

Creating an Inclusive Educational Environment for Children with Special Educational Needs

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Abstract – The article discusses the conditions for the provision of 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.

Аннотация: Мақолада алоҳида таълим эҳтиёжларига эга болалар учун мақбул таълим муҳитини яратиш муаммоси, Ўзбекистонда махсус таълимни ривожлантириш муаммолари ва унинг ҳозирги ривожланиш босқичидаги ҳолати таҳлил этилади.

Таянч сўзлар: алоҳида таълим эҳтиёжларига эга болалар, инклюзив таълим, махсус таълим, мақбул таълим, раёабилитация дастурлари, ҳуқуқий асос.

I. INTRODUCTION

Currently, 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 comprehensive school. In modern psychological and pedagogical science and practice, the concept of “educational environment” is widely used when discussing the conditions of training and education. The study of the problems of the educational environment has been the subject of numerous works by domestic and foreign scientists (Y. Korchak, J. Gibson, V. A. Yasvin, S. V. Tarasov, G. A. Kovalev and others).

The educational environment is considered as a subsystem of the historically developed sociocultural 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, in terms of the quality of the 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 the environment is of particular relevance. This is due to the fact that the inclusion of a child with special educational needs presents new requirements for her organization. The change concerns technological, organizational-methodological, moral-psychological and other parameters.

Before developing an inclusive educational environment, we turned to the concept and essence of the category “educational environment”.

The educational environment is a system of influences and conditions of personality formation; the totality of

opportunities for its development contained in the social and spatial-objective environment (Yasvin V.A.). The category “educational environment” connects the understanding of education as a sphere of social life, and the environment as a factor of education (I. Baeva).

An inclusive educational environment is a type of educational environment that provides all subjects of the educational process with opportunities for effective self-development. It involves solving the problem of education of children with disabilities by adapting the educational space to the needs of each child, including reforming the educational process, methodological flexibility and variability, a favorable psychological climate, redesigning the classrooms so that they meet the needs of all children without exception and provide, if possible full participation of children in the educational process.

The basis of the organization of an inclusive educational environment, in our opinion, is the following principles:

1. Early inclusion in an inclusive environment. This provides the possibility of habilitation, that is, the initial formation of the ability to social interaction;
2. Corrective assistance. A child with developmental disabilities has compensatory capabilities, it is important to “enable” them, rely on them in the construction of the educational process. The child, as a rule, quickly adapts to the social environment, however, he requires the organization of a supporting space and special support (which also acts as conditions that take into account his special needs).
3. The individual focus of education. A child with disabilities can master a common educational program for all, which is an important condition for its inclusion in the life of the children's team. If necessary, an individual educational route is developed depending on the characteristics, depth of the defect and the child's capabilities. The route should be flexible, focus on the zone of proximal development, provide for the formation of speech skills, the main types of cognitive activities according to age, the development of social skills.
4. The team way of working. Specialists, teachers, parents need to work in close interconnection (on a team basis), which involves the joint construction of goals and objectives for each child, a joint discussion of the characteristics of the child, his abilities, the process of his movement in the development and development of the socio-pedagogical space.
5. The activity of parents, their responsibility for the results of the development of the child. Parents are full members of the team, so they should be given the opportunity to actively participate in the discussion of the pedagogical process, its dynamics and correction.
6. The priority of socialization as a process and the result of inclusion. The main target component in the work is the formation of the child's social skills, development of the experience of social relations. The child must learn to take an active part in all types of activities of children, not be afraid to express themselves, express their opinions, find friends; developing interpersonal relationships, teach other children to accept themselves for who 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 also acts as the subject of special work of teachers.
8. One of the system-forming characteristics of an effective educational environment is its safety (physical and psychological). A psychologically safe environment can be considered an environment in which most participants have a positive attitude towards it; high indexes 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 work of E.A. Klimov, V.A. Yasvina, Tarasova S.V., in which the components of the educational environment of the institution are proposed, we have identified the structure of the inclusive educational environment as a space for the socialization of children with various opportunities and features, including the spatial-subject, substantive-methodological and communicative-organizational components

The spatial-subject component is the material capabilities of the institution — an accessible (barrier-free) architectural and spatial organization; provision of modern means and systems that are appropriate to the educational needs of children).

For unobstructed movement in the space of children with impaired vision, border lines (photos) in the form of a red border on doors, tables, manuals, markings in the gym and music rooms are needed.

To move up the stairs, you can offer the following design of the steps: on the steps there are rubber inserts that signal blind children about the edge of the step, in the adjacent drawing the railings are painted + a yellow strip on the steps for visually impaired children.

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

Given the spatial orientation of children, the increased risk of injury, we modernized the furniture: cut 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 orienting a visually impaired child, it is necessary to provide with a cane and to teach movement techniques 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 various categories of children, special technical means are used (for example, for children with hearing impairment, the characteristics of the barrier-free environment are determined by the presence 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.

For children with impaired vision, increased illumination (at least 1000 lux) or local lighting of at least 400-500 lux was created. Groups and rooms are equipped with auxiliary correction tools: stands for children with strabismus, desks - a working field at an angle of 45 °, magnifiers for enlarging the images in question, backlit screens.

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 tales we offer audio players, portable speakers.

The content-methodical component includes an adapted individual route for the development of the child, the 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 management of the 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 (scientific adviser, administration), child education (defectologist, psychologist, parents) and socialization of children (psychologist, parents, volunteers).

Types (directions) of complex support:

- Prevention;
- Diagnostics (individual and group (screening));
- Counseling (individual and group);
- Developmental work (individual and group);
- Correctional work (individual and group);
- Psychological education and education (increasing the psychological and pedagogical competence of the administration, teachers, parents).

The support is based on the method of integrated support that implements four functions: diagnosis of problems that arise in a child; search for information about the essence of the problem and how to solve it; consultation at the stage of decision making and development of a plan for solving the problem; help at the stage of implementation of the solution to the problem.

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 varied organizational and methodological system adequate to the educational needs of children with various capabilities is ensured by the continuity of pre-school and school education systems. At the same time, the joint activities of kindergarten and school specialists are carried out as cooperation in developing joint solutions in the field of creating pedagogical inclusion conditions. This approach allows us to establish a special kind of relationship between kindergarten and elementary school, between teachers and parents. A distinctive feature of this kind of interconnection is the desire of teachers and parents to create such an educational environment at different age periods of development of a child with disabilities that would stimulate the progressive process of

his education 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, helps to stimulate 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.

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