



Pedagogical Mechanisms Of Organizing The Learning Environment In Inclusive Education

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Annotation: The article highlights pedagogical and psychological issues of organizing inclusive education. The nature of the requirements for the activities of the elusive teacher is also revealed. Recommendations are presented for strengthening cooperation between subjects of inclusive education in the context of the educational cluster.

Key words: educational cluster, inclusive education, activity, cooperation, family, child with disabilities, inclusive teacher, education, subject, effectiveness, aspect, pedagogical and psychological approaches.

Инклюзив Таълимда Ўқув Муҳитини Ташкил Этишнинг Педагогик Механизмлари

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Аннотация: Ушбу мақолада инклюзив таълимни ташкил этишнинг педагогик-психологик масалалари ёритилган. Шунингдек, инелюзив педагогнинг фаолиятига қўйилувчи талабларнинг моҳияти очиб берилган. Таълим кластери шароитида инклюзив таълим субъектларининг ҳамкорлигини кучайтиришга доир тавсиялар келтирилган.



Калит сўзлар: таълим кластери, инклюзив таълим, фаолият, ҳамкорлик, оила, имконияти чекланган бола, инклюзив педагог, таълим, субъект, самарадорлик, аспект, педагогик-психологик ёндашувлар.

Аннотация: В статье освещены педагогические и психологические вопросы организации инклюзивного образования. Также раскрывается характер требований к деятельности инклюзивного педагога. Представлены рекомендации по усилению сотрудничества субъектов инклюзивного образования в контексте образовательного кластера.

Ключевые слова: образовательный кластер, инклюзивное образование, деятельность, сотрудничество, семья, ребенок с ограниченными возможностями, инклюзивный педагог, образование, предмет, эффективность, аспект, педагогико-психологические подходы.

Ensuring the quality education of children with disabilities, protecting their right to study in an inclusive environment without leaving the family is one of the important directions of every state policy. After all, the implementation of the humanitarian principle in society and the state, social protection of disabled children and adults living there, depends on the level of supportive attention to them.

Inclusive education, like all types of education, has its goals and tasks, and has its socio-pedagogical characteristics. An important factor in the effective organization of inclusive education is the mutual cooperation of family, neighborhood, medical organizations, state and non-state educational organizations. As an innovative mechanism of this cooperation, the innovative cluster of pedagogical education is currently considered a leading factor in ensuring the effectiveness of continuous education.

How does the learning cluster relate to the achievement and effective implementation of inclusion? The following comments can be made as a practical solution to the question:



1. Roles and tasks of the participants of inclusive education in cluster conditions are determined clearly and purposefully.
2. If the trajectory of academic activity of students is implemented on the basis of the educational institution, the trajectory of social adaptation is organized on the basis of the "home-to-school" map. This in itself describes the direct influence of the neighborhood and macro environment on this type of education.
3. Relatively humane attitude to disability does not appear in isolation or in the family itself, or only with the participation of the community and or with the efforts of the interested organization. This relationship requires community participation. Therefore, the tasks defined in our research prompted us to turn to the educational cluster within the framework of the idea **"From inclusive education to inclusive society"**.
4. Families lack pedagogical literacy to create an educational environment for children with disabilities. Organizing assistance to families in this matter is not only the responsibility of the educational institution, of course, because each family has its own social status, rules of internal order, which require the participation of the neighborhood and other social institutions in finding and applying their own way. The principles of the educational cluster are needed to direct these actions to a common goal.
5. In the process of inclusive education, if attention is focused only on children with disabilities, then this type of education loses its openness, universality and, of course, humanity. Therefore, inclusive education focuses on creating an equally comfortable environment for all students. This situation envisages the coordination of the activities of the participants based on the purpose of the type of education. It is in the solution of this issue that the educational cluster appears as a pedagogical mechanism.

When analyzing world experiences, the following was revealed:

1. The earlier inclusive education starts, the more effective is the integration of children with disabilities into society.



2. If parents' participation in inclusive education is pedagogically and psychologically oriented, the more successful the process will be.

3. Priority is given to **"Inclusive methodological competence"** as part of the requirements for the activities of inclusive pedagogues. This requires extensive use of pedagogical techniques related to individual work in the teacher's activity.

4. Special attention is paid to the organization of pedagogical and psychological support services for parents in inclusive education. In this case, a regular call center operates for parents and recommendations related to the solution of problems in students' learning are given.

Based on the research plan of the Chirchik State Pedagogical University on the topic of **"Pedagogical-psychological foundations of the organization of students' activities in inclusive education"**, it was determined that continuity and continuity in inclusive education should be ensured in the following directions:

1. Inter-system coherence and continuity.

1) mutual optimization of the content of preschool education and school education. In this case, the content of the school preparation group of the preschool education organization should reflect simple tasks related to the subjects taught in the 1st grade of the general education school;

2) reflection of meaningful changes in pre-school and school education in the content of theoretical and practical trainings conducted in higher education institutions. In particular, it is necessary to be equipped with special methods of working with children of different categories in inclusive education. In this way, the rapid adaptation of the graduate of the Higher Education Institution to professional practice is ensured. Because the graduate does not spend time studying changes in the content of education during the period when he starts working at the institution, on the contrary, he starts a successful job.

3) the content of the courses organized in the system of professional development and retraining is required to be organized in a manner oriented to the professional needs of pedagogues regarding inclusive education. During the courses, pedagogues will have to get a practical answer to the problems of



mastering the subjects of the students involved in inclusive education and the obstacles in organizing the academic activities of these children.

2. Coherence and continuity within the system.

1) Educational activities carried out in the preschool educational organization, in particular, "Building, construction and mathematics", "Language and speech", "Language and speech", "Role-playing games and staging", "Science and nature" and " It is necessary to ensure the creative, physical, social-emotional development of children with various problems along with healthy children in "Art" centers, to achieve the formation of healthy lifestyle, speech, communication, reading and writing skills in them.

2) In order to ensure that the concepts of subjects taught at school are preserved in the memory of children with disabilities, it is appropriate to give priority to content integration. In this case, the shorter the repetition interval of the tasks given to students, the higher the quality of learning of this category of children.

3) In higher education, it is important to organize the topics according to the level of complexity in order to fill the gaps in the learning of modules by students with disabilities. In addition, the unity of topics is one of the important pedagogical conditions in the presentation of educational material on the learning characteristics of disabled students.

In continuous inclusive education, specific requirements are placed on the activities of teachers in organizing the activities of learners. These requirements are based on the humanitarian ideas of inclusive education.

1. To be ready to transform different methods of individual work in the conditions of inclusive education. It is required that each teacher should be able to address children with developmental problems individually, and work individually with didactic handouts, even in the process of using the frontal method in working with students during the lesson. Of course, in this process, the class or subject teacher needs special pedagogical support. A special pedagogue prepares didactic handouts suitable for a child with disabilities in subjects and subjects and presents them to the teacher. For this, a special pedagogue moves one step ahead of a subject teacher, that is, he prepares a



student for a new subject. For this, it works on the basis of an annual themed calendar plan. Prepares handouts suitable for each student with disabilities for individual work. Therefore, it is necessary to fully ensure unity even in the binary activity between a special pedagogue and a subject teacher. Therefore, the pedagogue should notice in advance that various situations will occur during the application of the methods he wants to use and be ready for it. Keeping the original idea of the method, gradually changing its elements, it is necessary to continue the teaching process in a goal-oriented manner. This process can also tire the pedagogue somewhat. The provision of a bonus for the work of an inclusive pedagogue (10% if 1 student joins, 20% if 2 students join, 30% if 3 students join) is intended to compensate for such situations and motivate the pedagogue.

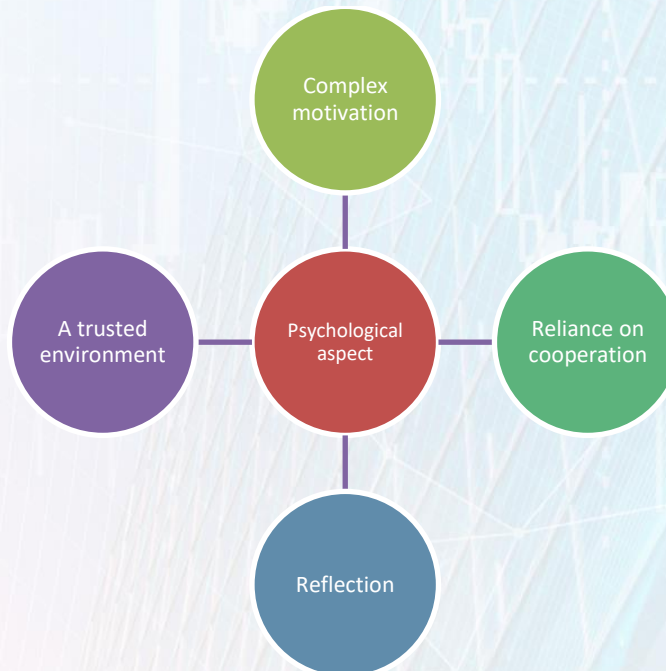
2. Organization of professional activities aimed at regular acquisition of psychological knowledge. In this case, the need for psychological knowledge in working with children of different categories from an inclusive education pedagogue increases, in particular, children's capriciousness, passivity, stubbornness, "closedness" to communication, lack of interest in learning, belligerence, rudeness, manifestation of various complexes due to their disability, shyness, inability to see the achievements of others, do something It is necessary to find and apply the causes and remedies of failure, stress and other psychological problems. Today, various methods are tested and put into practice in modern psychology. A pedagogue should increase the attractiveness of his professional activity by studying the reasonable information uploaded to scientific sources and networks and drawing appropriate conclusions. Because most parents want their child to study, be educated and develop under the hands of an experienced and modern pedagogue. In addition, the inclusive education pedagogue also applies psychological knowledge when choosing measures to prevent and alleviate mental stress, which is natural for him. That's why inclusive education should ensure consistency not only in terms of organization and content, but also in social issues. If the pedagogue feels mental tension, then his desire to actively pass the lesson and interest the students



weakens. In the process of self-explanation of topics, a break appears. The teacher is required to spend more time than usual for the process of connecting the following topics. Then the previous topic is reinforced by the time spent explaining today's new topic. Or the teacher questions the students on a topic that he did not fully explain, and the fairness and objectivity in the evaluation process is weakened.

3. Knowing and putting into practice the principles of cooperative pedagogy. In this, an inclusive pedagogue is required to work in close cooperation with parents and specialists. Especially in matters of professional etiquette, he should show himself from a positive side. Because the interest of a disabled child to achieve efficiency in educational activities is related to the pedagogue. In this case, it is the responsibility of the pedagogue to receive advice from experts in other fields and to put it into practice in an appropriate manner. Therefore, an inclusive pedagogue must be open and tolerant to cooperation in his work.

Psychological aspects of the organization of students' activities in inclusive education are explained by the following descriptions:





It can be seen that the psychological aspect of inclusive education is characterized by the child's personality and the health of the environment in which he is, based on friendliness and trust.

In inclusive education, the cooperation of subjects and mutual striving towards a common goal is an important factor in ensuring coherence.

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