



ENSURING PEDAGOGICAL AND PSYCHOLOGICAL COMPATIBILITY IN CONTINUOUS EDUCATION IS THE BASIS OF THE EFFECTIVENESS OF INCLUSIVE EDUCATION

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Abstract

This article provides a scientific discussion on the safety of the inclusive education space, the need for a healthy socio-psychological environment in the school where a student with disabilities is studying, inclusive education standards, regulatory and legal framework, and special pedagogical and psychological knowledge and skills to organize the content of continuous inclusive education to ensure its safety.

Keywords: Student with disabilities, teaching and upbringing, inclusive practice, educational institution, psychological and pedagogical support, special knowledge and skills, specialist, teacher and assistant specialists, implementation of inclusive education.

Introduction

Аннотация:

В статье проводится научное обсуждение вопросов безопасности инклюзивного образовательного пространства, необходимости создания здоровой социально-психологической среды в школе, где обучается обучающийся с ограниченными возможностями здоровья, стандартов инклюзивного образования, нормативно-правовой базы, специальных педагогических и психологических знаний и умений для организации содержания непрерывного инклюзивного образования в целях обеспечения его безопасности.

Ключевые слова: обучающийся с ограниченными возможностями здоровья, обучение и воспитание, инклюзивная практика, образовательное учреждение,



психолого-педагогическое сопровождение, специальные знания и умения, специалист, педагог и помощник специалиста, реализация инклюзивного образования.

A prerequisite for the education and upbringing of a student with disabilities and the implementation of inclusive practice is the presence of specialists in this educational institution who have special knowledge and qualifications in psychological and pedagogical assistance. The interaction of the teacher and assistant specialists should be collective, but this does not happen immediately, since each of the specialists solves their highly specialized functional tasks. However, the experience of educational institutions implementing inclusive education shows that the inclusion of a child with disabilities in the educational process is a complex task, and it is impossible to achieve the effectiveness of activities without “finding a language” with them on the basis of an individual approach.

Specialists carry out the following types of activities in accordance with their professional training and responsibilities: advisory, educational, correctional and developmental, diagnostic and analytical, preventive, educational and other necessary activities. At the same time, the activities of all specialists working in an educational institution require that the institution implements inclusive practice and be oriented towards the specifics.

Psychologists, special education teachers, speech therapists, and pedagogues, in addition to solving their narrow professional tasks, actively participate in creating conditions for the adaptation, education, and socialization of children with special educational needs in a general education school.

L.R. Mominova developed the theoretical foundations of correctional and pedagogical approaches to eliminate speech defects in preschool children with disabilities, recognizing that the practical application of speech therapy and teaching methods for children is the main factor in improving the quality and efficiency of education[4], while Ye.V. Samsonova put forward the scientific argument that the psychological and pedagogical correctional approach is an important factor in inclusive education and ensures the goal-orientedness of the main and general educational programs in accordance with the educational



standards, individual educational plans, and requirements of educating students with disabilities [7].

From a psychological point of view, we can say that students with disabilities require special attention and care from adults (teachers and parents). The science teacher cannot pay enough attention to each student during the lesson and extracurricular activities (both disabled and able-bodied students). In inclusive education, the teacher's excessive attention to disabled students and increased communication and special attention with them during the lesson can lead to a disruption of the internal classroom environment, and the priority of the discriminatory factor can become dominant in the psyche of children. Even if the opposite is true, that is, the teacher works separately with healthy children or pays more attention to them.

To coordinate this situation, it is necessary to establish tutoring activities in the field of subjects within the educational institution itself and to determine the personal motivation of the teacher in a coordinated manner. The tutor must have the necessary conditions for direct work in an inclusive school (in the classroom - on the basis of frontal and individual programs), during breaks, and in extracurricular situations.

Y.V. Samsonova, reflecting on the main task of the tutor teacher, identifies the following:

- developing programs that ensure the child's self-help in the educational process of an inclusive school;
- maintaining regular contact with the teacher and other specialists;
- creating conditions for the psychological and pedagogical adaptation and socialization of students with disabilities among their peers;
- developing an individual educational trajectory for students with disabilities;
- formation of learning skills and adequate behavioral skills of students with disabilities.[7]

It should be noted that tutoring in the subjects introduced in an inclusive school is of great importance for parents - in understanding their child. It also provides practical assistance in accepting them with all their shortcomings and coordinating actions (within the framework of personal and professional interests).

Our non-standard approach to the introduction of tutoring activities for students with disabilities in inclusive schools determines the factors of interaction between



the teacher and the tutor teacher, and its implementation in the following three directions gives its effectiveness:

- First:

- in the process of educating students with disabilities, the establishment of coordinated activities based on the interaction program has become important, leading to the formation of communicative competence among students in the classroom;

- The tutor's pedagogical and psychological approach to individual guidance of students with disabilities outside of class and during breaks serves to form their motivation to work on themselves and increase their self-esteem;

- In addition to helping students with disabilities understand the purpose of the topic taught (using figurative and visual, augmented reality devices and other means, depending on the level and nature of the disability), practical projects stimulate their ability to fully master knowledge and learn;

- It is important to encourage students with disabilities to monitor and evaluate their activities with pedagogical and psychological motivational programs, which forms the competence to engage in healthy competition and demonstrate their abilities.

- Secondly:

- providing the necessary pedagogical and psychological support to the student with disabilities in the process of socialization in relation to the educational environment, leading to the formation of the necessary adaptive qualities and accelerating educational integration;

- providing the student with disabilities with the opportunity to coordinate communication mechanisms programs based on the level and nature of disability, mutual understanding and understanding, and feeling safe in establishing relationships with classmates and subject teachers and other persons working in the education system, and to feel safe;

- providing the individual potential of the student with disabilities and developing their abilities, which is of great importance, serves to ensure the social pedagogical tasks related to the delivery of unique talents to the state and society.

- Thirdly:

- determining the coordination of relations in the process of working with parents of students with disabilities is of great importance, allowing for the maximum effectiveness of pedagogical and psychological correctional and preventive work;



- helps to coordinate the actions of teachers and parents in the process of helping a student with disabilities master the educational program and socialize it, preventing possible problems that may arise in achieving the quality and effectiveness of education;
- explains the method of providing educational material to teachers with little qualifications and experience conducting lessons in an inclusive classroom, and forms the basis for the formation of pedagogical and psychological competence in establishing easy, fast and effective communication with students;
- develops instructions for working with parents on homework assignments and independent learning activities for students with disabilities, which is a factor in achieving the effectiveness of two-way communication, leading to the practical manifestation of the mechanism of mutual understanding and psychological support in the pedagogical process.

Thus, the safety of an inclusive space is based on the presence of the necessary regulatory and legal documents, methodological framework, specialists in psychological and pedagogical support in a general education school, as well as the interaction of specialists with parents.

As a result, a student with disabilities feels comfortable in the team and socialization is successful.

In the context of inclusive education, the psychological safety of a student is currently gaining importance, and the problem of the influence of external conditions on the psychological development of a student is being widely studied in the theory and practice of psychological and pedagogical sciences.

Today, it is impossible to ensure the life position of a student with disabilities without ensuring their positive development and maintaining their mental health to a certain extent.

Psychological safety is a leading characteristic that determines the nature of the development of the educational environment. It can serve as the basis for designing and modeling psychological and pedagogical conditions of education and upbringing, while helping to strengthen and develop the psychological health of all participants in the educational process.

As I.A.Baevoy noted, psychological safety, experienced by educational participants as a state of protection from psychological violence, satisfaction of basic needs in personal trusting communication, is a condition that creates positive



opportunities for the mental and professional development of all subjects of the educational process: children, teachers, parents [5].

According to the theory of L.M. Shipisina, inclusive education defines as its main goal the equal use of one or another type of education and the creation of the necessary conditions for success in learning for all children without exception, regardless of their individual characteristics, previous educational achievements, native language [11].

According to our theory, the concept of “safety” in inclusive education is considered more as a component of the psychological thesaurus, and the study of the psychological safety of a student with disabilities is a separate independent scientific direction. The psychological safety of a student with disabilities is considered to be the fulfillment of the need for safety, the preservation of psychological integrity, and the ability to experience a sense of satisfaction in connection with the mobilization of human psychological resources in difficult and extreme conditions.

From this point of view, the problem of ensuring psychological safety is particularly relevant within inclusive education as one of the conditions for the successful implementation of the pedagogical tasks of this educational model.

As I.A.Baevoy noted, psychological safety involves paying attention to a person’s inner world, optimizing his mental processes and mechanisms, personal structures, and ensuring social adaptation [6].

In our opinion, the current inclusive education for children with disabilities embodies several functional factors:

- it is necessary to create a unified educational environment for children with disabilities, which will ensure their free movement and create the necessary conditions for safe educational activities;
- It is important to develop the potential of children with special needs for psychophysiological development in joint activities with healthy peers, in which children with disabilities form the skills of balanced self-management in terms of mental and physical aspects in active games and joint educational activities with healthy children;
- Effective psychological and pedagogical support of the inclusive education process through diagnostic and counseling, corrective development, prevention, and social interaction is important, and pedagogical and psychological support for



children with disabilities increases their ability to ensure life safety by forming immunity to existing psychological pressures;

- It is necessary to develop general educational programs for children in accordance with the state educational standard, and paying attention to such factors will further increase the opportunity for children with disabilities to study and learn on an equal basis with healthy children, and to provide methodological resources for mastering the necessary knowledge;

- correcting impaired psychological processes and functions, deficiencies in emotional and personal development, stabilizing the communicative relations of children with disabilities, accelerating their integration with educational subjects, and eliminating low self-confidence;

- forming a rational attitude to the problems of students with disabilities at all stages of the educational process, increasing the ability to predict in advance the pedagogical and psychological correctional solution to problems related to inclusive educational processes in the future, thereby achieving the quality and effectiveness of education;

- protecting and strengthening the physical, neuropsychic health of students with disabilities, ensuring the safety of the inclusive educational environment, and ensuring a systematic approach to the continuous and regular implementation of psychoprophylaxis of psychological factors affecting the safety of life of all students;

- Providing pedagogical and psychological advice to families raising students with disabilities, including the educational process, plays an important role in achieving the goal of inclusive education, demonstrating the effectiveness of the principles of two-way work in practice, demonstrating the practical significance of the transformation into other educational processes (which can also be a non-standard methodological basis for problems related to working with healthy children and their parents).

In our society, ensuring the psychological safety of students with disabilities who need inclusive education has become an important issue, and this category of children has been educated in special schools and boarding schools and at home through individually organized education. In most cases, this process did not allow children with disabilities to fully demonstrate their talents and abilities and did not provide them with the necessary pedagogical and psychological assistance to get



them out of psychological depression. Because the education of this category of children at home or in special schools did not allow them to form skills and competencies for integration into society, to establish communication with others, and to overcome problems related to socialization.

This education has a number of disadvantages, and students with disabilities remain isolated from their peers, friends, and society, and are deprived of the opportunity to actively participate in the social life of their country.

It is important to pay attention to the scientific opinions of N.N. Malofeev, who conducted scientific research in this regard. According to his point of view, educating students with disabilities is one of the urgent and controversial problems of modern education. Many restrictions associated with social inequality prevent students with disabilities from receiving quality education and threaten the effectiveness of the educational process [2].

According to Maria S. Pak, ensuring pedagogical safety in the educational process is a social necessity, and it is advisable to ensure the personal factor and the holistic integration of existing knowledge and concepts in the organization of the educational process [3].

In conclusion, we can say that it is necessary to introduce a modern teaching model into higher education institutions, without artificially dividing teachers into special and mass pedagogues, by introducing mobile programs aimed at ensuring interdisciplinary professional integration. This process serves as a basis for activating the personal and professional potential of the teacher in the context of inclusive education. It also demonstrates the active participation of teachers outside of school, including in social support sources and social contacts with parents. Such a professional position formed in the teacher's personality allows him to overcome fears and anxieties associated with the inclusive education process and to rise to a completely new level of professional skills.

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