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Research Article

ORGANIZATIONAL ASPECTS OF WORKING WITH CHILDREN WITH DISABILITIES IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

Submission Date: September 03, 2023, **Accepted Date:** September 08, 2023,

Published Date: September 13, 2023

Crossref doi: <https://doi.org/10.37547/ijasr-03-09-03>

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ABSTRACT

This article explores issues related to the organization of work with disabled children in preschool educational organizations. In the context of modern inclusive pedagogy and social responsibility of society, the importance of providing a full-fledged education and upbringing of children with disabilities is becoming increasingly relevant. The article analyzes various aspects of this issue, including pedagogical, psychological and social approaches to working with children with disabilities. Particular attention is paid to the issues of adapting the educational process to the needs of each child, creating a comfortable educational environment, involving specialists of various profiles to support and assist in the development of each child. The article also considers organizational aspects, including the training of teaching staff, coordination of actions between various specialists, adaptation of curricula and methods, as well as issues of interaction with parents of children with disabilities.

KEYWORDS

Inclusive education, disabled children, preschool education, organizational aspects, social integration, curriculum adaptation, pedagogical support, specialized methods, work with parents, inclusive environment, psychological and pedagogical support, social responsibility, educational adaptation, parental cooperation, differentiated approach, training with special needs, individualization of the educational process.

INTRODUCTION

Inclusive education is becoming an increasingly relevant and important topic in modern society. Children with disabilities need special attention and support, especially in early childhood education, where the foundations for their future development are laid. The organizational aspects of working with children with disabilities in preschool educational institutions play a decisive role in creating a comfortable and accessible environment for the all-round development of each child.

Creating an inclusive environment

The main goal of inclusive education is to create an environment in which children with disabilities can learn and develop together with their peers. To achieve this goal, the following organizational steps must be taken:

1. Individual approach: Each child has their own unique needs and abilities. Teachers should develop individual educational plans and methods for children with various disabilities.
2. Professional training of teachers: Working with children with disabilities requires special knowledge and skills. Educators should be trained in inclusive education and how to work with children with different needs.
3. Adapted materials and equipment: Preschool organizations should ensure that special materials, toys and equipment are available to enable children with disabilities to actively participate in the educational process.

Partnership with parents

Working with children with disabilities requires close cooperation between teachers and parents. Organizational aspects include:

Open Communication: Parents should be included in the educational process and have the opportunity to discuss the progress and needs of their children with educators.

Co-Development of Plans: Parents are experts on their children. Joint development of individual educational plans with their participation helps to achieve the best results.

Support for social adaptation

One of the important aspects of working with children with disabilities in preschool organizations is assistance in their social adaptation:

Facilitating interaction: Organization of joint activities and games promotes the integration of children with disabilities into the general community.

Creating a Friendly Atmosphere: An open and friendly atmosphere in the classroom or group promotes positive relationships between children.

Inclusive education has become an important component of modern pedagogical practice. One of the most important tasks of inclusive education is to ensure the full participation of children with disabilities, including children with disabilities, in the educational process. The organization of work with disabled children in preschool educational institutions requires a special approach and

attention to organizational aspects. One of the important organizational aspects of working with children with disabilities in preschool educational organizations is the creation of an inclusive environment. This involves adapting the physical environment (accessibility of premises, equipment for children with limited mobility) and the psychosocial environment (creation of a friendly and tolerant atmosphere, training of teachers and other staff in dealing with children with disabilities).

Every child with a disability is unique. It is important to create an individual development and learning program for each child with a disability, taking into account their specific needs and abilities. This requires close interaction between teachers, speech pathologists, psychologists and medical specialists. Working with children with disabilities requires special knowledge and skills from teachers. The organizational aspect is the professional training of the teaching staff. Regular trainings, seminars and training programs will help teachers develop competencies in inclusive education and effective interaction with children with disabilities. Cooperation with parents and families of children with disabilities plays a key role in organizing a successful educational process. It is important to establish an open and trusting dialogue, to discuss the needs of the child and the expectations of the family. Parents can provide valuable guidance and information about their child's needs and characteristics.

Evaluation of the effectiveness of the organization of work with children with disabilities allows you

to identify successful practices and identify areas for improvement. Regular discussions with educators and other professionals, as well as the involvement of parents, will allow programs and approaches to be adjusted according to the needs of children.

Inclusive education is an important step towards equal opportunities for all children, including children with disabilities. The inclusion of children with disabilities in the educational process is not only a right, but also an integral part of creating a more just and tolerant society. However, the organization of work with disabled children in preschool educational institutions requires specific approaches and organizational measures. Creating an inclusive environment begins with the awareness and acceptance of the principles of equality and non-discrimination for all children. Organizational aspects include adapting the physical environment to provide accessibility for children with different types of disabilities. This may include renovation and adaptation of premises, installation of specialized equipment, as well as the creation of a barrier-free environment for movement.

Every child is different and successful work with children with disabilities requires an individual approach. It is important to develop individual educational plans that take into account the needs, abilities and characteristics of each child. In this context, inclusive educators who have the knowledge and skills to work with children with disabilities play a key role. They are able to adapt teaching methods, create differentiated learning

tasks and provide support to each child according to their needs.

Successful inclusion of children with disabilities requires close collaboration between educators, parents and professionals. Parents of children with disabilities are important participants in the educational process. Their experience and knowledge of their child's needs are valuable resources. Collaboration with medical and psychological professionals is also needed to develop comprehensive support and engagement programs for children with disabilities. Organizational aspects of working with children with disabilities also include the provision of social adaptation and psychological support. For many children with disabilities, integration into a community can be a challenge. Therefore, it is important to conduct special trainings and classes on social adaptation, as well as provide psychological support for both the children themselves and their parents.

Inclusive education is an approach that recognizes equal rights and opportunities for all children, including children with disabilities. One of the important areas of inclusive education is preschool education, where the foundations of the cognitive, emotional and social development of children are formed. Working with children with disabilities in preschool educational institutions requires special attention to organizational aspects in order to provide them with comfortable and effective learning. The first step in organizing work with children with disabilities in preschool educational organizations is to create an inclusive

environment. This includes adapting the physical environment (accessibility of premises, specialized assistants), as well as creating a psychological atmosphere of attention, respect and support for each child.

Every child is different, especially children with disabilities. A personalized approach is a key aspect of successful inclusion. Teachers should analyze the needs and abilities of each child, develop individual educational plans and methods of working with them. This helps to maximize the potential of each child and provide optimal conditions for their development. Working with children with disabilities requires special knowledge and skills from teachers. Pre-school education organizations should provide their employees with the opportunity for professional training in the field of inclusive education. It can be advanced training courses, seminars, consultations with specialists.

An important aspect of successful inclusion is cooperation with parents of children with disabilities. Parents have valuable information about the needs and characteristics of their children, and their participation in the educational process is an integral part of successful work. To ensure quality work with children with disabilities, preschool educational organizations can use specialized resources. These can be teaching aids, methodological materials, technical means (computer programs, adapted toys), as well as cooperation with speech therapists, psychologists, rehabilitation specialists.

Conclusion. Working with children with disabilities in preschool educational institutions requires serious attention to organizational aspects. The creation of an inclusive environment, an individualized approach, professional training of teachers, cooperation with parents and the use of specialized resources contribute to the successful integration of children with disabilities into the educational process. This contributes not only to their development, but also to the formation of a tolerant society where everyone has equal opportunities and rights.

Working with children with disabilities in preschool educational organizations is a complex but extremely important process aimed at ensuring equal opportunities and inclusive education. Organizational aspects include creating an inclusive environment, an individual approach to each child, partnerships with parents and professionals, as well as providing social adaptation and psychological support. The implementation of these aspects requires efforts on the part of the entire educational community and society as a whole, but it contributes to the creation of a more equitable and inclusive education for all children.

Organizational aspects of working with children with disabilities in preschool educational organizations are key to ensuring inclusive and quality education. Creating an inclusive environment, individual approach, professional training of teachers, interaction with families and systematic evaluation of the process will allow children with disabilities to reach their potential and successfully integrate into society.

Organizational aspects of working with children with disabilities in preschool educational institutions are the foundation for successful inclusion. Creating an accessible and supportive environment, partnership with parents and social adaptation - all this contributes to the full development of each child, regardless of their characteristics. Organizations that pay due attention to these aspects not only shape the future generation, but also contribute to a more inclusive society as a whole.

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