



ORGANIZATIONAL AND PEDAGOGICAL OF THE CHILD'S SOCIAL ADJUSTMENT IN INCLUSIVE SCHOOL EDUCATION TERMS AND CONDITIONS

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Abstract: This article deals with the organizational-pedagogical conditions of social adjustment of children in the process of inclusive preschool education and the specific features of this process.

Key words: preschool education, inclusive education, children with disabilities, education, social adaptation, pedagogical conditions.

Updates and changes in the field of preschool education occupy an important place in the processes of comprehensive reforms implemented in the continuous education system in Uzbekistan. In this process, the state pays special attention to the active introduction of the best practices of world pedagogy into the system. The introduction of inclusive education is an important component of the processes of preschool education reforms being implemented in our country and one of the main tasks that are expected in the end.

In the pre-school education system, which is being updated in Uzbekistan and is developing towards universally recognized indices, inclusive education is considered as one of the new criteria and mechanisms that determine changes in form, content and quality in the field.

In our country, in order to "comprehensively and harmoniously develop children with disabilities, to support their social activity, interest in work, to attract them to education, science, technology, art and sports, the priority of the interests of children with disabilities should be considered a priority in all actions performed against them" [2] The legal basis of the law of our country "On the Rights of Persons with Disabilities" is established.

In the Law of the Republic of Uzbekistan on "Preschool Education and Training" [1], inclusive education and training is defined as "a process that provides equal opportunities for education and training, taking into account the needs of children for special education and individual capabilities", and preschool education organization with inclusive groups recognized as a special type of preschool educational organizations.

The step-by-step introduction of inclusive education in the preschool education system is another practical expression of the humanitarian policy of our country, including special and permanent care for children with disabilities. The head of our state Sh. Mirziyoev's "We have set the priority task of providing the people and their interests in the center of the state policy being

carried out in Uzbekistan. It is clear to all of us that this policy will not be limited to one year, it will continue forever" [3], which means that these processes will continue consistently in new scopes and stages from now on.

It is known that disability, disability is an integral part of human diversity, and according to UNICEF, such people make up about 15% of the world's population, and the probability of its increase is increasing every year [7].

Inclusive education is globally recognized as an alternative and acceptable form of education for people with disabilities, covering all stages of education. That is, in the modern world, education is considered as the main factor of the well-being of society, one of the main rights of a person and the basis for ensuring other rights, as well as an important condition for peace, tolerance, realization of human potential and sustainable development. Inclusive education is interpreted as one of the unique and effective ways to achieve the goals of education in full and high quality for all [12].

Summarizing all the organizational-pedagogical features of inclusive education, it is defined as "Inclusive education is a method of providing children and young people who need special attention in the system of continuous education with a systematic approach, individualized, changing depending on the conditions, with the help of special curricula, materials, tools and methods. it is possible to add to the definition that the pedagogical-psychological aspects of the process are carried out in accordance with modern requirements" [8].

Inclusive education is the organization of the educational process, taking into account the mental, physical, mental, cultural, ethnic and other characteristics of all children, as well as special educational needs, and at the same time, without separating them from other peers, in comfortable and close to their places of residence [10]. , its main essence is more deeply manifested on the basis of the social approach to disability.

Pre-school inclusive education creates a foundation for children with disabilities to receive quality education, to communicate freely with others, to be able to meet the demands of the social environment, to develop skills to meet their daily household needs, and to easily adapt to social life [5].

Inclusive preschool education differs from correctional preschool education in that it pays more attention to the child's socialization and social adaptation. Inclusive preschool education provides medical and educational services, such as treatment, rehabilitation, correction, which are important for the child. But the implementation of educational programs related to social adaptation and socialization of the child determines its status as a social institution with wider tasks, not only education.

The educational process of the inclusive preschool education organization is a pedagogical process that is regularly updated and changed. That is, changes in the development of a certain group or a certain child require the improvement of current educational programs, the introduction of alternative and variable (based on the positive impact on children and interests) programs, for which the organization's team of specialists must be constantly ready.

The social nature of inclusive preschool education is also reflected in the following:

- in the formation of the principles of inclusion in the society, correct perceptions and goodwill in the public about the importance and possibilities of inclusive education;

- in forming correct attitudes towards children with disabilities in society, accepting their unique characteristics as unique, thereby preventing various restrictions, mistrust and other similar inappropriate attitudes;
- since childhood, in healthy children, in the formation of feelings of tolerance towards children with limited opportunities, in educating the qualities of mutual harmony, solidarity, living and working as a team;
- to educate children with disabilities in self-confidence, love and positive relationships with others, as well as in the formation of love and loyalty to the place where they live, to the people to which they belong, to the conscious understanding of the rules of etiquette and behavior, noble traditions and values generally recognized in society, and in teaching to perform;
- in the formation of the necessary skills and knowledge to consciously realize and develop one's abilities and talents, to act equally with others, to become a conscious and active member of the family and society in the future.

It is natural that preschool educational organizations, where inclusive education is introduced, face a number of new pedagogical problems. A number of works are being carried out by a number of scientific and research institutions in order to improve the methodological base and provision of inclusive preschool education. However, the existing work on full preparation for the problems that arise in the process of organizing inclusive education in preschool education organizations cannot be considered sufficient. This requires increasing activity and speed both theoretically and practically. These include issues of social adaptation of children in inclusive preschool education.

The period of preschool education corresponds to the first periods of the first development and formation of a person with disabilities. Children with disabilities in the preschool educational organization need to adapt not only to a completely new educational environment for themselves, but also to a larger social environment of the society, which is second only to the family. In this way, in the chain of social adaptation of the child to the society, the second nation is created. The stronger this nation is, the more effective the general social adjustment will be. Therefore, inclusion in preschool education lays the foundation for active integration and socialization of children with disabilities in all spheres of society's life in the future.

"The phenomenon of socialization is an important element of culture and society. Social adaptation, in turn, is an integral part of the process of socialization that affects all areas of human life and is its main mechanism [11], inclusive preschool education lays the foundation for lifelong socialization of children with disabilities and their integration into society .

It is well known that children with disabilities are in great need of social protection, assistance and support as social protection. The state and society make efforts to protect the rights and interests of this category of children, provide material and moral support, and create a legal framework, improve infrastructure, and introduce allowances, payments, and benefits so that they can enjoy equal opportunities with other children. Among them, the role and importance of creating a system of social institutions that help the interests of children with disabilities, their formation and development as individuals, and ensuring their active operation is incomparable. Since the pre-school education organization has started to fully fulfill such a task today, one of its important missions is to support the effective socialization of children with

disabilities in the environment of pre-school education. Effective socialization begins with effective social adaptation.

Adaptation processes of a person are usually classified into three types, i.e. biological, psychological and social adaptation. But these are not processes that manifest themselves separately, emerge separately and pass separately, but rather actively influence each other and are required to be in harmony with each other. Therefore, in the article, we tried to study all forms of socialization in a coherent manner.

An inclusive educational environment for children with disabilities not only leads to confrontation with unexpected, unaccustomed, unlearned social demands, values and customs. In such conditions, it is necessary to anticipate the negative effects - problems on the existing health and mental state of the child, and on this basis, to apply the necessary pedagogical and psychological technologies and methods.

In the context of inclusive education, we will be able to mention the following regarding the problems related to the organization of preschool education and the social adaptation that the child directly faces.

First of all, biological adaptation is primary for social adaptation, that is, it is difficult for a disabled child to adapt to the conditions created for his biological needs in the preschool educational organization. That is, physiologically weaker and inactive adaptation of the child to new conditions, which are almost completely different from the conditions in the family, compared to healthy children, requires special attention, knowledge and skills from the pedagogical team of the preschool educational organization (in particular, for educators and their assistants). This is because primary biological adaptation has the first effect on effective social adaptation.

For example, the child's inability to serve himself in new conditions, the lack of development of the necessary skills, creates unfavorable situations. In such cases, it is necessary to gradually teach the child to behave independently and consciously as much as possible.

It is also natural that psychological adjustment plays a decisive role in social adjustment. As long as the child is not able to actively and effectively adapt to the new environment, communication, conditions, and people, social adaptation is naturally ineffective.

When admitting a child with disabilities to an inclusive pre-school education organization, his disability alone is not one of the sufficient grounds and reasons. It is desirable that the specific psychological characteristics of the child, the psychological environment in the family where he is growing up, and the psychological aspects of the parents should be clearly studied by a specialist. For example, there are psychological differences between a child with a disability raised in a large family and a child growing up as an only child.

In this regard, it is crucial to study, create and directly apply new and effective psychodiagnostic methods to the activities of specialists for inclusive preschool education.

When it comes to the issue of direct social adaptation, the child's adaptation to the demands, habits, and values of the new environment is first of all inextricably linked with the content of the educational programs designed in accordance with the general and individual characteristics of children with disabilities, and which are convenient and easy to use, with clear goals and results.

In the researched inclusive education programs and their recommendations, we see that such programs should have a number of important aspects, and we consider it permissible to emphasize the following:

First, the child should actively develop not only the skills and competencies based on certain educational programs of the organization, but also social and emotional skills;

Second, self-management, learning to work independently and to communicate are important life skills;

Thirdly, the initiator of the formation of social skills should be not only the pedagogue, but also the child himself based on his individual characteristics, interests and needs;

Fourthly, in order for social adaptation to take place from small groups to large groups, it is necessary to carry out effective pedagogical and psychological activities in small groups;

Fifth, one of the important conditions for the results of the active efforts of the pedagogue to manifest in the child is the integral cooperation with the family;

Sixth, the general meaning and purpose of all efforts is to form and gradually improve the child's positive attitude towards the environment, surrounding people, conditions, customs and values.

A high-quality inclusive preschool is a community center. It should be active participation of the public (including its members children) in the service of certain goals, educational programs, structures and daily management of the center," says the recommendations of the international organization UNICEF [7].

Therefore, children's social adjustment in the conditions of inclusive education is primarily a cooperative task of pedagogues, and in turn, parents, neighborhood and the general public.

It is worth noting that the issue of social adaptation of children in inclusive preschool education is inextricably linked with the concept that a child is a social being from the first days of his life. A child, especially children with disabilities, cannot meet any of their needs without the help of others. Socialization or the child's acquisition of human experience occurs only in joint activities and communication with other people.

L.S. Vygostky, S.L. Rubinstein and A.N. Well-known psychologists such as Leontev emphasize that the social experience that appears in the child in the process of ontogenesis plays an important role in the development of the child's psyche [6]. L. According to Akatov, social experience "includes knowledge, skills and abilities acquired in the process of personal experience through education and training... The formation of the personality and mental development of a child learning social experience does not happen automatically, but in active contact with the environment" [4].

For parents of a normally developing child, preschool is a place where the child can communicate, play with other children, have fun, and learn new things. For families raising children with disabilities, this organization is almost the only place where conditions are created for the child's all-round development.

The need to form skills important for the child's future life puts the task of teaching the child to master and adapt social experience. It follows from the above that ensuring the social adaptation of a disabled child to the conditions of inclusive education is positive, successful, comfortable, fast and free from destructive and pathological features as much as possible is one of the urgent problems of preschool education and special pedagogy of our country today.

We found it necessary to recommend the following for their solution:

- rapid development of methodical and popular teaching-methodical manuals and recommendations for educators of preschool educational organizations, their assistants, psychologists and parents on social adaptation;
- organization of short-term training courses (online) on this issue;
- Increasing the number of topics devoted to social adaptation problems in preschool education and professional development programs in higher education;
- Also announcing a competition for the best methodological guides, recommendations and promotional materials on this issue, including.

In conclusion, social adjustment of children with disabilities is one of the important factors and criteria affecting the quality and results of inclusive education. Only as a result of effective social adaptation, it will be possible to fully achieve the general goals of inclusive education and fully implement its tasks. This, in turn, is of particular importance in evaluating the purposefulness of the activities of the inclusive preschool education organization, its conformity to the demands and needs of the consumers of education, its rating, and its image.

It can be said with confidence that this topic is an impetus for large-scale scientific and practical research in the future, and is distinguished by its relevance and vitality in the selection of topics.

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