusive education, the following are recommended: Combining methods - Combining a differentiated approach and group teaching, making lessons interesting and meaningful through the additional use of technology. Improving the individual approach - Developing an individual education plan that meets the needs of each student. Strengthening the support and mentoring system - Expanding psychological support, mentoring and consulting services. Increasing the use of technologies - Creating comfortable conditions for children with disabilities using special programs and devices. Inclusive education is a process of using effective methods to engage all students in the learning process and develop their knowledge and skills. Thus, the wider use of these methods will increase the social and academic effectiveness of inclusive education and achieve the goal of creating equal opportunities for all children.

Results and Discussion

In our country, favorable conditions are being created for the education and upbringing of children with disabilities and their adaptation to social life. In order to integrate them into society, and first of all, to restore their health as much as possible, work is being carried out on the basis of

the “General Education Project for Children with Disabilities”. This mainly involves using the opportunities of inclusive education. As a result, a deeper study of the pedagogical and psychological characteristics of organizing inclusive education, its specific capabilities, identifying related problems, and substantiating aspects of effectiveness is becoming an urgent scientific problem. As a result of the introduction of inclusive education from the family to preschool educational institutions, general schools, vocational colleges, and higher educational institutions, it has become clear that the general attitude towards people with disabilities is changing. This can serve as a factor in their success in life. Inclusive education allows children with disabilities to actively and regularly participate in all activities of the general education process. As a result, the formation of stereotypes is prevented, and the individual assistance provided does not isolate children with disabilities from society. They have the opportunity to generalize the skills they have acquired. The inclusive education strategy developed for people with disabilities and implemented in society on a planned basis ensures the continuity and continuity of education. Family - kindergarten - school - vocational college - employment - this system creates a basis for parents to safely and safely bring their children with disabilities to general education institutions and higher education institutions in the future. In the process of inclusive education, students with special educational needs are educated in the same school, in the same classroom, with healthy children. Children with disabilities need special support from the day they enter school. Such support is necessary throughout their lives. Therefore, from the very beginning of school education, it is necessary to create favorable conditions for the social development of such students. The educational process organized with students with disabilities requires the identification of inclusive forms of education and its integration with the general educational process. Such integration should correspond to their specific educational needs. The fact that students with disabilities continue to study in an educational institution and are only in an environment of people with disabilities like them can negatively affect their development and socialization. The fact that students are in the same group creates favorable conditions for their adaptation to the environment. Adapting teaching methods to such students based on their capabilities, but combining students with communication problems with them does not create conditions for their social development. Children with disabilities need to have the same experiences as other students in performing the same actions. Inclusive education for children with disabilities involves the education of students with developmental problems together with their peers, and this direction allows for the creation of special classes for students with physical and mental disabilities in general secondary schools for most children. Successful education of such students requires skillfully organized special pedagogical and psychological support and a sharp reduction in the number of students in integrated

classes. This option of inclusive education requires the achievement of individual final results. Therefore, it is necessary to establish certain parameters and indicators to determine the quality of inclusive education.

In many countries, in order to fully establish social adaptation and develop compensatory capabilities for the successful development of children with special needs, education in general schools has been included in the scientific and practical state policy plan. "The education system should be like this," writes L.S. Vygotsky. According to him, the task of raising a disabled child is to compensate for the child's defects and ensure his integration into life, and for this it is necessary to create such an education system that a child in need of special assistance can develop comprehensively during his studies. That is, L.S. Vygotsky recognized the organization of an education system that combines general and special education - the education of children in need of special assistance in the general education system.

In the process of studying the experience of a number of foreign countries, we learned that since about the 1970s, a package of regulatory acts has been developed and is being implemented to expand the educational opportunities of people with disabilities. The implementation of such laws and other similar documents is expressed in a complex of measures to ensure the legal equality of healthy children with disabled children. This system of privileges ensures that healthy children and disabled children have the same opportunities in society helps them to have.

Conclusion

In conclusion, we can say that today, living in the era of the digital revolution, we have the opportunity to fundamentally rethink the concept of inclusive education and take it to a new level. The experience of Sweden, England, Russia, France, Turkey and Germany is an advanced practical example in this direction. They show that if we can correctly and appropriately implement digital opportunities, children with special needs can also receive a full-fledged education, actively participate in the life of society, and fully demonstrate their potential. Inclusive education is not only about adjusting physical conditions or teaching methods, but also about forming the value in society that "every person is important, every child has their own opportunities". Digital technologies help make this process faster, easier and more comprehensive. Therefore, educators, politicians, technologists, and social organizations should work together. After all, inclusion is a guarantee of social cohesion and future development. The implementation of an inclusive education system requires strong cooperation between the government, teachers, parents and all segments of society. It is also important to create conditions for children with special needs, update curricula, introduce innovative technologies and improve the skills of teachers to solve problems in the education system. The successful implementation of inclusive education, while increasing the

opportunities for children with special needs to receive education and ensuring their full integration into society, will serve to strengthen social justice and equality. In this regard, the correct implementation of legal norms and practical measures of the state, as well as the acceptance of inclusion in society, is of particular importance. For the full implementation of this process, effective and continuous cooperation between representatives of all sectors, government, teachers, parents and society is of particular importance.

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