

Creating an Inclusive Educational Environment for Children with Special Educational Needs

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Abstract. The article discusses the issue of the conditions for providing accessible education for children with special educational needs, the development of special education in Uzbekistan and its situation at this stage of development.

Keywords: children with special educational needs, inclusive education, special education, accessible education, rehabilitation program, legal framework.

At present, one of the priorities of the state policy of Uzbekistan in the field of education is the creation of a universal barrier-free environment, barrier-free education, which makes it possible to ensure the full "inclusion" of children with special educational needs in the educational space of a general education school. In modern psychological and pedagogical science and practice, the concept of "educational environment" is widely used when discussing the conditions of education and upbringing. Numerous works of domestic and foreign scientists (Y. Korchak, J. Gibson, V.A. Yasvin, S.V. Tarasov, G.A. Kovalev and others) are devoted to the study of the problems of the educational environment.

The educational environment is considered as a subsystem of the historically formed socio-cultural environment and at the same time as specially organized pedagogical conditions in which the development of the child's personality is carried out. In this sense, the educational environment is interesting for its functional purpose, from the point of view of the quality of educational opportunities it provides for the effective self-development of its subjects. In the context of considering the problems of inclusive education, the concept of environment is of particular relevance. This is due to the fact that the inclusion of a child with special educational needs places new demands on its organization. The change concerns technological, organizational, methodological, moral, psychological, and other parameters [6].

Before developing an inclusive educational environment, we

In our opinion, the organization of an inclusive educational environment is based on the following principles:

1. Early inclusion in an inclusive environment. This provides the possibility of habilitation, that is, the initial formation of abilities for social interaction;
2. Corrective care. A child with developmental disorders has compensatory capabilities, it is important to "turn them on" and rely on them in the construction of the educational process. As a rule, the child adapts quickly to the social environment, however, he requires the organization of a supportive space and special accompaniment (which also acts as conditions that take into account his special needs).
3. Individual orientation of education. A child with disabilities can master a common educational program, which is an important condition for his inclusion in the life of the children's collective. If necessary, an individual educational route is developed depending on the characteristics, depth of the defect and the capabilities of the child. The route should be flexible, focus on the zone of proximal development, provide for the formation of speech skills, the main types of cognitive activity according to age, and the development of social skills.
4. Teamwork. Specialists, teachers, and parents need to work in close cooperation (on a team basis), which involves the joint construction of goals and objectives of activities in relation to each child, a joint discussion of the characteristics of the child, his capabilities, the process of his movement in the development and mastering of the socio-pedagogical space.
5. Parents' activity, their responsibility for the results of the child's development. Parents are full members of the team, so they should be given the opportunity to take an active part in the discussion of the pedagogical process, its dynamics and correction.
6. Priority of socialization as a process and result of inclusion. The main target component in the work is the formation of the child's social skills, mastering the experience of social relations. A child should learn to take an active part in all kinds of children's activities, not to be afraid to express himself, to express his opinion, to

find friends; By developing interpersonal relationships, teach other children to accept themselves as they are. And this, in turn, is possible with a sufficient level of personal and cognitive development of the child.

7. The development of positive interpersonal relationships is not a spontaneous process, it is also the subject of special work of teachers.

8. One of the backbone characteristics of an effective educational environment is its safety (physical and psychological). A psychologically safe environment is one in which the majority of participants have a positive attitude towards it; high indicators of the index of satisfaction with interaction and protection from psychological violence (Baeva I.A., Laktionova E.B.).

Based on these principles, an inclusive educational environment is organized in our educational institution. In order for the environment to comply with the principles, it was necessary to think over the structure of its organization. Having studied the works of E.A. Klimov, V.A. Yasvin, S.V. Tarasov, in which the components of the educational environment of an institution are proposed, we identified the structure of the inclusive educational environment as a space for the socialization of children with different capabilities and characteristics, including spatial-subject, content-methodological, and communicative-organizational components

The spatial-objective component is the material capabilities of the institution - accessible (barrier-free) architectural and spatial organization; provision of modern means and systems corresponding to the educational needs of children).

For unhindered movement in space for visually impaired children, boundary lines are needed (photo) in the form of red edging on doors, tables, manuals, markings in the physical education and music halls.

To move up the stairs, the following design of the steps can be suggested: on the steps there are rubber inserts that signal to blind children about the edge of the step, in the adjacent picture there is a color of the railing + a yellow stripe on the steps for visually impaired children [2,5].

On the next slide on the wall, you can see a tactile convex sign in the form of steps at the beginning and end of the flight – also so that children know where the flight begins and ends – since the sign is convex, it is also accessible to blind children.

Taking into account the peculiarities of children's spatial orientation and the increased risk of injury, we modernized the furniture: we cut off the corners of tables and beds.

For a child with limited motor and visual function, the tables are equipped with special sides that do not allow objects to roll away. And for a child with limited mobility, a special table-chair is needed.

Taking into account the difficulties in mastering the skills of orientation of a visually impaired child, it is necessary to provide a cane and teach the techniques of movement with its help, starting from preschool age.

One of the parameters of a barrier-free environment is the technical support of the educational process. For different categories of children, special technical means are used (for example, for children with impaired hearing, the characteristics of a barrier-free environment are determined by the availability of individual hearing aids (or cochlear implants), FM systems, as well as the introduction of computer technologies in the educational process that facilitate the development of the educational program [1,4].

For visually impaired children, increased illumination (at least 1000 lux) or local lighting of at least 400-500 lux has been created. Groups and classrooms are equipped with auxiliary means of correction: stands for children with strabismus, desks - a working field at an angle of 45 C, magnifying glasses for enlarging the images under consideration, screens with backlighting.

To develop tactile perception and prepare the hand of a visually impaired child for reading, we use tactile books, educational materials using Braille. To listen to audio fairy tales, we offer audio players and portable speakers[2].

The content and methodological component includes an adapted individual route of the child's development, variability and flexibility of educational methods, forms and means;

The communicative and organizational component is the personal and professional readiness of teachers to work in a mixed (integrated) group, a favorable psychological climate in the team, and the management of team activities of specialists.

An inclusive educational environment organized in this way works under the following conditions:

1. Comprehensive and multi-level support for participants in the educational process: teacher (supervisor, administration), children's education (speech pathologist, psychologist, parents) and socialization of children (psychologist, parents, volunteers).

Types (directions) of comprehensive support:

- prophylaxis;
- diagnostics (individual and group (screening));
- counseling (individual and group);
- developmental work (individual and group);
- correctional work (individual and group);
- psychological enlightenment and education (improving the psychological and pedagogical competence of the administration, teachers, parents) [3].

The support is based on the method of comprehensive support, which implements four functions: diagnosing the problems that arise in the child; search for information about the essence of the problem and ways to solve it; consultation at the stage of decision-making and development of a plan for solving the problem; Assistance in the implementation phase of the problem solution.

2 Continuity of preschool and school education at the level of didactic technologies, educational programs, educational space of institutions.

The creation of a flexible and variable organizational and methodological system adequate to the educational needs of children with different abilities is ensured by the continuity of the systems of preschool and school education. At the same time, the joint activities of kindergarten and school specialists are carried out as cooperation in the development of joint solutions in the field of creating pedagogical conditions for inclusion. This approach makes it possible to establish a special kind of relationship between kindergarten and primary school, between educators and parents. A distinctive feature of this kind of relationship is the desire of teachers and parents to create, at different age periods of the development of a child with disabilities, an educational environment that would stimulate the progressive course of his or her upbringing and training without duplication and gaps in the content of the material.

Summarizing the work in this direction, we note that an inclusive educational environment, created taking into account the above principles, structure and conditions of its organization, contributes to stimulating the development of independence, initiative and activity of a child with disabilities, provides different children with access to the development of their capabilities, taking into account special educational needs and is an effective condition for the implementation of an inclusive educational process.

Literature

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