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FEATURES OF ORGANIZING WORK WITH DISABLED CHILDREN IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Kadyrova Naimakhan Abdiqodirovna

Researcher Of Namangan State University, Uzbekistan

ABSTRACT

This article explores the features of the organization of work with disabled children in preschool educational organizations. In modern society, inclusive education is becoming an increasingly relevant and important aspect that requires specialized approaches to the upbringing and education of children with disabilities. Within the framework of this article, various aspects related to the organization of work with disabled children are considered: the training of teaching staff, the creation of an adapted educational environment, an individual approach to each child, the use of special methods and technologies. The article also discusses possible difficulties and challenges faced by educators and parents in the implementation of an inclusive approach. The results of the study can serve as a basis for developing recommendations for organizing effective work with disabled children in preschool educational institutions. This will create a more supportive and inclusive environment for the development of children with disabilities, promoting their socialization, educational progress and full participation in society.

KEYWORDS

Disabled children, preschool educational organizations, inclusive education, adaptive methods, individual approach, special needs, social integration, pedagogical support, parental cooperation, psychological and pedagogical diagnostics, adapted programs, communication, sociocultural adaptation.

INTRODUCTION

In modern society, the issues of inclusive education and social adaptation of children with disabilities occupy an important place. One of the key areas where work is carried out with children with disabilities is preschool educational organizations. This article is devoted to the peculiarities of the organization of work with disabled children in such institutions. Inclusive education implies equal opportunities for learning and development of all children, regardless of their physical, psychological characteristics or disabilities. The inclusion of disabled children in the educational process of preschool institutions contributes to the versatile development of each child and the formation of positive self-esteem in him.

One of the key tasks in organizing work with children with disabilities in preschool educational institutions is the creation of an adapted environment. This includes accessibility of facilities for children with disabilities, specialized learning materials, toys and equipment. Every child is different and this is especially important for children with disabilities. Educators must adapt teaching and nurturing methods to the specific needs of each child. This requires a deep understanding of the developmental characteristics and capabilities of each individual.

Active cooperation with the parents of disabled children plays a significant role in the successful organization of their education and upbringing. Parents have valuable information about the needs

and characteristics of their child, and their experience can be very useful for educators. Teachers working with children with disabilities should have appropriate training and competencies. The training of teachers includes the study of methods and strategies for working with children with disabilities, psychological preparation for understanding their needs and characteristics. It is important to create an atmosphere of tolerance, understanding and respect for diversity in the preschool educational organization. This will help all children feel comfortable and important members of society.

Inclusive education: concept and principles

Inclusive education implies the creation of conditions in which children with different special needs can learn together with their peers without any form of discrimination or exclusion. This concept is based on respect for the rights of every child to receive a quality education and active participation in public life.

Features of the organization of work with children with disabilities in preschool educational organizations

1. Individual approach: Each child with a disability is unique, therefore it is necessary to develop individual educational plans that take into account their needs, opportunities and resources. Educators should be prepared to adapt methodologies and approaches depending on the needs of each child.

2. Trained teachers: Working with children with disabilities requires special knowledge and skills. Educators must have an understanding of the characteristics of different types of disabilities, know how to work with such children, and be able to create a supportive and stimulating learning environment.

3. Cooperation with parents: Parents are important partners in the educational process. Teachers should maintain open communication with the families of children with disabilities, take into account their opinions and wishes, and cooperate in the development of individual educational plans.

4. Creation of an accessible environment: The physical and psychological environment of the preschool must be adapted for all children. This includes the availability of facilities, equipment, and adapted materials and toys.

5. Promoting social inclusion: One of the main goals of inclusive education is to develop in children the skills of interaction, empathy and tolerance. Raising respect for diversity and awareness of the equal rights of each child helps to create a harmonious educational space.

Overcoming challenges

Working with children with disabilities in preschool educational organizations faces some challenges:

1. Lack of training: Not all teachers have the necessary knowledge and experience of working with children

with disabilities. This can lead to insufficient attention to the needs of such children.

2. Limited resources: Creating tailored educational programs and conditions requires additional resources that are not always available within the limited budgets of preschools.

3. Stereotypes and bias: Societal stereotypes and misunderstandings about disability can create barriers to inclusion and social inclusion.

Modern society strives to create a more inclusive and equal environment for all its members, regardless of physical, psychological or intellectual characteristics. Within this concept, special attention is paid to children with disabilities. The organization of work with disabled children in preschool educational institutions has its own unique features aimed at ensuring their full development, socialization and education.

The main task of working with children with disabilities in preschool institutions is to create an inclusive environment conducive to their full participation in the educational process. This requires the cooperation of educators, professionals and parents to adapt space, equipment and teaching methods to the needs of each child.

Every child with a disability has unique needs, abilities and challenges. Teachers in preschool institutions should apply an individual approach to each child,

taking into account his characteristics and developing individual educational plans. This may include the adaptation of teaching materials, the use of special techniques and the assistance of assistants. An important part of successful work with children with disabilities is cooperation with their parents. Educators should maintain open communication, counseling, and joint development of support and development plans for each child. Parents can provide valuable information about their child's needs to help tailor the educational process.

Educators working with children with disabilities should have appropriate training and knowledge of inclusive teaching methods. The organization of regular trainings, seminars and training programs helps to increase the competence of teachers and ensures the effectiveness of the educational process. Creating a supportive environment for children with disabilities includes not only the adaptation of the educational process, but also the formation of a positive attitude on the part of all participants in the educational process. It helps to overcome stigma and negative stereotypes by promoting an inclusive environment. For successful work with children with disabilities in preschool educational organizations, it is necessary to use special resources. These may include specialized educational materials, technical aids, assistants, and other forms of support.

Conclusion. At present, the issues of inclusive education and social integration have become key in the field of education. As part of this trend, special attention is paid to the organization of work with children with disabilities in preschool educational institutions. Implementation of successful integration and ensuring the full development of each child is a complex but extremely important task that requires a special approach, the competence of teachers and the creation of suitable conditions.

The organization of work with disabled children in preschool educational institutions requires an integrated approach, pedagogical competence and the cooperation of the whole society. Inclusive education contributes to the formation of a more tolerant and inclusive society, where every child has the right to a quality education and the opportunity for full development. Working with children with disabilities in preschool educational institutions requires special attention to the needs of each child, the creation of an adapted environment, the competence of teachers and cooperation with parents. Inclusive education contributes to the formation of a more just and humane society, where every child has equal opportunities for full development.

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