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FEATURES OF PEDAGOGICAL WORK WITH DISABLED CHILDREN IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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ABSTRACT

This article is devoted to the study of the features of pedagogical work with disabled children in preschool educational organizations. In the conditions of the modern educational space, the issues of inclusive education are becoming increasingly relevant. The article analyzes the main problems that teachers face when including children with disabilities in preschool groups, such as adaptation to the educational environment, individual approach to learning and social integration. The authors consider various methods and approaches used by educators to ensure the full participation of children with disabilities in the educational process, including the development of individual educational plans, adapted teaching materials and special technologies. Particular attention is paid to the interaction between teachers, parents and specialists in the field of inclusive education. As a result of the study, successful practices and methods are identified that contribute to effective pedagogical work with children with disabilities, and recommendations are made to improve inclusive practice in preschool educational organizations. This article has practical implications for educators, special education professionals, parents of children with disabilities, and all stakeholders seeking to create a more equitable and inclusive educational space.

KEYWORDS

Inclusive education, disabled children, preschool educational organizations, adaptation, individual approach, social integration, individual educational plans, special educational technologies, specialists in the field of special education, inclusive education practices, recommendations on inclusive practice, learning features, preschool education .

INTRODUCTION

In modern society, the issues of inclusive education and social integration of children with disabilities occupy a central place. One of the important areas of inclusion is preschool education, where the foundations of cognitive, social and emotional skills in children are formed. The article discusses the features of pedagogical work with children with disabilities in preschool educational institutions, highlights the key aspects of successful inclusion and discusses practical approaches to ensuring quality education for all children.

Inclusive education involves the creation of conditions for the education and development of children with various individual characteristics, including children with disabilities, in general educational environments. The main idea of inclusion is to provide every child with equal opportunities to receive a quality education, regardless of their physical, intellectual or psychological characteristics. Individual approach: Each child with a disability has unique needs and abilities. Pedagogical work should be based on an individual approach, taking into account the peculiarities of the development and learning of each child.

Specialized Methods: Working with children with disabilities requires the knowledge and application of special pedagogical methods aimed at developing various areas and skills. **Cooperation with parents:** Parents are indispensable partners in the educational process. Educators should maintain open communication with families of children with disabilities, share experiences and jointly develop individualized learning plans.

Creating a barrier-free environment: The physical and psychological environment of a preschool educational

organization should be accessible to all children. It is necessary to provide adapted premises, special equipment and materials.

Professional training of teachers: Working with children with disabilities requires specialized knowledge and skills. Teachers should receive appropriate training and professional development.

Tolerance and empathy: Educators should show tolerance, understanding and empathy towards children with disabilities, creating an atmosphere of mutual understanding and respect.

Teamwork: Inclusive education is effective only with close cooperation between educators, inclusion specialists, speech therapists, psychologists and other experts.

Individual educational plans: An individual educational plan is developed for each child with a disability, taking into account his needs, abilities and goals.

Use of a variety of educational methods: Educators use a variety of methods, including visual, tactile and auditory approaches, to enable children to learn effectively.

Promoting Social Inclusion: An important part of inclusive education is working towards the social inclusion of children with disabilities among their peers without restrictions.

In modern society, the issues of inclusive education and care for children with disabilities occupy a special place. For successful integrated learning and development of children with disabilities, it is important to provide specific pedagogical work in preschool educational organizations. This article will

consider the features of this work and emphasize the importance of creating an adapted environment for children with disabilities.

The key principle of working with children with disabilities is an individual approach to each child. Given the variety of constraints, educators need to take into account the specific needs of each child, based on their physical, psychological and cognitive characteristics. For this, individual development and training plans can be applied. It is important to create an environment that allows children with disabilities to fully participate in the educational process. This includes adapted facilities, specialized equipment and materials, and barrier accessibility. Such measures contribute not only to education, but also to the socialization of children.

Working with children with disabilities requires special knowledge and skills from teachers. Training teachers in the features of inclusive education and methods of working with different types of disabilities allows them to interact more effectively with children with disabilities and create suitable educational scenarios. The involvement of parents in the process of education and upbringing of children with disabilities plays an important role. They have a deep understanding of their child's needs and can share valuable insights with educators. The joint efforts of parents and teachers contribute to a more effective progress of the child.

In addition to adapting education to the characteristics of children with disabilities, it is necessary to actively stimulate their development. This can be done through a variety of activities that promote the development of physical, cognitive and social skills. For successful adaptation and integration of children with disabilities in preschool educational organizations, it is important

to create an atmosphere of tolerance, respect and mutual understanding. This helps to avoid stigmatization and encourages a positive perception of diversity.

Working with children with disabilities in preschool educational institutions requires a specialized approach, individual planning and assistance from teachers, parents and society. Creating an inclusive environment, training teachers and stimulating the development of children with disabilities contribute to their successful adaptation, learning and integration into society. This process is important not only for the individual child, but also for the formation of a more tolerant and inclusive society as a whole. At present, inclusive education is becoming an increasingly relevant topic in the field of pedagogy. One of the key objectives of inclusive practice is to provide quality education for children with different developmental needs, including children with disabilities, as part of the general educational process. This aspect is especially important in preschool educational organizations, where the foundations for the future development and education of children are laid.

Inclusive education involves the creation of conditions for the involvement of all children in the educational process, regardless of their individual characteristics. This means that children with disabilities have the opportunity to study in general groups with other children. For the successful implementation of inclusive practice, it is important to understand the peculiarities of pedagogical work with children with disabilities in preschool educational institutions.

The fundamental principle of inclusive pedagogy is an individual approach to each child. For children with disabilities, this is especially important, as they may

have a variety of physical, psychological and cognitive characteristics. Educators should take into account the individual needs of each child, develop special teaching and support methods, and work with parents and professionals to ensure the full participation of children with disabilities in the educational process. For the successful adaptation of children with disabilities to the preschool educational environment, it is necessary to create an accessible physical and psychological environment. This includes adapted furniture, special educational materials, and provision of barrier access to the buildings and grounds of the preschool. In addition, teachers should create a psychologically comfortable environment where children with disabilities feel like equal members of the group.

The inclusion of children with disabilities in the educational process requires active interaction with parents or legal representatives. Parents are experts in understanding the characteristics of their child, and their opinions and wishes should be taken into account when developing individual educational plans and methods of work. Open and trusting communication between teachers and parents contributes to the successful adaptation and education of children with disabilities. Teachers working with children with disabilities should have special knowledge and skills. Therefore, it is important to ensure their professional development through participation in specialized trainings, seminars and courses. Sharing experience with colleagues also contributes to the effective application of inclusive methodologies and approaches.

CONCLUSION

The implementation of inclusive education for children with disabilities in preschool educational institutions requires special training for teachers, the creation of an accessible environment, an individual approach and fruitful cooperation with parents. Based on these principles, it is possible to ensure the full participation of each child in the educational process and contribute to their harmonious development.

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