

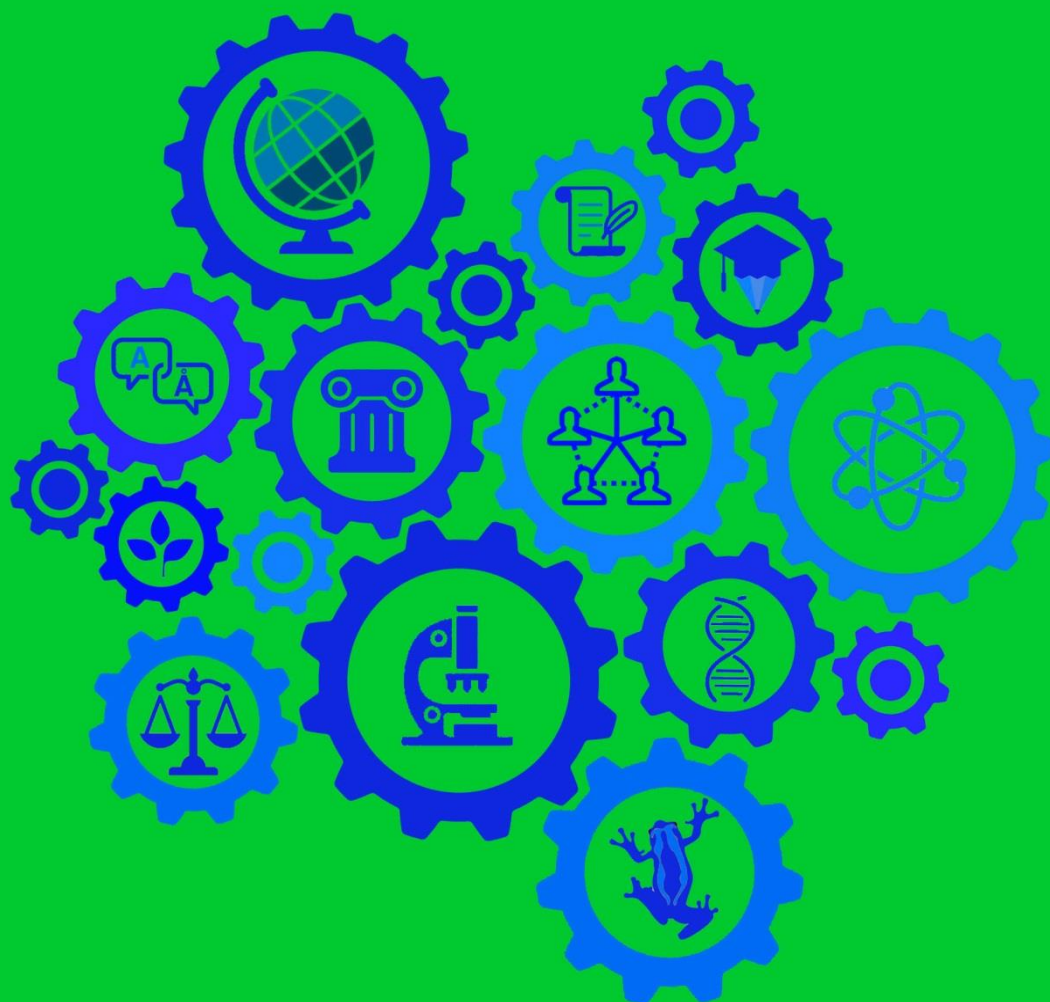
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Pedagogical Methods for Organising the Learning Environment in Inclusive Education

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Abstract: The paper emphasizes the educational and psychological aspects of organizing inclusive education. The article also outlines the conditions under which the elusive instructor acts. We make recommendations to foster collaboration among inclusive education disciplines within the educational cluster's framework.

Keywords: educational cluster, inclusive education, activity, cooperation, family, child with disabilities, inclusive teacher, education, subject, effectiveness, aspect, pedagogical and psychological approaches.

One of the most essential directions that any state policy should be heading in is to defend the right of children with disabilities to get an education that is of high quality and to study in an environment that is inclusive without having to leave their families. As a matter of fact, the degree of supporting attention that is paid to handicapped children and adults residing in a given society is directly proportional to the degree to which the humanitarian concept is implemented in society and the state. Every style of education, including inclusive education, has its own set of objectives and responsibilities, as well as its own set of socio-pedagogical features. An essential aspect in the efficient organization of inclusive education is the mutual collaboration of family, neighborhood, medical organizations, state and non-state educational organizations. The innovative cluster of pedagogical education is presently regarded to be a leading factor in assuring the efficacy of continuous education. This is because it is an innovative mechanism that is a part of this partnership. Is there a connection between the learning cluster and the successful implementation of inclusion, and how does this connection work? In order to provide a realistic response to the topic, the following remarks might be made:

1. The roles and responsibilities of the individuals who participate in inclusive education in cluster settings are specified in a way that is both obvious and intentional.

2. If the trajectory of academic activity of students is executed on the basis of the educational institution, the trajectory of social adaptation is organized on the basis of the "home-to-school" map. The fact that this is the case is sufficient to explain the direct impact that the neighborhood and the macro environment have on this kind of schooling.

3. A relatively humanitarian attitude towards people with disabilities does not emerge in a vacuum or inside the family unit itself, nor does it emerge only via the involvement of the community or the efforts of an organization that is interested in the subject. In order to maintain this connection, community involvement is required.

Therefore, the goals that were identified in our study encouraged us to turn to the educational cluster within the framework of the concept "From inclusive education to inclusive society." in order to accomplish this.

Pedagogical literacy is lacking among families, which makes it difficult for them to provide an educational environment for children who have impairments. Naturally, the educational institution is not the only entity that is responsible for organizing assistance to families in this matter. This is due to the fact that every family has its own social status and rules of internal order, which necessitate the participation of the neighborhood and other social institutions in the process of discovering and implementing their own method. It is necessary to adhere to the principles of the educational cluster in order to guide these acts towards a unified objective.

5. If, throughout the process of inclusive education, the attention that is paid is just to children who have impairments, then this style of education loses its openness, universality, and, of course, its humanity. For this reason, inclusive education places an emphasis on the establishment of an atmosphere that is equally comfortable for all teachers and pupils. Under these circumstances, it is envisioned that the actions of the participants would be coordinated in accordance with the objectives of the sort of education being provided. In the process of finding a solution to this problem, the educational cluster emerges as a pedagogical tool. As a result of doing research on global experiences, the following was discovered: 1. The sooner inclusive education is started, the more successful the process of integrating children with disabilities into society will be.

Additionally, the process will be more effective if the engagement of parents in inclusive education is orientated towards both educational and psychological considerations. 3. As part of the criteria for the activities of inclusive pedagogues, "Inclusive methodological competence" is given priority as a component of the requirements. It is necessary for the teacher to make full use of pedagogical strategies that are associated with individual work in the activity setting. 4. When it comes to inclusive education, the organization of pedagogical and psychological support services for parents receives a lot of special attention. In this particular scenario, a regular contact center is maintained for the purpose of providing advice to parents about the resolution of issues that arise in the instructional process of pupils. Based on the research plan of the Gulistan State University on the topic of "Pedagogical-psychological foundations of the organization of students' activities in inclusive education", it was determined that continuity and continuity in inclusive education should be ensured in the following directions: First, continuity and coherence across different systems.

1) the optimization of the content of both preschool education and school education that is mutually beneficial. Therefore, the content of the school preparation group of the preschool education organization should reflect simple tasks related to the subjects taught in the first grade of the general education school;

2) reflection of meaningful changes in pre-school and school education in the content of theoretical and practical trainings conducted in higher education institutions; and 3) reflection of the fact that the preschool education organization is a preschool education organization. In particular, it is essential to be prepared with specialized approaches to dealing with children who fall into a variety of categories in the context of inclusive education.

This ensures that graduates of higher education institutions are able to quickly adjust to the demands of professional practice when they have completed their studies. The graduate does not spend time studying changes in the substance of education during the period when he begins working at the institution; on the contrary, he begins a successful job. This is because the graduate does not spend time studying these changes. The third need is that the content of the courses that are organized within the system of professional development and retraining must be organized in a way that is orientated towards the professional requirements of educators in relation to inclusive education. It will be necessary for educators to acquire a practical solution to the issues that they face throughout the course of the programs mastering the topics of the kids participating in inclusive education and the barriers in organizing the academic activities of these youngsters. Both coherence and continuity are present inside the system.

1) Educational activities carried out in the preschool educational organization, in particular, "Building, construction and mathematics", "Language and speech", "Language and speech", "Role-playing games and staging", "Science and nature" and " It is necessary to ensure the creative, physical, social-emotional development of children with various problems along with healthy children in "Art" centers, to achieve the formation of healthy lifestyle, speech, com.

2) It is important to give attention to content integration in order to guarantee that the ideas gained from the topics that are taught in school are retained in the memories of children who have impairments. When it comes to this particular group of youngsters, the longer the time between repetitions of the activities that are assigned to them, the better the level of learning that they experience.

3) When it comes to higher education, it is essential to arrange the themes in accordance with the degree of difficulty in order to fill the gaps in the learning of modules that are experienced by students who have impairments.

Additionally, the unity of subjects is one of the major pedagogical elements that must be met in order to deliver instructional content that is focused on the learning characteristics of students who have disabilities. Through the implementation of continuous inclusive education, certain requirements are imposed on the activities that instructors are required to carry out in order to organize the activities of students. Based on the humanitarian principles of inclusive education, these standards have been established.

1.To be ready to convert multiple techniques of individual work under the circumstances of inclusive education. Each and every educator is expected to possess

the ability to approach children who are experiencing developmental difficulties on an individual basis and to work independently with didactic handouts. This is the case even when the frontal technique is being used in the process of working with pupils during the lesson. It goes without saying that the instructor of the class or topic will need additional pedagogical assistance during this process. A special educator is responsible for preparing didactic handouts that are appropriate for a child with disabilities in subjects and subjects, and then presenting them to the teacher. In order to do this, a special pedagogue goes one step farther than a topic instructor, which means that he prepares a pupil for a new subject. In this regard, it functions according to a plan for a yearly calendar with a common subject. Makes sure that each student with a disability has access to appropriate handouts for their unique task. Because of this, it is essential to make certain that there is complete unity even in the binary action that occurs between a subject teacher and a special educator. Consequently, the educator need to be aware of the fact that a variety of circumstances will arise during the implementation of the strategies that he intends to utilize and be prepared for them. In order to continue the teaching process in a way that is goal-oriented, it is vital to maintain the basic concept of the technique while progressively altering its components. On top of that, the procedure might be fairly exhausting for the educator. The giving of a bonus for the work produced by an inclusive educator (ten percent if one student joins, twenty percent if two students join, and thirty percent if three students join) is meant to compensate for circumstances like these and to inspire the educator.

2. Organization of professional activities aiming at regular learning of psychological knowledge. In this case, the need for psychological knowledge in working with children of different categories from a inclusive education pedagogue increases, in particular, children's capriciousness, passivity, stubbornness, "closedness" to communication, lack of interest in learning, belligerence, rudeness, manifestation of various complexes due to their disability, shyness, inability to see the achievements of others, do something It is essential to investigate and implement the factors that lead to failure, stress, and other psychological issues, as well as the solutions to these problem areas. Today, in the field of contemporary psychology, a variety of approaches are being evaluated and put into practice. The appeal of a pedagogue's professional activity may be improved by analyzing the reasonable information that is posted to scientific sources and networks and then drawing acceptable conclusions from that information. mainly due to the fact that the majority of parents want their children to learn, be educated, and grow while being guided by a teaching professional who is both knowledgeable and up to date. In addition, the educator who specializes in inclusive education makes use of psychological understanding while selecting strategies to avoid and relieve mental stress, which is something that comes naturally to him. Because of this, inclusive education should make sure that there is uniformity not just in terms of organisation and content, but also in terms of social concerns. The motivation of the educator to

actively impart the lesson and engage the pupils is diminished when the educator is experiencing mental strain. At some point throughout the process of self-explanation of issues, a break will occur. When it comes to the process of linking the following themes, the instructor is obliged to devote a greater amount of time than is customary. Following that, the time spent describing today's new subject serves to reinforce the topics that were discussed before. Alternately, the instructor may provide questions to the students on a subject that he has not adequately explained, so creating a situation in which the assessment process is less objective and fair.

3. Knowing the concepts of cooperative pedagogy and putting them into practice in the environment. In this context, it is necessary for an inclusive educator to collaborate closely with parents and professionals in the field. It is especially important for him to present himself in a favorable light when it comes to concerns of professional etiquette at work. Because the pedagogue is connected to the kid's desire to gain efficiency in educational activities, a child with a disability has an interest in doing educational activities. When it comes to this particular scenario, it is the duty of the educator to seek guidance from professionals who are specialists in other sectors and to put that guidance into effect in an acceptable way. Therefore, in order to be considered an inclusive educator, one needs both be open and accepting of collaboration in the workplace. The following sets of descriptions provide an explanation of the psychological elements of the organization of activities for students in inclusive education: Characteristics of the mind Motivating factors that are complicated A dependence on working together The act of reflecting An atmosphere marked by trust

It can be observed that the psychological part of inclusive education is characterized by the child's personality and the health of the environment in which he is, based on friendliness and trust. When it comes to inclusive education, one of the most essential factors in guaranteeing coherence is the participation of subjects and the collaboration between them in the pursuit of a shared objective.

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