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**ПЕДАГОГИКА ВА ПСИХОЛОГИЯДА ИННОВАЦИЯЛАР
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WHAT ARE THE CHALLENGES IN MANAGING INCLUSIVE CLASSROOMS?

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Abstract: In this article, the author presents the results of a study of the methodological foundations from which it is proposed to solve the problems of inclusive education. The article reveals the essential characteristics of the inclusive educational process in the educational institutions, the features and functions of its management, the criteria of effectiveness. The objectives and technology of the organization of comprehensive support for the education of students with disabilities in educational institutions are defined. They also discuss the creation of conditions for students with disabilities to receive high-quality education, maintain and strengthen their health, provide them with psychological, pedagogical, medical, social and other assistance - a task that is extremely urgent. It is necessary to recognize the fact that the inhumanity of the current educational environment in relation to students with disabilities has become recognized by scientists and politicians relatively recently. Most likely, this happened under the influence of the UN policy adopted in 2006. The Convention on the Rights of Persons with Disabilities, which was also ratified by the Republic of Uzbekistan on 3 May 2008.

Keywords: Inclusion, Classroom, Inclusive Education, Special Education, Mainstream

ПРОБЛЕМЫ, СУЩЕСТВУЮЩИЕ ПРИ УПРАВЛЕНИИ ИНКЛЮЗИВНЫМИ КЛАССАМИ.

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Аннотация. В данной статье автор представляет результаты исследования методологических оснований, с позиции которых предлагается решать проблемы инклюзивного образования. В статье раскрываются сущностные характеристики инклюзивного образовательного процесса в образовательных учреждениях, особенности и функции управления им, критерии эффективности. Определены цели и технология организации комплексного сопровождения обучения учащихся с ограниченными возможностями в образовательных учреждениях. А также обсуждается создание условий для получения учащимся с ограниченными возможностями качественного образования, сохранения и укрепления их здоровья, оказания им психолого-педагогической, медико-социальной и иной помощи - задача чрезвычайно актуальная. Надо признать тот факт, что негуманность сложившейся образовательной среды по отношению к учащимся с ограниченными возможностями стала осознаваться учеными и политиками относительно недавно. Скорее всего, это произошло под воздействием политики ООН, принявшей в 2006 г. Конвенцию о правах инвалидов, которая также была ратифицирована Республикой Узбекистан 3 мая 2008 года.

Ключевые Слова: Инклюзия, класс, инклюзивное образование, специальное образование, главное направление, комплексное сопровождение

ИНКЛЮЗИВ ТАЪЛИМНИ БОШҚАРИШДА ЮЗАГА КЕЛАДИГАН МУАММОЛАР.

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Аннотация. Ушбу мақолада муаллиф инклюзив таълим муаммоларини ҳал қилиш учун таклиф қилинган методологик асосларни ўрганиш натижаларини тақдим этади. Мақолада таълим муассасаларидаги инклюзив таълим жараёнининг муҳим хусусиятлари, уни бошқаришнинг хусусиятлари ва вазифалари, самарадорлик мезонлари очиқ берилган. Таълим муассасаларида имконияти чекланган ўқувчилар таълимини ҳар томонлама қўллаб-қувватлашни ташкил этишнинг мақсад ва технологиялари белгиланган. Шунингдек, имконияти чекланган талабаларнинг юқори сифатли таълим олиши, саломатлигини сақлаши ва мустаҳкамлаши учун шарт-шароит яратиш, уларга психологик, педагогик, тиббий, ижтимоий ва бошқа ёрдам кўрсатиш - ўта долзарб вазифа сифатида муҳокама этилади. Ҳозирги таълим муҳитининг имконияти чекланган талабаларга нисбатан ғайриинсонийлиги олим ва сиёсатчилар томонидан нисбатан яқинда тан олинганлигини эътироф этиш лозим. Эҳтимол, бу БМТнинг 2006-йилда қабул қилинган “Ногиронлар ҳуқуқлари тўғрисида”ги Конвенция сиёсати ҳам таъсир қилгани шубҳасиз. Ўзбекистон Республикаси ҳам ушбу конвенцияни 2008 йил 3 майда ратификация қилган.

Калит сўзлар: инклюзия, синф, инклюзив таълим, махсус таълим, асосий йўналиш, комплексли амалга ошириш.

International experience offers models of vocational education for persons with disabilities, both in an inclusive (or integrated) form, and in specialized centers provided with special equipment, training technologies and conditions for the stay of persons with disabilities. In the current situation, an inclusive trend in the development of the domestic education system is clearly visible.

The state has defined the conceptual framework for inclusive education, which implies a new understanding of the essence of management activities in this area, and the federal regulatory framework for the education of disabled people and persons with disabilities is being updated. Thus, all educational standards included requirements for creating comfortable conditions for teaching people with disabilities. However, these steps did not lead to a significant increase in the number of disabled people entering educational institutions. According to official data, currently only 1-2% of Uzbeks with disabilities receive higher education [1, 2002, p 10].

In this regard, further improvement of the management processes of inclusive education in higher education institutions is becoming increasingly important. In our opinion, the subjects of inclusive education management at the government level perform the following functions::

1) ensure the regulatory and legal regulation and implementation of the state policy in the field of inclusive education;

2) analyze the state and forecast the prospects for the development of the inclusive education system, study global trends and determine priority areas for the development of the inclusive education system;

3) provide educational and methodological guidance and coordinate the activities of inclusive education institutions;

4) coordinate and monitor the training and retraining of personnel for the inclusive education system;

5) monitor the quality of inclusive education;

6) organize work to improve the content, forms and methods of teaching and educating disabled people and persons with disabilities, to provide comprehensive medical, social, psychological and pedagogical support for the educational process, and to introduce advanced pedagogical experience into the practice of inclusive education [2, 2009, p 20].

Despite the many efforts made to successfully implement inclusive education in educational institutions, teachers still face many challenges in implementing this program. Many teachers have difficulty implementing inclusive education for various reasons. Inclusive education is an attempt to provide special services to exceptional children in the least restrictive environment (Ainscow

and Caesar, 2006). This suggests that an exceptional child will be placed with normal peers and receive special services, studying in regular classes rather than in special classes (Kirk, Gallagher, Anastasiow, Coleman, 2006). This position should help the child to interact as much as possible with their normal peers. There are many factors that have led to the transition to accounting for exceptional children. Some of these include the observation that many children were misclassified as mentally retarded when they were not mentally retarded, that many special classes showed little useful results, and that these classes were generally understood as classes for problem children rather than correctional centers [3, 2006, p 30; 7, 2006, p 70].

According to Landsberg (2011), inclusion is the development of inclusive communities and education systems. It is based on value systems that promote and celebrate differences and diversity based on gender, nationality, race, language, socio-economic background, cultural background, academic achievement, and disability. Ainscow (2002) agrees with when he describes inclusion as a process in which schools, communities, local authorities, and government seek to reduce barriers to participation and learning for all citizens. For Booth (2000), inclusion goes beyond school and is associated with reducing alienation from cultures. It means appreciating and treating everyone in the school and society with respect, which requires believing in each person that they are capable of contributing to society [9, 2011, p 90; 1, 2002, p 11; 4, 2000, p 41].

Teacher competence is a central feature of teaching and learning. They become more critical when we think about inclusion. In this regard, Swart and Pettifer (2007) consider educators to be a key force in determining the quality of inclusion. Therefore, there is no doubt that they can, if supported, manage inclusive classes. Teachers as key figures in the successful implementation of inclusive education policies, their competencies in this area are of paramount importance. In addition, in the article "Teacher Readiness for inclusive education", Hay, Smith and Paulsen (2001) emphasize that the effective implementation of the program depends on the high quality of professional training of teachers at all levels to equip them and update their knowledge in working with mixed groups of abilities. This is confirmed by Winter (2006), when he points out that teachers who are willing to continue to develop their skills need to be trained in a range of issues so that their input can be valuable. It also recommends that teachers, in particular, have competence in communication skills and interdisciplinary work, some necessary knowledge about common shortcomings, behavior management, the consequences of poverty and social deprivation, and skills to identify all of the above through assessment processes [16, 2007, p 121-139; 21, 2006, p 85-91].

The teachers agreed that they have some difficulties in trying to implement inclusive education. Swart & Pettifer (2007) say that most teachers now face a difficult task in their lessons. These problems arise as a result of attracting students with special needs to regular classrooms, where teachers are expected to continue to use the existing curriculum to teach students who were not previously part of the mainstream. The implementation of inclusive education is not yet optimal due to many problems. For example, children, parents, and teachers who participate in this program are not fully prepared to participate. Until now, those who go to regular schools are those whose intelligence is average or higher and who are willing to participate in regular activities [16, 2007, p 140].

Large classes can be seen as an obstacle to the successful implementation of inclusive education. Westwood (2004) says that large classes place additional demands on the regular teacher, while reinforcing concerns that all students may not receive the proper time or attention from the teacher. Van Reusen (2001) says that the number of students with disabilities cannot exceed twenty (20) if there is one student with disabilities in the main class. In some schools, it was considered that there were between sixty and seventy students in one class [20, 2004, p 200; 17, 2001, p 171].

Insufficient training of teachers does not allow them to control teaching and learning in inclusive classrooms. One of the overlooked aspects of inclusion is that it is successful when the teacher receives the necessary training. All too often, inclusive education has meant placing a disabled child in a regular classroom with little support from teachers because they lack training and development. According to Landsberg (2011), teachers who teach students with learning disabilities require special training. Basic professional training, such as the entry level, should prepare the teacher to respond to a wide range of student needs. All educators should be prepared to take into account the diversity of students and recognize the need of some students for alternative learning [9, 2011, p 92].

Conclusions

It can be concluded that teachers generally lacked confidence when they tried to include students with disabilities in classes. This may be the result of insufficient training. The importance of the study provides a vivid picture of how the process of implementing inclusive education is taking place. There is no progress if there are problems that teachers face.

One of the options for organizing the management of the inclusive educational process as a system activity is the creation of a Center (department or service) in the educational institution for comprehensive support of the training of disabled people and persons with disabilities. Such a structural unit will combine the efforts of the teaching staff and will solve the following tasks:

- training of teachers on the issues of supporting the educational activities of students with disabilities, the implementation of individualization of their education and upbringing;

- psychological and pedagogical diagnostics of the main academic risks of students with disabilities, prevention and overcoming of these risks, study of the psychophysical characteristics of persons with disabilities of various nosologies for the purpose of further social adaptation in higher education;

- development of software for diagnosing the health status of students with disabilities and the creation of an appropriate database;

- assessment of the success of adaptation of students with disabilities to the university environment, organization and conduct of psychological and pedagogical consultations aimed at developing a strategy for comprehensive support of students;

- diagnostics and career guidance counseling for persons with special educational needs to eliminate problems in the process of university education;

- development, if necessary, of individual educational routes for students with disabilities, including the use of remote information technologies;

- provision of medical services (offices of functional diagnostics, therapeutic physical culture (physical therapy), psychological assistance services (including trainings on the prevention of emotional burnout for family members of disabled people and people working with disabled people);

- personal advice to students with disabilities on overcoming learning difficulties; advice to university teachers on individual academic risks of students with disabilities, prevention and overcoming of these risks;

- development of psychological and pedagogical recommendations for taking into account the characteristics of students with disabilities in the process of their professional self-determination;

- assistance in the employment of graduates with disabilities through interaction with organizations, institutions and enterprises in the region;

- involvement of healthy students as volunteers, and students with disabilities as participants in various events;

- interaction with social services, regular exchange of experience to achieve socio-cultural integration and educational inclusion of disabled people and persons with disabilities.

In connection with the introduction of inclusion, a special role is played by the formation of relationships in the staff of the educational institution. The specificity of this process is to change the attitude of the subjects of inclusion to students with special needs, who require not only material, financial, humanitarian support and rehabilitation measures and services, but also appropriate conditions for updating their abilities, developing personal qualities and needs for social, moral and spiritual self-improvement. In view of the above, inclusive competence as a component of a teacher's professional competence is of exceptional importance.

The history of public attitudes towards disabled people has gone through a very difficult path of resolving many contradictions: from rejection and simple provision of medical care to the concept of an independent life based on a culture of dignity, and now - to the unconditional recognition of the social group of disabled people as an important and inseparable component of the human and professional capital of society. Inclusive education of disabled people reinforces this humanistic orientation of society towards disabled people, creating conditions for improving the quality of education of disabled people, and, consequently, for them to acquire the means to build personal, professional and social activities and for full integration into society.

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