



**Development of pedagogical activities with preschool children in need of inclusive education.**

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**Abstract:** In the article, in order to develop the inclusive education system and inclusive education, planning pedagogical activities organized with preschool children in need of inclusive education, as well as taking into account the individual characteristics of preschool children in need of inclusive education, as well as their adaptation in the educational process and changes in playful activities are discussed.

**Key words:** education and upbringing, inclusive education, subject-developing environment, adaptations in education.

In the social reforms carried out in the preschool education system in the Republic of Uzbekistan, great attention is being paid to the issues of achieving the perfection of the young generation, in particular, to solving the problems of education and upbringing of children who need special attention. Among the pupils who need inclusive education, there are many children who are deprived of hearing to one degree or another.

Provision of correctional assistance in special educational institutions, general and private goals, tasks, contents and principles of education and training, scientific methods of work suitable for the capabilities of these children, based on the national values and territorial conditions of this category. Full development of the basics is the main problem that is on the agenda of the special education system and is waiting for its quick solution.

In accordance with the decree No. PF-5712 of April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" on the initiative of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev a decision was made to develop inclusive education in Uzbekistan, to improve the system of education for children with special educational needs, and to improve the quality of educational services provided to them.

Inclusive education is a process that ensures equal access to education and training of all children, taking into account individual capabilities and educational needs. A completely new system of inclusive education. This means that the pedagogue takes into account the physiological and mental development of each child, especially the individual characteristics of specific children, when organizing the educational process. It means creating the necessary psychological-pedagogical and correctional conditions for the education of children and adolescents with disabilities in an educational institution, their mental development and social adaptation through the implementation of general education programs and correctional work aimed at their ability.

The uniqueness of inclusive education is that the pedagogue takes into account the diversity of children in the group, their characteristics, opportunities and interests. In this regard, there is a need to change work forms, methods and technologies. Following the general rules and methods of the child's activity, the inclusive group pedagogue should organize a playful educational activity, taking into account the subtle aspects of the child's cognitive activity, behavior and communication. Often, such students lag behind other students in training: they perform tasks at a level that is convenient for them, but it is lower than the subject level used by their peers. First of all, the pedagogue needs to create a topic-based development environment for students who need inclusive education. It is necessary for an educator to create a subject-developing environment first.



Subject - developmental environment - is represented by a specially organized place, materials, equipment and inventory for the development of students as part of the educational environment. A subject-developing environment should support the implementation of various educational programs, including inclusive education, pedagogues should effectively develop the individuality of each child, taking into account the abilities, interests and level of activity, but most importantly, the independence and death of children. z-should help to develop self-activity. It is the duty of the pedagogue to model the environment that develops the special needs of the pedagogues, taking into account the individual characteristics of the students. In addition, the following should be taken into account when creating a subject-developing environment:

Laws of mental development;

- Health indicators for children with special needs;
- Psychological and physiological characteristics;
- General level of development;
- Communicative and speech developing properties;
- Emotional well-being;

Taking into account the state requirements for the development of preschool children, the subject-developmental environment for children with special needs is the most effective, taking into account the abilities and interests of each child. it is necessary to help development. It is required that the educator's knowledge should be elements that stimulate physical and emotional activities. A subject-developing environment is the main condition for planning the process of working with students who need inclusive education. It should have transformative variable boundaries and change in volume. The subject-developmental environment for a child with special needs should meet not only the material and technical criteria, but also the criteria for evaluating the medical and social conditions in the preschool education system. Groups of children with special needs should be equipped with special furniture. When organizing individual work with a child, it is necessary to take into account the desire of a child with special developmental needs to "be like everyone else" and to perform tasks together with other children, such as performing tasks on various cards, didactic games, individual conversations, etc. . If the educator and pedagogue gives a card to only one child, he creates the task of artificial separation from the general activity. If students with special needs are able to respond along with other students and have the opportunity to participate in general educational activities, this student will feel more confident. For example, during the conversation, the educator presents the cards with questions and individual independent tasks available to students with special needs, not only to him, but also to other students. In this case, the content and form of the assignment corresponds to the level of development of the material by each pupil. The formation of positive cognitive motivation is also helped by the child's performance of individual tasks chosen by him.

A unique feature of inclusive education is that the pedagogue takes into account the diversity of children's development in the group, their individual capabilities and interests. In this regard, it is necessary to adapt the work forms and methods of the pedagogue so that children can participate in the educational process with equal opportunities. In other words, adaptation gives children an opportunity to participate, not an advantage. Adaptation should be carefully selected to facilitate participation. In other words, you don't need to use adaptation unless you have to. The choice of adaptation should be based on the availability of conditions based on the analysis of the child's characteristics. For this, it is necessary for the educator and pedagogue to analyze the conditions of the educational process, to find out that the students do not have the necessary knowledge and skills, and then make the necessary additions and changes. Such additions and changes can be organized as follows.

Educational Adaptations - Tools that allow educators to bypass demand. For example, in the educational activity of mathematics games, educators should sort sticks into a set, each of which has different sticks. However, most of the educators have difficulty in collecting materials and keeping them in their workplaces.



Therefore, the pedagogue tries to adapt by providing organizational support to the pedagogues with the help of the lid of the box of chopsticks. The edges of the box prevent sticks from falling off the table and help students focus on tasks.

Game-based learning changes during the activity - reducing and changing the tasks themselves. Pupils have a little difficulty in the tasks that are required to be performed consecutively during the activity, so the educator gives the pupils the opportunity to be active with them in the activity and finish this work.

Educational supplements - additional activities that give the student the opportunity to learn the subject. In this situation, the educator presents a short video clip on the topic, and then the educators receive information based on this topic.

Organization of adaptation in the teacher-pedagogical group in the following ways also guarantees the effective result of the pedagogical approach.

Environment - The situation in the group changes through adaptation, that is, they are divided into small groups, the seating order of the student is changed, etc.;

Materials - adaptation of educational tools and materials to individual needs. Don't forget that the materials include books, toys, educational manuals, manipulative objects, etc.;

The nature of education is the adaptation of the pedagogue to engage in tasks for the students, whose education and research and activities change, and to ensure their engagement;

Instruction is an adaptation that changes the approach of the educational pedagogue to research methods and regular groups;

While adhering to the general rules and methods of organizing the activities of students, the inclusive group defined the features of the pedagogue's activity, behavior and communication and emphasizes that he should remember and take into account the nuances of the student.

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