



Introducing The Theory Of Inclusive Adaptation Cooperation To Inclusive Education And Its Skills

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Abstract: In this article, a new, modern and non-standard approach, i.e. "Inclusive Diffuse" scientific theory, the methodology, mechanism and possibility of its implementation, put forward by the author in the creation of a suitable process aimed at improving the quality and efficiency of inclusive education, stabilizing the socialization and integration of students with disabilities and perspectives are highlighted.

Key words: Inclusive education, physical law, "diffusion", disabled student, socialization, practical skills, easing of autonomy, stable coordination of coordinates, "Inclusive Diffuse", theory, practice, educational cluster, effectiveness, scientific hypothesis.

Annotatsiya: Ushbu maqolada inklyuziv ta'lim sifati va samaradorligini oshirish, imkoniyati cheklangan o'quvchilar ijtimoiylashuvi va integratsiyasini barqarorlashtirishga qaratilgan muvofiq jarayonni yuzaga chiqarishda muallif tomonidan ilgari surilgan yangicha, zamonaviy va nostandar yondashuv ya'ni "Inklyuziv diffuz" ilmiy nazariya, uni amaliyotga joriy etish metodikasi, mexanizmi hamda imkoniyat va istiqbollari yoritilgan.

Kalit so'zlar: Inklyuziv ta'lim, fizik qonuniyat, "diffuziya", imkoniyati cheklangan o'quvchi, ijtimoiylashuv, amaliy ko'nikma, avtonomiyani yumshatish, koordinatalarini barqaror muvofiqlashtirish, "Inklyuziv diffuz", nazariya, amaliyot, ta'lim klasteri, samaradorlik, ilmiy gipoteza.

Аннотация: В этом состоянии представлен новый, современный и нестандартный подход, т.е. «Инклюзивная диффузная» научная теория, методология, механизм и возможность реализации, разработанная автором и создание подходящего процесса, направленного и повышающего качество и эффективность инклюзивного образования,



стабилизации социализации и интеграции, летающих с ограниченными возможностями здоровья и перспективы.

Ключевые слова: Инклюзивное образование, физический закон, «диффузия», летно-инвалиды, социализация, практические навыки, ослабление самостоятельности, устойчивая координация, координация, «Инклюзивная диффузия», теория, практика, образовательный кластер, эффективность, научная гипотеза.

Teaching the "Safety of Life" course to students with disabilities through an integrative-modular approach, achieving efficiency in educational and professional activities, learning the environment, establishing stable communication relationships in the school environment, pedagogy of personal life safety - serves as a factor of psychological support and acceleration of social adaptation.

Also, by teaching the "Life Safety" course in the process of inclusive education, introducing a new and non-standard approach, i.e., the "Inclusive Diffuse" process, which has pedagogical and psychological effectiveness, to students with disabilities in educational and professional activities. possible

In inclusive education, the use of the "diffusion" process, which is a physical law, has a great impact on the socialization of children (pupils) with disabilities. The first systematic experimental study of diffusion was carried out by Thomas Graham in 1831-1833, and this phenomenon is known as "Graham's law".

This process is important in the formation of practical skills for people to adapt to a certain environment and act clearly in uncertain conditions. This leads to a relaxation of a certain level of autonomy for the subject, and serves to stabilize the coordinates of his life in terms of time. Also, the tolerance of ambivalence decreases, self-separation, people with a dominant pessimistic mood and "fragile" individuals who cannot cope with certain negativity increase their social activity.[8]

From this point of view, we put forward the idea of bringing the theory of the "Inclusive Diffuse" approach and putting it into practice, and analyzed its possibilities, rejecting the scientific hypothesis that the diffusion process should be used purposefully in the process of inclusive education.

We have a scientific hypothesis that the "inclusive diffuse" approach is important in creating pedagogical and psychological conditions for ensuring the



safety of students with disabilities by means of an educational cluster, and can make a radical change in achieving efficiency in this regard.

In the process of inclusive education, the pedagogic-psychological features and uniqueness of the "Inclusive Diffuse" approach are characterized by the following:

"Inclusive diffuse" approach - a child (student) with disabilities has internal contradictions that arise in the perception of oneself as a person, negative impressions about others and defects in perception remain dominant in the mind, together It provides rationality by denying irrationality in processes such as lack of personal initiative and integration and inability to fully accept existence in the process of conducting play, educational and professional activities;

An "inclusive diffuse" approach - rejects strong purpose, values and beliefs, and radical activities. It has an evaluative dynamic characteristic from the minimum to the maximum, requiring a realistic perception of the existing process, providing the opportunity for students with disabilities studying in the process of inclusive education to perceive themselves as "mature individuals".

"Inclusive diffuse" approach - in the process of inclusive education, the stability of the pedagogical and psychological environment, the life safety of disabled students and the mutual integration of healthy and disabled children (students) in educational and professional activities are "diffuse" eliminates the molecular problems of the event and fills the communicative gap;

"Inclusive diffuse" approach - ensuring the speed of the process of mutual cooperation in the educational and professional activities of healthy students by healthy students in the process of inclusive education, as well as pedagogical and psychological support reveals the principle of continuous support;

"Inclusive diffuse" approach - serves to increase the professional competence of teachers working in inclusive education, to teach them to use a non-standard pedagogical approach and creativity in the educational process in accordance with the type of educational activity, as well as to emergency processes forms the characteristic of relative professional mobility;

"Inclusive diffuse" approach is a process of communication in educational and professional activities of disabled children (students) and healthy students, serving to form the competence of situational education management in teachers working in inclusive education. and integration, taking into account the



socio-psychological environment and characteristics of students, forms the competence to control the slow, medium and speed processes of socialization; "Inclusive diffuse" approach - in the process of inclusive education, coordinating the system of material and spiritual relations between students, serves to form elements of modern educational culture and forms tolerance factors in educational and professional activities;

"Inclusive diffuse" approach - "carrier" of sympathetic relations among students in the process of inclusive education, wide spread of the concept of mutual help, "transmission" of positive information, formation of mutual information exchange skills and quick in necessary situations develops the competence to try to get peers and other persons out of an unfavorable situation;

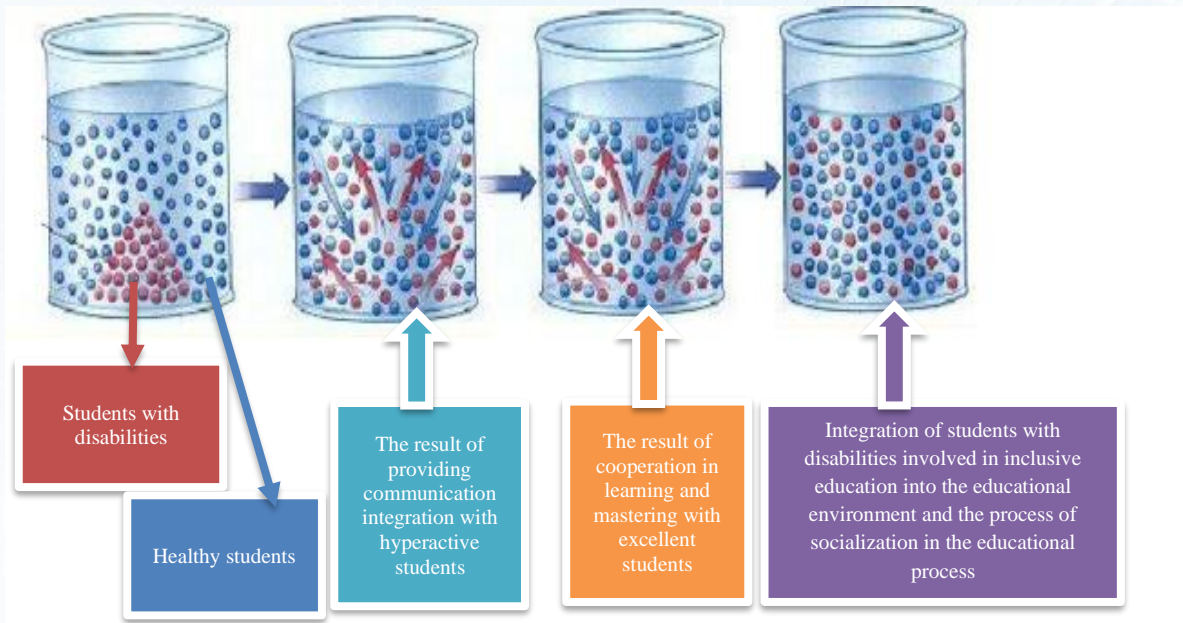
"Inclusive Diffuse" approach is the result of the actions of teachers and parents working in inclusive education within the framework of mutual cooperation. provides concentration;

"Inclusive diffuse" approach - coordinates the objective and subjective factors affecting the stability of the social and psychological environment of inclusive education, as well as the coordination of selfless actions that fill the pedagogical gap.

"Inclusive diffuse" approach - provides the student studying in inclusive education with the construction of "identity" and demonstrates his continuous identity throughout life. This concept is combined with faith and the content, integrity and appropriateness of activity under favorable conditions and forms the competence to face subjective and objective obstacles.



In the inclusive school, the transformation of the "Inclusive Diffuse" approach to the purposeful direction of the movement of pieces on the "Chessboard" into student activities



The mechanism of implementation of the "Inclusive diffuse" approach in inclusive education and the effectiveness of the result.

The methodology of using the features of the "inclusive diffuse" approach in the process of inclusive education and the pedagogical-psychological mechanism of its implementation:

The methodology of the "Inclusive Diffuse" approach includes mastering and integration, to improve the mastering of children with disabilities, to sit at the same desk in the classroom with excellent students, work in groups in theoretical and practical exercises. in the process, to ensure being in one team. To bring out their integration, sit at the same table with active children in the class and create conditions for communicative interaction.

Pedagogical-psychological mechanism of implementation of the "inclusive diffuse" approach requires the teacher to artificially, in the classroom, while preserving naturalness, put students with disabilities on the same table with all the children in the class, taking into account their functional tasks. is carried out by arranging seating. In this, communication links are established between a student with disabilities and a healthy child, mutual adaptation skills are formed, sympathy appears, understanding and emotional acceptance of each other is formed, and lessons and lessons are formed. Unhindered relationships are



realized in external relationships as well, and mental stability is ensured on both sides.

In short, as a result of the implementation of the theory of "Inclusive Diffuse" approach put forward by the author into the practice of inclusive education, the integration of children with disabilities into the educational environment is accelerated, the socialization process is carried out without obstacles, and the quality and efficiency of the pedagogical education process is improved. This process helps children with disabilities develop a healthy socio-psychological worldview in an inclusive educational environment, eliminating ambivalence, self-deprecation, and doubts about their own abilities and talents. It forms the ability to compete with children in educational and professional activities as much as possible, and the competence to interact in all spheres of society. As a result, inclusive education achieves its strategic goal.

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