



PEDAGOGICAL MECHANISMS FOR TRAINING FUTURE PRIMARY SCHOOL TEACHERS IN THE ORGANIZATION OF A HEALTH-SAVING EDUCATIONAL ENVIRONMENT IN TERMS OF INCLUSION.

Turgunova Nilufar Abdusalomovna
Gulistan State University Republic of Uzbekistan

Annotation

At the present stage of development of society, in connection with the reforms in education, the question of introducing inclusive education has become acute. This involves education of children with special needs and disabilities in schools and kindergartens of a general type - together with normally developing peers.

Key words: inclusion, technologies, health, training, equal, primary, environment.

DOI Number: 10.14704/nq.2022.20.7.NQ33024

Neuro Quantology 2022; 20(7):207-210

Introduction

The work is devoted to topical issues of inclusion of children with disabilities (special educational needs) in an educational institution. One of the strategic directions is to provide the necessary conditions that provide children with disabilities with equal opportunities to participate in social life, receive general education and vocational training. Inclusive education implies that the barriers and learning difficulties faced by children arise from the conservative organization of the educational process, as well as from outdated inflexible methods of educational activity. I reviewed the techniques and approaches necessary for teaching a child in an inclusive education and the formation of basic competencies. Particular attention is paid to the specifics of the introduction of health-saving technologies, including the following areas: medical and hygienic (carried out with close contact between a teacher, a medical worker and a student), physical culture and health improvement (a priority for physical education classes, implemented at physical education lessons, as well as after school hours during time of classes in sports clubs and sections) and environmental (creation of harmonious relationships with nature).

The concept of inclusion

The number of children with disabilities is steadily increasing. According to the UN, there are approximately 450 million people in the world with mental and physical disabilities. This is 1/10 of the inhabitants of our planet (including about 200 million children with disabilities). Inclusive education (French *inclusif* - including, lat. include - I conclude, include) - the process of development of general education, which implies the availability of education for all, in terms of adapting to the various needs of all children, which provides access to education for children with special needs. Replacing the word "integrative" with "inclusive" reflects both a change in the understanding of this process and the achievement of some other level, in which students are not only united into a single whole (from "to integrate" - to unite into a single whole), but also included in society, are a full part of it (from "to include" - to contain, include, have in its composition). Inclusive education is a process of education and upbringing, in which all children, regardless of their physical, mental, intellectual and other characteristics, are included in the general education system. They attend general education institutions at their place of residence together with their non-disabled peers, taking into account their special educational



needs. In addition, they receive special support. Inclusive education is based on an ideology that excludes any discrimination of children - equal treatment of all people is ensured, but special conditions are created for children with special educational needs.

Health-saving technologies of inclusive education

At present, the focus on health-saving technologies in education and training is one of the main and urgent tasks of the entire education system. Health-saving technologies are implemented on the basis of a student-centered approach and are one of the vital factors through which students learn to live together. The purpose of health-saving educational technologies of education is to provide the student with the opportunity to maintain health during the period of study in an educational institution, to form the necessary knowledge, skills and habits of a healthy lifestyle, to teach him to use the acquired knowledge in everyday life. Health-saving technologies are a system of measures that includes the interconnection and interaction of all factors of the educational environment aimed at preserving the health of a child at all stages of his education and development. In order for the lesson to be productive, it is necessary to include daily health-saving technologies in the educational process, when organizing correctional and developmental work with children with disabilities.

Health-saving technologies: differentiated learning; rational organization of the lesson; creation of a favorable psychological climate; visual gymnastics; dynamic breaks. One of the main tasks of health-saving pedagogy is to find such modes of work and rest for students that would ensure their high performance over a long period of training sessions, pushing back fatigue and avoiding overwork. This task becomes especially relevant in the light of modern approaches to the problem of inclusive education, as well as distance learning for people with disabilities. It has now been established that at the physiological level, the basis of health is homeostasis - the body's ability to ensure the constancy of its internal environment despite external changes. Thanks to the process of

adaptation, the preservation of homeostasis is achieved when the organism interacts with the outside world. An imbalance in the processes and systems of the body inevitably leads to a violation of the parameters of the internal environment: the body begins to get sick. The disease state, at the same time, will persist throughout the entire recovery time of the parameters that ensure the normal state of the body. And in the event that it is not possible to achieve the previous parameters necessary to maintain the balance of the internal environment, the body can try to achieve equilibrium with other, changed parameters. In this case, the general condition of the body may differ from the normal, that is, manifest itself in the form of a disease. In this regard, the processes of adaptation include not only the optimization of the functioning of the organism, but also the maintenance of balance in the "organism-environment" system. The adaptation process is implemented whenever significant changes occur in the "organism-environment" system, and ensures the formation of a new homeostatic state, which allows achieving the maximum efficiency of physiological functions and behavioral reactions. Since the organism and the environment are not in static, but in dynamic equilibrium, their ratios are constantly changing, and, therefore, the process of adaptation must also be constantly carried out. Therefore, health, as an internal state, must be managed with the help of a feedback system that provides control over the internal environment of the body and maintains its constancy, despite changes in external conditions. The absence of a rigid territorial binding in the process of implementing distance education allows you to obtain additional thematic information from the most competent and "interesting" teachers, clarifying its details with tutors (teachers) on the spot. Unlike classical forms of education, when organizing a distance form at home, parents, in order to preserve the physical form of their child, can prepare a more ergonomically secure learning place. The whole structure and scope of emotional learning is changing. The interaction between the subjects of the educational process, which are the student and the teacher, should be felt no less real than in full-time education. Electronic communication methods allow you to create non-linear work plans, when each student

within a single section performs tasks at his own pace and order, and the tutor has the opportunity to immediately - online - pay attention to topics that are difficult for students by forming subgroups, in within which further consideration of the required topics takes place. Gamification methods allow "learning self-learning", which, coupled with the special psychological training of trainees, significantly increases their stress resistance in the process of undergoing any professional retraining. At the same time, distance education should not be perceived as a break from reality, as blocking a student - a person with disabilities - within four walls at home, as an obstacle to communicating with friends, but only as a way to improve the quality of his education, based on his special needs. and status. Distance learning significantly reduces attachment to a clear learning mode: classes can last either 15 minutes or 1.5 hours, depending on the group and subject, which can reduce stressful elements and psychological stress on the student in the process of mastering individual issues , topics and sections of certain academic disciplines. Creation of a favorable psychological climate in the learning process, relationships of mutual trust and respect between the teacher and pupils. It is very important to create a positive mental attitude at the beginning of classes. A special role, place and importance in inclusive education is given to electronic educational resources. E-learning, which today is called distance learning, based on the context of its accessibility and the ability to receive education in almost any corner of the globe, can become the main type of education in the future if the educational content is adapted to the local needs of the culture and an appropriate methodology for e-pedagogics is developed, taking into account different learning styles (personalization and multimodal presentation); e-learning is a way to increase and expand participation in higher education by offering various modes of combining work and study in the perspective of lifelong learning; to build a knowledge society, the national structure must be transparent, but reflect national and cultural characteristics. One of the main tasks of health-saving pedagogy is the search for such modes of work and rest for students, which would ensure their high performance over a long period of

training sessions, pushing back fatigue and avoiding overwork. This task becomes especially relevant in the light of modern approaches to the problem of inclusive education, as well as distance learning for people with disabilities. The use of health-saving educational technologies in modern psychological and pedagogical practice involves going beyond the concept of G. Selye and substantiating the patterns of friendly, system-dynamic, synergistic regulation of the human psyche and body, depending on the nature and dynamics of the impact on them of adverse factors of the external and internal environment. The analysis of such influences is carried out not only and not so much from the positions of physiology, but also from the positions of philosophical and psychological, including within the framework of spiritual, moral and axiological approaches. Modern inclusive practice urgently requires new competencies and knowledge from specialists. The most demanded in modern conditions are specialists who have not only a pedagogical or psychological education and relevant work experience, but also a high level of professionalism in such areas as special pedagogy and psychology. There is a need for well-trained specialists in areas new to the domestic education system, such as, for example, a tutor. That is why one of the priority areas for the implementation of inclusive education in our country is advanced training and retraining of specialists from educational institutions involved in inclusive practice.

Conclusion

The idea of inclusive education will take its true place in the educational process only if it masters the minds of teachers and becomes an integral part of their professional thinking. For this to happen, special efforts are required. As the experience of introducing inclusive education shows, teachers and other specialists do not immediately begin to meet the professional requirements that are required for this form of education. They go through several stages: starting with explicit or latent resistance, moving to passive, and then to active acceptance of what is happening. Even good and experienced specialists are often overcome by doubts: "Can I do it?" They are usually afraid of responsibility,

afraid of risk, afraid that they will not be in full control of what is happening, afraid that they will not cope with the tasks set and lose their job.

At all times, the coming changes have frightened everyone, instilling fear and insecurity in some people. Inclusion is a change, and the human body is arranged in such a way that it adapts in different ways to what is and, often, reacts negatively to the need for new energy expenditures for the upcoming adaptation to something new, unknown. But in this case, we are talking about human rights, and to meet these changes is a necessity dictated by reality. According to the World Health Organization, there are about 1 billion people with disabilities on our planet. In most Western countries, they study in schools and universities where their healthy peers study. It should be recognized that in our country - inclusion - is still an experiment. Despite the fact that already in the 30s of the last century at the Moscow State Technical University. N.E. Bauman (an educational institution that can rightfully be called a pioneer of inclusive higher education in Russia) began to teach students with significant hearing problems, statistics for our country remain disappointing: out of 3,000 domestic universities, only 150 (which is only 5% of the total) they teach within their walls people with disabilities of various categories, and only 50 of them (slightly more than 1.5%) can count more than a hundred such students. Without a doubt, this is an incredibly low figure. Today, almost 10% of the population of our country is disabled. The development of special programs is necessary for 120,000 children each year of life. So far, only 30,000 students with disabilities study in domestic universities, which is only 4% of the total possible number.

References:

1. Andreev A.A. Problems of Pedagogy in Modern Information and Educational Environments // [Electronic resource]: <http://www.ito.su/2002/1/1-1-251.html>.
2. Booth T. Politics of inclusion and exclusion in England: In whose hands is control concentrated? / S. Ramon, V. Schmidt. Reader for the course Social exclusion in education. - M., 2003.
3. Ibragimov I.M. Information technology and distance learning tools: Proc. manual for students of higher educational institutions / Ed. A.N. Kovshova. - M., 2005.
4. The concept of socio-economic development of the Russian Federation for the period up to 2020. Decree of the Government of the Russian Federation dated November 17, 2008 No. 16162-r. – <http://www.youngscience.ru/753/820/978/index.shtml>
5. Morozov A.V. Problems and realities of the development of inclusive education in modern higher education // Learning and living together: modern strategies for the education of people with disabilities // Proceedings of the International Scientific and Practical Conference of UNESCO / Ed. prof. N.M. Pruss, prof. F.G. Mukhametzyanova. - Kazan: TISBI, 2014. - S. 31-39.