

MODELING THE DEVELOPMENTAL ENVIRONMENT IN SCHOOLS FOR CHILDREN WITH SEVERE DISABILITIES

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Annotation: Today, there are a number of problems in the educational process of children with complex disabilities. The article also provides recommendations for creating a developmental environment in schools for children with severe disabilities.

Keywords: Complex disability, education, children with special needs, integrated approach, correctional work, developmental environment

Creating a single comprehensive care for children with severe disabilities is now one of the priorities of modern special (correctional) education. Recognition by the state of the value of social and educational integration of children with special needs and the rejection of the notion of “not inclined to education” revealed the emergence of two interrelated processes.

On the one hand, the current level of development of scientific advances in medicine, special psychology and correctional pedagogy makes it possible to ensure the level of mental development of certain categories of children in need of special support for successful integration. On the other hand, the number of children with special needs in special education institutions is growing.¹

At the same time, professionals and educators are often reluctant to help such children effectively. It depends on several factors:

- 1) At the present stage, there are science-based programs aimed at addressing a single primary (basic) defect in the education of children with special needs. However, one embodiment of these programs is primary; use in working with children with disabilities does not fully ensure the effectiveness of correctional work.
- 2) Children with severe disabilities are very diverse in terms of category, level of manifestation, and nature, so it is very difficult to develop a unified approach to educating and accompanying such children, taking into account all the factors.
- 3) A comprehensive approach to training and support, systematic long-term remedial work organized at all ages with the efforts of various professionals is needed. At the same time, it is difficult to coordinate the interactions of specialists from different departments and services on a regular basis (health, social security and education).
- 4) The early care system for such children is underdeveloped and determines the stability and accuracy of these defects, the occurrence of many secondary defects, and the difficulty in compensating for the impaired functions in the child.
- 5) The tendency of the emergence of new changes in complex disorders determines the problems of diagnosis and planning the composition of corrective work, taking into account the individual characteristics and compensatory capabilities of the child.

¹ Special pedagogy / ed. N.M. Nazarova. - M., 2001. -- S. 33.

As you can see, the issues of education and upbringing of this category of children are not well studied and debated. At the same time, there is a great practical need to study children with severe disabilities, to identify learning opportunities, as well as to develop a system of their socialization.

In fact, a “complex defect” represents a combination of two major irregularities, each of which is predominant, as it determines the structure of the disorder and leads to interrelated secondary and tertiary deviations.

The following are recommended as necessary components of correctional work:

1. Diagnose and refer to a special care system immediately after the detection of primary disorders.
2. Provide comprehensive corrective assistance by specialists from various services and departments to address each child's individual problems.
3. Expanding the field of out-of-company correctional care: not only in educational institutions, but also at home.
4. Identify the child's individual life experience as a priority for the most appropriate developmental and social adjustment assistance.
5. Ensuring the variability of forms of education for children with severe disabilities, taking into account the capabilities of the child.
6. The planning of the content of educational and upbringing programs for children and adolescents with complex disorders is not based on the age of the child, but on the level of development and compensatory abilities, individual typological features, the structure of the disorder and the level of need.
7. Involve family members as active participants in the correctional process. Using variable forms of family work.

Thus, the basic principles of preparing this category of children for school are as follows:

The principle of social and practical orientation of education. Eliminating the child's direct dependence on the environment provides the best possible preparation for independent living in society. The content of correctional work should help to develop social skills in various areas (self-service, social relations, labor and vocational training, etc.).

The principle of the educational nature of education. It involves a holistic approach to the child in two areas at the same time: teaching knowledge, skills and competencies, and nurturing the individual to prepare for community activities and life.

The principle of differentiated and individual approach. Differential correctional work involves taking into account the variability and specificity of the structure of the defect, as well as the level of development of the child. Based on this principle, children are divided into small groups, with variable content, teaching methods and tools, and different types of support for children (guidance, encouragement, or training).

The principle of activity. Education is based on activities of different ages, taking into account the psychophysical characteristics and the structure of the disorder, which are leaders at different ages and are available for the development of this child. The main thing is not that the child acquires knowledge, but that he acquires certain practical skills that are convenient and necessary for independent living in society.

The principle of sensor learning. This includes relying on all non-injured analyzers and developing the child's compensatory abilities. The maximum enrichment of the child's emotional

experience is done. There are a number of methods and techniques that need to be used in the learning process to form a holistic view of the objects and events in the world around us.

The principle of unity of diagnosis and correction of defects. This involves a step-by-step comprehensive and systematic diagnosis of each child. The dynamics of development and the level of mastery of the program material are monitored. This allows you to edit the content of the program at all stages of the training.

The principle of communicative orientation. Provides development of communication skills in different situations of interaction with people. This allows you to choose alternative means of communication (pictograms, Blitz symbols, gestures, etc.). At the same time, the development of oral communication is identified as a prerequisite for the expansion of communicative communication.

In order to organize the educational environment at the institutional level, we have identified the following conditions:

- The maximum group (class) employment for children with severe disabilities is defined as 3 - 5 people. However, in a holistic education, the number of children may be less.
- Introduction of additional staff positions for specialists (psychologists, speech pathologists, speech therapists) to provide comprehensive psychological, medical and pedagogical assistance. Medical care is provided by contract specialists.
- The organization of a soft regime, taking into account the recommendations of experts, determines the available load for each child and ensures the optimal change of training and rest. Include physical breaks in classes. Rational substitution of different types of tasks: practical, game, speech, cognitive with practical advantage. Ongoing psychological support.
- special organization of the enriched emotional environment for the development of the child's compensatory functions on the basis of all uninjured analyzers. Zoning the correctional area to provide a variety of assistance (dining room, game room, correction, movement, etc.).
- Introduce additional preparatory (propaedeutic) stages in subject and non-subject curricula and use the strategy of "small steps" in teaching, ie. breaking down a complex algorithm of actions into components, developing each component, and then combining it into a single action.
- Parallel use of different section materials in all lessons, interconnectedness and complementarity of program topics.
- Create an individual program for each child, taking into account the current level of development and the zone of proximal development.
- Inclusion in the curriculum of special correctional classes, taking into account the type and structure of defects. For example, exercise therapy, physical therapy, speech therapy, rhythmic, and so on.
- to monitor the dynamics of the child's development and master the program on the basis of qualitative assessment of indicators.
- timely and convenient assistance in difficult situations (depending on the type and level) at all stages of training.
- The need to update and supplement the methodological framework using modern teaching technologies, taking into account the structure of the gap.
- use of complex teaching methods with visual-practical and game advantage.

- Distinguish the forms of education (subject, "non-objective" education), taking into account the level and structure of disability, the level of intellectual development, the child's need for external assistance.

"Subjectless" education involves planning the content of work in the following areas:

- to form ideas about the child and the environment,
- development of communication skills,
- developing self-care and safe living skills,
- preparation for the simplest types of learning activities,
- social integration and elimination of dependence on the environment at home.

Subject education involves mastering the content of basic subjects. The curriculum includes subjects based on the type and structure of the defect. For example, the following subjects are included in the curriculum for children with severe mental disabilities:

1. Mother tongue (development of speech, reading, writing)
2. Mathematics (elementary school)
3. Fauna, flora
4. Fine arts
5. Music, singing
6. Physical education, self-service, domestic work
7. Crafts²

Preparing children with severe disabilities for school helps in all three areas:

- I. Treatment and prevention and rehabilitation.
- II. Correctional-psychological and pedagogical assistance.
- III. Social and domestic and barrier-free vocational education.

There are many options for designing an individual program for a child with developmental disabilities. In general, the principles of creating such an individual-oriented curriculum are M.V. It is reflected in the work of Jigoreva.

1. The need to rely on the data of a comprehensive examination of the child (type and structure of the disorder, clinical and individual psychological characteristics, the initial stage of development and the child's compensatory capacity).
2. An interdisciplinary approach to designing an individual program is to develop each component of the disruption in the system. For example, the content of the work is planned on the basis of scientific research in the field of pedagogy, typhlopedagogy and speech therapy with a combination of hearing, vision and speech defects in the child.
3. A comprehensive approach to the selection of program sections involves merging sections from programs that focus on the initial defects presented in the structure of the disorder in a complex child. The number and types of programs selected for the topics depend on the number and types of primary defects present in the complex. Thus, programs for deaf and blind children should be analyzed and selected topics and sections aimed at correcting each component of the complex disorder.

Accordingly, when designing an individual program for a child with hearing and vision impairments, the program for children with hearing impairments should include "Development of Hearing Perception", "Recognition", "Tony" It is necessary to consider the sections

² Maller A.R., Tsikoto G.V. Education and training of children with severe intellectual disabilities. - M.: Publishing Center "Academy", 2003. - p. 75

"Development of visual perception in the program" and "Targeting in space" for children with "Greek pronunciation".

4. Dosage of the volume of the studied material taking into account the real possibilities of mastering by each child. It is allowed to increase the mastering time.

5. Interdisciplinary communication involves the development of the same knowledge and skills in different types of activities.

6. The invariability of the program material implies the existence of propaedeutic sections to fill in the missing knowledge and the use of special technologies aimed at the structure of the defect. At the same time, it is necessary to ensure the content of the section, the sequence of their study, their integration and the possibility of adding additional elements, taking into account the level of development of the child, his needs and reality. This is because the age limits are set in children with complex diseases, so the level of development can be the same regardless of age.

Modern research on the problem of learning and development of children with complex disabilities reflects the need to create a unified understanding of the structure and concept of "complex disability". It is recognized that the use of the term "complex structure of a defect" in this category of children is not clear enough, as any disorder can be systemic in unfavorable social conditions.

The specificity of the development of a child with complex disorders is to create an individual-oriented flexible correction program, to provide continuous comprehensive psychological, medical and pedagogical support at all stages of education, as well as to create an adaptive correctional and developmental learning environment .

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