



Innovation Cluster Of Pedagogical Education As Mechanisms Of Coordinating Activities Of Inclusive Education Participants

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Annotation: In this article, the organization of inclusive education with the help of pedagogical educational innovation cluster, the role of neighborhood, family, school in the lives of children who need special support, education, and adaptation to society, with the help of pedagogical educational cluster we can learn about the coordination of the activities of the participants of inclusive education and the development of mechanisms.

Key words: pedagogical education cluster, inclusive education, child with special educational needs, neighborhood, family, school.

PEDAGOGIK TA`LIM INNOVATSION KLASTERI INKLYUZIV TA`LIM ISHTIROKCHILARI FAOLIYATINI MUVOFIQLASHTIRISH MEXANIZMLARI SIFATIDA

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Annotatsiya: Ushbu maqolada pedagogik ta`lim innovatsion klasteri yordamida inklyuziv ta`limni tashkil etish, alohida yordamga muhtoj bo`lgan bolalar hayotida, ta`lim tarbiya olishida, jamiyatga moslashishida mahalla, oila, maktabning o`rni, pedagogik ta`lim klaster yordamida inklyuziv ta`lim ishtirokchilari faoliyatini muvofiqlashtirish va mexanizmlarini ishlab chiqish haqida bilishimiz mumkin.

Kalit so`zlar: pedagogik ta`lim klasteri, inklyuziv ta`lim, alohida ta`limga ehtiyoji bor bola, mahalla, oila, maktab.



In accordance with the decision of the President of the Republic of Uzbekistan dated October 13, 2020 No. PQ-4860 "On measures to further improve the system of education for children with special educational needs" in Uzbekistan A number of reforms are being implemented to develop inclusive education, improve the system of education for children with special educational needs, and improve the quality of educational services provided to them.

Currently, in the process of involving children with special educational needs in inclusive education, it is necessary to create a special state educational standard for them (based on the level and characteristics of their disabilities). This standard should describe each adapted program, i.e., what knowledge and skills children of a certain category should acquire during the study of the program.

Researchers I.N.Simaeva and V.V.Khitryuk expressed their scientific opinions about the inclusive educational space and said: the inclusive educational space is an integrated unit of the social space, which is represented by a system of components and blocks that determine its content and specific features. In this, education and interpersonal relations are carried out in a convenient format for each participant, and personal and social opportunities provide development and self-transformation. [1, B.31-39] Inclusive education. the main goal is to involve the community, parents, students, teachers and trainers, and other specialists in various processes of activities directly related to education and training, social adaptation, health care, correctional development . Pedagogical education innovation cluster coordination of activities of participants of inclusive education, establishment of mutual cooperation activities and through this, mechanisms of proper establishment of inclusive education system and achievement of expected results from it by using the following technologies, we can achieve effective and expected results and through this we can achieve proper integration of children with special educational needs into the life of society. In particular, we reveal the mechanisms of the pedagogical education cluster using the following technologies:

The technology of "My neighborhood school" means that we know that the neighborhood is a small part of our society. For this reason, the neighborhood plays an important role in the effective organization of inclusive education. In inclusive education, children with special educational needs have the right to use a comprehensive and effective education system. Neighborhood cooperation is important in the successful organization of inclusive education.



Local organizations, families and communities play a key role in supporting students. These characteristics make collaboration important compared to other models of inclusive education. Through neighborhood partnerships, inclusive education not only makes education easier for all students, but also improves their quality of life.

Neighborhood partnerships are also important in achieving other goals of inclusive education. With such partnerships, local organizations and families can help each child with special educational needs individually and personally. At the same time, they will undoubtedly help in determining the necessary skills and requirements.

Inclusive education allows children with special needs to always be in their family neighborhood and in the circle of relatives. It is required and mandatory for parents, neighborhoods, pedagogues, and specialists to work together in the education of children with disabilities.

"The main center of family education" technology, the role of the family in child education is incomparable. The family has a significant influence on the child, helps him to adapt to the surrounding life and society. In the society, upbringing is not only the personal work of parents, but also their social duty.

L.Sh.Nurmuhamedova's scientific research "Pedagogical features of raising a disabled child in the family" analyzed the specific characteristics, difficulties and need of socio-pedagogical and psychological instructions of parents with a disabled child in the family and obtained a number of scientific results. [2] First of all, the mother plays an important role in the adaptation of a child with special educational needs to school and classroom conditions in inclusive education.

One of the special features of inclusive education is that it guarantees that children with special educational needs will be educated in the nearest general education institutions without being separated from their families and parents. Going to school is a period of serious changes in a child's life. With this period, a new stage in the child's development begins. The well-known pedagogue A.S. Makarenko emphasized that education up to the age of five is very important in the formation of a child's personality. He wrote about this: "...the main basis of education ends at the age of five, so what you did before the age of five is 90% of the educational process, and the next education continues on the basis of re-education." those who The period up to this time requires a lot of responsibility from parents. It is at this time that parents should pay more attention to their



child and seriously engage in his upbringing. In this period, it is very important to be able to properly educate the child.

The family has a special role in helping the parents to prepare their children for school conditions, discipline, behavior in classrooms, good relations with adults and classmates. A mother should teach her child to respect the teacher, that the teacher is the second mother, and that the school is the second home. Only then will the child respect his teacher and remember everything he taught. This will help him to apply what he has learned later in his life.

Parents should also be aware of the child's progress, the attitude of his classmates, and how well the school conditions can meet the child's needs, and he should do this together with the school and the class leader. It is necessary to ask the head of the class what subjects and subjects the child has difficulty in mastering, how to help him, and based on this, conduct various activities at home with the child. The reason is that the child spends most of his time in the family with his parents.

The system of teaching children with special educational needs for parents in the effective organization of inclusive education, educational manuals about the inclusive education system, literature that helps parents in teaching children , it is necessary to increase the legal knowledge of parents of children with special educational needs along with the creation of training manuals, methodologies, video trainings.

The "School Inclusive Education Bridge" technology, in which the "Education for All Universal Declaration" guarantees that every child receives a full and excellent education. In this Declaration, the following statement was adopted: Schools are characterized by the quality of work and response to school education, not by children's capabilities. They consist of:

- the right of every child requires education in a public school;
- teaching methods and methods are selected depending on the child's disability;
- full correctional pedagogical support is organized in the school;
- the decision on children is taken in a comprehensive manner;
- every personal right of the child is guaranteed;
- the principle of integration at school is considered as the basis of the curriculum;
- material support of inclusive schools will be improved.



With the help of "learning-teaching" technology, we can see the joint process between the teacher and the child with special educational needs. At this point, we should mention that our president Sh.M. Mirziyoyev in his speech defined teachers and coaches as follows: "Teachers and coaches are our great strength, support and support in building a new Uzbekistan." ". It is clear from this that our teachers are entrusted with the great responsibility of raising the future generation to become a well-rounded generation in all respects.

On the other hand, inclusive education is a team effort, and the entire school team is responsible for it. In this, the class leader plays the main role as a supporter. Education policy regulates it. Such support comes in many forms and includes:

- providing advice and assistance to the class teacher;
- provision of special training manuals and auxiliary materials;
- providing support available from parents, volunteers or senior teachers;
- adaptation to the curriculum, lesson schedule, assessment criteria and getting used to changes;
- creating conditions for improving teachers' skills and knowledge;
- organization of a positive school environment, including an active supportive leader and the like, and formation of a friendly relationship in the educational process;
- assisting the administration in identifying and evaluating children;
- it consists in carrying out activities such as coordination of social, psychological and health services.

In order to organize the educational process in inclusive schools on a correct and scientific basis, it is important to study the unique psychological state of the student. After all, every child is individual and has a unique character. Therefore, it is a reasonable and effective way to treat them individually during the educational process, to have an educational influence by studying their personal characteristics. In studying a child with special educational needs, recognizing his good qualities and positive aspects will have a good effect. Therefore, the formation of a friendly relationship between a teacher and a student is one of the important factors that guarantee the quality of education.

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