

FOUNDATIONS OF PERSONALLY-ORIENTED INDIVIDUAL EDUCATION IN INCLUSIVE EDUCATION

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Abstract: This article analyzes the foundations of student-centered, individualized education in inclusive education and the mechanisms for their implementation in practice. It substantiates the problems of the traditional segregated education system and the advantages of an inclusive approach to the social adaptation of children with special needs. Drawing on the developmental theories of W. Bronfenbrenner and O. Brim, as well as the student-centered learning models of Lipsky, Gartner, and Pinnell, the importance of teacher activity is briefly discussed. Furthermore, information is provided on the development of individualized curricula in integrated education, their main components, and the scientific and pedagogical conditions for interaction between school, family, and society.

Keywords: inclusive education, student-centered approach, children with special needs, social integration, pedagogical support, individualized curriculum, social adaptation, family-school interaction

In the educational process of students with special educational needs, it is important to take into account their individual capabilities, to acquire academic knowledge, and even to shape their personal qualities. For a long time, it has been considered effective to educate children with special needs in special segregated educational institutions, compared to general education institutions. The issue of education of children with disabilities is becoming one of the most pressing issues today. Special education has developed as an educational system for children with disabilities. This education is built on the assumption that the needs of children with disabilities cannot be met in general education institutions. Special education operates all over the world in the form of schools or boarding schools, as well as as small parts of general education schools. The education of children with disabilities in the special education system makes it difficult for them to adapt to society after graduating from school. They are also forced to live far from their families. Children in this category become dependent and face problems in providing for themselves. In addition, many children with special needs are excluded from education. Currently, an inclusive education policy is being implemented in our Republic to ensure that children with special needs receive education in special or general education systems, depending on their level of development, opportunities, disabilities and abilities. If we talk about the theory of the educational system of students with disabilities, then it is worth recalling the works of U. Bronfenbrenner in 1979. According to this scientist, in the process of human development, that is, as an adult, a grown-up individual begins to understand the world around him in a broad, differentiated and adequate way. The reason for this is that over time, children change their socio-economic environment, looking at it with great interest in movement and communication. Therefore, it is not necessary to control the behavior of students, but to develop their self-management skills. Another similar concept is the Brim concept, which was developed in 1975 as a continuation of the above idea, namely, according to him, each person has his own curriculum, laws and rules. Therefore, we cannot participate in the activities of any group without learning their laws and rules. Students (whether this is good or bad) should also learn

the rules and regulations of the school, and teachers should thoroughly teach them the social and organizational system of the educational institution.

The need for inclusive education arises from the following benefits for society and children with special needs:

- Inclusive education allows children with special needs to always be in the circle of their family, community and relatives;
- Inclusive education can serve as a catalyst for improving the quality of education for all;
- Placing children in boarding schools far from their families and homes hinders their right to participate in the life of their home, family and society;
- Because the family is the main center of education.

This benefits all children. The lack of information about them and the fact that they are educated in special institutions from a young age in a closed manner may be the reason for this. It is very difficult to lose or reduce such relationships. But it is known from experience that children, compared to adults, understand differences and similarities more quickly. If children with special needs were educated alongside typically developing children, it would ensure that all children who are considered disabled are treated equally and not discriminated against.⁴ The role of the teacher in an inclusive education society is changing. According to Lipsky and Gartner, the teacher influences the active work of the student. They participate in various activities with students and learn about the individual characteristics of each of them. At the same time, teachers participate in the social relations of students outside the school and have a wide social relationship with their parents. Pinnell and Galloway presented the following system of principles for managing and developing classes in schools based on inclusive education:

- teachers recognize that students make a significant contribution to the learning process;
- students learn something when they themselves feel the need to know or change something;
- learning is not a separate collection of information and skills, but a whole process;
- teachers recognize the role of classrooms in shaping students' learning, reflecting a social whole;
- teachers develop personal understandings of how to learn and consolidate knowledge in students;
- teachers are involved in what events and incidents occur in the classroom and are not indifferent to what happens here⁵.

In addition, the following main components of the educational policy are distinguished in the section on supporting integrated students:

1. Teachers of general education schools are responsible for each student on a par with children with special needs.
2. An integrated student should be provided with the necessary assistance in the general education school (class) or outside it by a special education teacher.
3. A special educator may be a full-time employee of the school or a representative of an external organization (special school of the diagnostic center, medical or social services, etc.).
4. Assistance should be provided to the teachers who work with the integrated students, along with the integrated students.
5. Various educational services operating outside the educational institution can provide various types of assistance and support to students, teachers, schools and parents.
6. The main forms of assistance may be related to the selection of information, educational materials, the development of individual educational plans, the organization of special training and direct assistance to the student.

7. The types of support are diverse and variable. Their choice depends on various factors, including the needs of the student, the teachers, the school conditions and the place of study, and the requirements of the technical equipment of the school in general.

8. Support for integrated students is provided by other services, primarily social and health care services, in addition to educational services outside the school⁶.

In conclusion, the idea of educating children with special needs in isolation from society has long lost its relevance. Today, the main goal is not to adapt the child to the school, but to adapt the school to the child. The main goal of individual education in inclusive education is to identify and develop the unique abilities of each child. Only through the cooperation of parents and specialists can we raise a child as a full-fledged member of society. After all, the true essence of education is to create equal opportunities for all.

Foydalanilgan adabiyotlar

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