

Organizational and Methodological Work is Needed to Implement Inclusive Education

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Annotation: The article focuses on the current issues, changes in the practice of inclusive education, the problems that need to be addressed, and the recommendations.

Keywords: Inclusive classroom, Inclusive school, special aids (hearing aids, lenses, magnifying glass, wheelchairs).

Changes in all areas have had an impact on education, especially inclusive education. The education of children with special needs in general education is organized taking into account their specific characteristics, type of defect, level and number of children in the class. First of all, it should be noted that the students are the same age, but they do not look alike. All children have different psychological personality traits, levels of acceptance, perception and conception. Therefore, the issue of organizing the educational process in inclusive classrooms where a child with special needs is educated requires a more complex solution. In an inclusive classroom, if the teacher is able to take into account the children's abilities, plan the lessons accordingly, know how children's disabilities affect their learning, and use effective ways to overcome these difficulties, complete school-family collaboration. Only by accepting and looking confidently at the future of a child with a disability can the learning process be successful. Every child develops to the best of his or her ability, as evidenced by the famous psychologist L. S. Vygotsky's statement that "development continues in any mental or physical defect." The analysis of new perspectives on inclusive education requires national, organizational and methodological reforms. Children with special needs are children whose needs are not met in the current school system. That is why schools need to meet the diverse common goals, aspirations, interests of all children and ensure that they are educated. Structural changes in the general education system are important for the development of inclusive education. The barriers between 'general education' and 'special education' must be removed. Although special education is part of general education, two education systems are in place, consisting of its own students, teachers, and management team and supply system. An inclusive school that meets the needs of all students will not need such a system. Reforms can guide the practice of educational goals, but they cannot directly control their pedagogical practice. For this to be effective, reforms need to be discussed in detail and reviewed by education system managers as well as those who put them into practice. Inclusive education can be organized in the following conditions: public preschools, general and special assistance in groups of general secondary school classes, correctional and pedagogical assistance in speech therapy rooms, and special education in correctional classes (groups) in the form of a receipt. In accordance with the Regulation "On the Republican, regional, district medical-psychological-pedagogical commissions" in the activities of medical-psychological-pedagogical commission by regional (city, district) departments of public education of children with special needs in the system of inclusive education are accepted. The education of children with special needs in an inclusive

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educational institution is carried out in accordance with the established procedure, using special methods and tools on the basis of curricula, correctional programs. In schools (institutions) where inclusive education is introduced, in addition to general didactic principles, the following special principles should be followed in the educational process: correctional orientation of education; identification of shortcomings, a complex (clinical-genetic neurophysiological, psychological and pedagogical) approach to education; early detection of defective function and medical-psychological correction; preparation and adaptation to social life through general secondary education and vocational guidance; differential and individual approach; ensuring continuity of education. The introduction of inclusive education in the general education system requires significant reforms in the work of staff. Inclusive education is a collective work, the responsibility of which falls on the whole school and preschool community. Methodological assistance in inclusive education comes in a variety of forms, including: counseling and assistance to the classroom teacher; providing the necessary teaching aids and support materials: providing the necessary support from parents, volunteers, or senior teachers; formulate curriculum, syllabus, adaptation to assessment criteria and adaptability; creating conditions for teachers to improve their skills and competencies; creating a positive school environment that includes active supportive leadership and the like, and building a friendly relationship in the learning process. Relevant specialists (special resource educators, psychologists, health workers, parents, etc.) on the identification of children's shortcomings in this education system, their treatment and rehabilitation, the implementation of corrective and pedagogical factors should provide direct assistance to school teachers on a regular basis. Children with severe disabilities are sometimes educated in special schools and special rehabilitation centers or in special classes at schools using correctional programs. The provision of education in these schools must be based on the needs of the child.

In conclusion, the regular educational process is based on the individual characteristics of the child with disabilities, the use of individual correction methods and customized curricula, programs and other factors, the organization of various forms of learning with the surrounding community, as well as special aids, (hearing aids, lenses, magnifiers, wheelchairs) on the basis of the use of various technical means and special visual aids. In turn, educators of special education institutions should act as local advisory departments and resource centers for secondary school students, parents, and governmental and non-governmental organizations.

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