

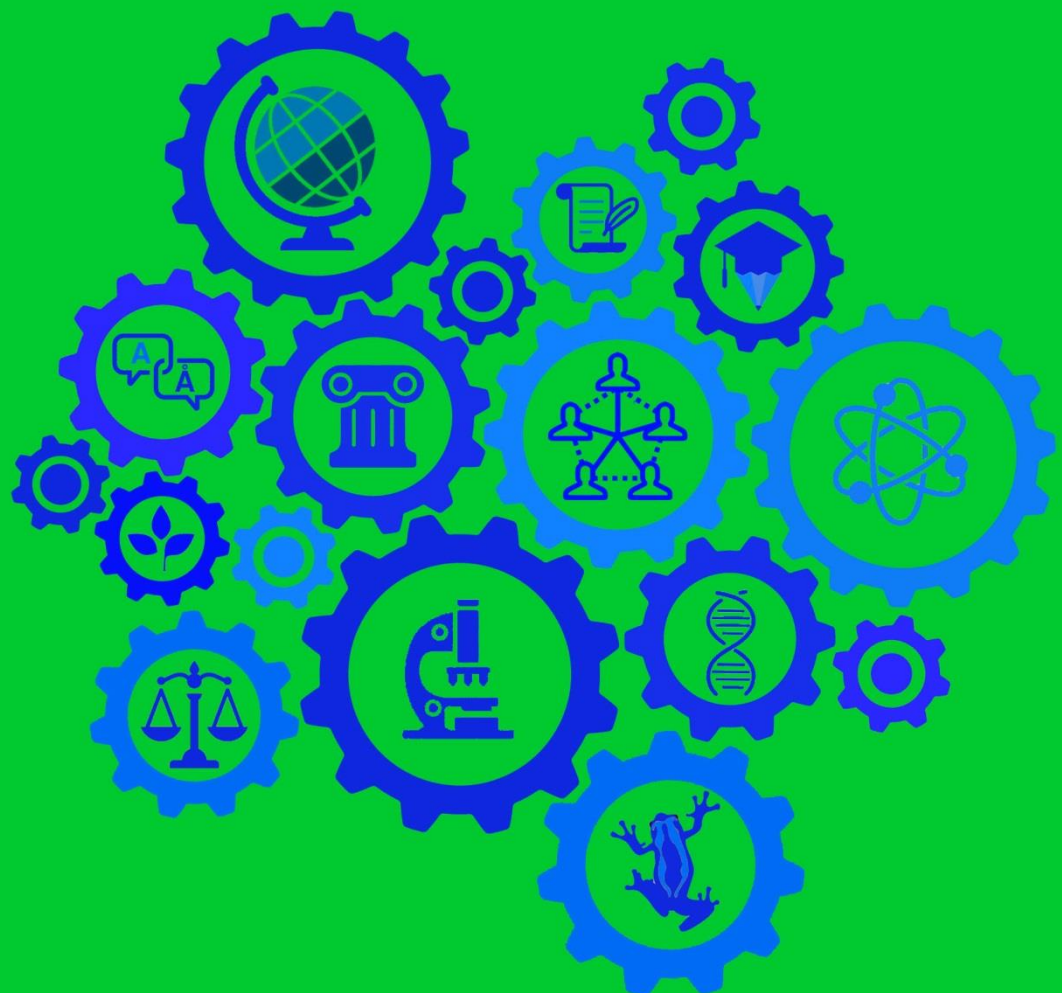
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Features of using health-saving technologies in the context of inclusive education

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Abstract: In addition to the implementation of the Educational Standard for Children with Disabilities, there is a greater need to establish the limits of an inclusive educational environment. The authors present content characteristics for all categories of special socialization situations for students with disabilities in an inclusive educational environment. To implement inclusive practice, it is critical to create special educational situations for children with disabilities. Soviet dialectologists devised a series of unusual conditions without describing the methodology. A handicapped child cannot attend a traditional school unless certain conditions are met. We used a new approach to representing special conditions in the inclusive education system, which is based on the educational environment's structural functional model; the components of this model allowed us to identify some groups of special conditions (organizational and managerial, material and technical, organizational and pedagogical, psychological and pedagogical support organization, social-psychological and subjective). We determined the relevance and substance of extracurricular activities for successful socialization, as well as the content of each group's specific conditions.

Keywords: students with disabilities; inclusive educational environment; inclusive classroom; socialization of students with disabilities; Federal State Educational

Psychological and pedagogical characteristics of the use of health-saving educational technologies in an educational school

Health-saving behavior and thinking are established at school. But the early start of education, intensification of the educational process, and the use of pedagogical innovations entail a discrepancy between the load and the capabilities of the child's body and lead to tension in the adaptation mechanisms of the student's body. The task of teachers is not only to give children knowledge, but also to form successful individuals who are ready to live fully and raise the future generation. It is believed that without health this is impossible. That is why health-saving technologies are currently being implemented in schools [2].

Health-saving educational technologies at school include pedagogical methods and techniques that ensure students' safety during their stay in an educational institution. All forms of health-saving technologies in school are linked into a single system and are based on the desire of teachers themselves to improve. If the implementation of pedagogical functions solves the problem of preserving the health of teachers and students, then we can say that the implementation of the educational process is carried out in accordance with health-saving educational technologies [3].

N.K. Smirnov defines health-saving educational technologies as: all those psychological and pedagogical technologies, programs, methods that are aimed at nurturing in students a culture of health, personal qualities that contribute to its preservation and strengthening, the formation of an idea of health as a value, motivation to lead a healthy lifestyle [4].

V.V. Serikova defines technology in any field as an activity that maximally reflects the objective laws of a given subject area, built in accordance with the logic of development of this area and therefore ensuring the greatest correspondence of the result of the activity to the previously set goals for the given conditions [5].

Following this, technology can be defined as a health-saving pedagogical activity that builds a new relationship between education and upbringing, transfers

- Partial destruction of school medical control services;
- Lack of systematic work to develop the value of health and a healthy lifestyle.

The traditional organization of the educational process creates constant stress overload in schoolchildren, which contributes to the development of chronic diseases. Consequently, the existing school education system is health-intensive.

Therefore, the issue of preserving the health of children with disabilities is more pressing. Therefore, a very important task is to teach students with disabilities to take care of their health; this is as important as his training. Most of the health problems of students are created and solved during the daily practical work of teachers; this is related to their professional activities. Therefore, the teacher needs to find reserves for his own activities in preserving and strengthening the health of children.

Psychological and pedagogical characteristics of children with disabilities studying in conditions of inclusion.

Ensuring the realization of the rights of children with disabilities New health opportunities, including for children with disabilities, for education is one of the most important directions of the state policy of the Russian Federation in the field of education. The Federal Law of the Russian Federation of December 29, 2012 “On Education in the Russian Federation” and the Federal Law “On Social Protection of Disabled Persons in the Russian Federation” provide for guarantees of the rights to receive education for children with disabilities. The implementation of the right to education for children with disabilities is of particular relevance in connection with the Federal Law “On the Ratification of the Convention on the Rights of Persons with Disabilities” of May 3, 2012. States that have ratified the Convention undertake to develop inclusive education, including the education of children with disabilities together with ordinary children [6].

For the first time in the Law “On Education in the Russian Federation”, a student with disabilities is defined as an individual who has deficiencies in physical and (or) psychological development, confirmed by a psychological, medical and pedagogical commission and preventing them from receiving education without the creation of special conditions.

Children with disabilities are a specific group of children that require special attention and approach to education.

The characteristics of children with disabilities depend on many indicators, of which the defect itself is decisive, since the further practical activity of the individual depends on it.

L.S. Vygotsky noted the need to include children with disabilities in various socially significant activities aimed at shaping their childhood experience [7]. According to the research of L.S. Vygotsky, the structure of the defect consists of a primary and secondary defect.

The primary defect is damage to biological systems (parts of the central nervous system, analyzers), which is caused by biological factors.

A secondary defect is underdevelopment of higher mental functions (speech and thinking in the deaf, perception and spatial orientation in the blind, indirect memory and logical thinking in the mentally retarded). A secondary defect is not directly related to the primary one, but is caused by it (occurs under its influence).

A complex defect is a combination of two or more primary defects that equally determine the structure of abnormal development and difficulties in teaching and raising a child. This is not just the sum of defects - a complex defect is distinguished by its qualitative originality. The causes of children with disabilities can be divided into two groups:

1. Endogenous (internal) causes are divided into three groups:

- prenatal, usually associated with maternal illness, nervous breakdowns, injuries, heredity;

- natal, this could be a difficult birth, too fast a birth, medical intervention;

- postnatal (after the birth of a child).

2. Exogenous (or external) reasons: reasons of a socio-biological nature are ecology, smoking, drug addiction, alcoholism.

V.A. Lapshin and B.P. Puzanov classified the following categories of children with developmental disorders:

- children with hearing impairments (deaf, hard of hearing);

- children with visual impairments (blind, visually impaired);

- children with speech impairments;

- children with intellectual disabilities (mentally retarded children);

- children with mental retardation (MDD);

- children with musculoskeletal disorders (CP);

- children with disorders of the emotional-volitional sphere;

- children with multiple disorders (a combination of 2 or 3 disorders) [8].

CONCLUSION

Observations show that the use of health-saving technologies in the educational process allows students to more successfully adapt to the educational and social space, to reveal their creative abilities, and for teachers to effectively prevent antisocial behavior and to more actively involve parents of schoolchildren in the work of strengthening and preserving the health of children. In the process of integrated learning, the use of health-saving technologies is not only a method, but also a necessary condition, without which it is impossible to educate children. The introduction of health-saving technologies into education leads to a reduction in child morbidity rates and an improvement in the psychological climate in the children's

modern student. A teacher can work in such a way that teaching children does not harm the health of schoolchildren.

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