



Inclusive approach and innovation in the education system

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Summary:*In this article, we consider the signs of systemic innovation by the example of introducing inclusive practices in modern conditions of modernization of education. The purpose of the article is to substantiate the features of systemic innovation in inclusive education based on the analysis and generalization of scientific and theoretical sources, as well as innovative practice.*

Keywords: pedagogical process, mechanisms, training and education, individual's need, inclusion in education.

As is known, the term "innovation" is derived from the Latin novatio, which means "update, change" and consoles in, which is translated from Latin as "in the direction". In the literal translation of innovatio - "in the direction of change." The latest philosophical dictionary concretizes this definition in the social aspect: cultural phenomena that did not exist in the previous stages of its development, but which appeared at this stage.

Recognition in it ("socialized"); fixed in a symbolic form and / or in an activity by changing the methods, mechanisms, results, contents of this activity itself. Innovation activity and the innovation process (the process of related changes in the environment) is a complex process of creating, disseminating and using innovations to meet human needs that change during the development of sociocultural systems and actors. The ultimate goal of these processes and activities is the transformation of innovation into a norm, tradition¹.

In relation to the pedagogical process, innovation means the introduction of a new goal, content, methods, forms and means of training and education, the organization of joint activities of the teacher and the student to achieve stable and more effective educational results. There are a large number of types and types of innovations. In practice, various opportunities are used for introducing innovations leading to increased efficiency, improved quality, and optimization of educational processes. A study of the evolution of innovation allows us to conclude that there are such innovative solutions that, when implemented pointwise, lead to much more significant positive effects in the entire system. Systemic innovations are the most effective solutions in the development of processes, organizations, industries, regions, micro and macro systems.

1. Malofeev N. N. The school should teach the child to be independent: education of children with limited opportunities // Social pedagogy. 2011. No 3. P. 121–125.



The modern education system of the developed democratic community is designed to meet the individual educational needs of the individual, including the need for a full and diverse personal formation and development - taking into account individual inclinations, interests, motives and abilities (personal success); the need for the organic entry of the individual into the social environment and fruitful participation in society (social success); the individual's need for development of universal labor and practical skills, readiness for choosing a profession (professional success). Creating opportunities in schools to meet these individual educational needs is becoming the basis for building many learning systems around the world. At the same time, there are groups of children whose educational needs are not only individual, but also have special features. Special educational needs arise in children when in the process of their education difficulties arise in mismatching children's abilities with generally accepted social expectations, school-educational standards of success, and norms of behavior and communication established in society.

This approach is terminologically related to the process called inclusion in education, and, accordingly, education in line with this approach is inclusive education.

An inclusive approach to education began to be affirmed due to the fact that in modern society, the "medical" model, which defines disability as a violation of health and limits the support of people with disabilities to the social protection of the sick and the disabled, comes the "social" model, which argues :

A social approach to understanding disability is enshrined in the UN Convention on the Rights of Persons with Disabilities (2006): "Disability is the result of the interaction that occurs between people with impaired health and relative and environmental barriers and which prevents their full and effective participation in society on an equal basis with others".

Children with disabilities - this is only a small part of the children who are guided by an inclusive approach to education, aimed both at reforming special and reforming general primary, secondary and higher education.

Inclusion is designed to improve the quality of education, training and socialization of all children, and not just children with disabilities. Inclusive education necessarily involves the creation of a flexible adaptive educational environment that can meet the educational needs of all schoolchildren. Currently, the state is trying to provide every child with disabilities from an early age an accessible and useful form of inclusion for his development. For the successful inclusion of students with special educational needs in the general educational process and the implementation of the social approach, changes in the educational system itself are required².

Following the principles of the social model, society needs to overcome the negative attitudes regarding child disability, get rid of them and provide children with disabilities with equal



opportunities to participate fully in all areas of school and extracurricular activity in the general education system.

Actual problems of the successful implementation of inclusive education is the issue of professional competence of a teacher of a comprehensive school³.

In modern conditions of introducing inclusive education into the mass educational space, it is important to develop students' competence related to interaction with all participants in the inclusive process.

The components of this competency are:

- the cognitive component (students' knowledge system on inclusive education; on the characteristics of children with disabilities; on the specifics of communication with children and their parents in conditions of inclusion;
- methodological preparation for work with students with disabilities;
- motivational component (system of humanistic values that meet the principles of inclusive education);
- tolerant installations;
- the psychological readiness of the individual to work in an inclusive education);
- a behavioral component (possession of communication skills with different participants in inclusive education; knowledge of the methods, forms, techniques and techniques of pedagogical work in an inclusive process) [10].

Based on our experience, we can identify possible areas of psychological preparation of bachelor students for working with children with disabilities:

1. The personality development of students - future teachers who are able to provide psychological and pedagogical support for children with disabilities in an inclusive educational space. Personal development lies at the heart of the development of a student as a professional (I.V.Dubrovina), at the heart of the development of his professionally significant personal qualities.

2. Vygotsky L. S. Fundamentals of defectology. SPb. : Doe, 2003.654 s.

3. Artyushenko N. P. Organization of the process of including children with disabilities in educational institutions. // Practical psychologist and speech therapist at school and DOW. 2011. No 1. P. 57–76.



Specially organized work with personal entities (self-esteem, acceptance of oneself and others, emotional characteristics, attitudes, etc.) is a way to overcome intolerant attitudes in communication with other people, including those with disabilities.

2. The inclusion in the content of the courses of psychological and pedagogical

disciplines of theoretical and practical material relating to the characterization of children with developmental disabilities.

3. In the module “Teacher as an organizer of the educational space”, the course “Fundamentals of psychological support for teaching children with disabilities” is taught, which presents lectures, practical exercises, assignments for independent work and assignments for practice.

Providing psychological support to students during the students' internship, the leader includes psychological tasks related to the analysis of situations of communication with a child with disabilities, situations of observation of the features of classes in an inclusive education.

In the future, as a result of independent work in the presence of an orientation toward self-realization, through professional activity, competence will be transformed into professionalism, which is high skill, characterizes deep mastery of the specialty, and is expressed in the ability to creatively use the information learned in the learning process.

The 21st century is the era of systemic innovations, including in the field of education. We have generalized experience in applying a systematic approach to innovation. The development of inclusive education can rightly be attributed to the number of vivid examples of effective systemic innovation. The legal requirement to introduce inclusive education in the mass educational space posed many questions and tasks, the answers to which require systematic development, the use of new approaches, the birth of new concepts and paradigms.

A study of the history of the formation and development of inclusion in education indicates that inclusive education, like any other innovation, was originally created and implemented pointwise and linearly. In the late 1960s. in the city of Hamilton, Ontario, Canada, one of the first experiences of using inclusion in a school took place at the initiative of parents and educators. Later, as a result of the union of educators, parents, and government officials, inclusive practices began to emerge in New Brunswick and the northern territories of the Yukon, northwestern territories, and Nunavut. Thus, individual classes or schools have become successful examples of inclusive practice and thus paved the way for major changes in the education system of Canada.



At the same time, the United States also searched for the possible implementation of the ideas of co-education of children with disabilities with their normatively developing peers. To a large extent this was facilitated by the scientific studies of M. Reynolds (1962) and I. Deno (1970). In the UK, thanks to research by M. Warnock (1978) and her like-minded colleagues (P. Kroll, D. Moses, and S. Dunlop), the principle of including children with special needs in secondary schools was enshrined in the Education Act in 1981. In Italy, Sweden and other European countries from the 1970s and 80s. The promotion of co-educational ideas for children was successful thanks to the support of legislative acts.

The World Conference on the Education of Persons with Special Needs, held in 1994 in Spain (Salamanca), was a bright event for the world pedagogical community. The term “inclusion” was introduced into the scientific lexicon and the principle of inclusive education was proclaimed. The Salamanca Declaration on Principles, Policies and Practical Activities in the Field of Education for Persons with Special Needs is one of the fundamental international documents. Thus, the development of inclusive education has become a systemic innovation at the macro level.

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