

**CONTENT AND ESSENCE OF PRACTICAL TECHNOLOGIES OF WORKING WITH CHILDREN IN NEED OF INCLUSIVE EDUCATION**

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**Abstract**

This article discusses the professional skills and cooperation of teachers in the Inclusive Education system, first of all, the specific features of working with children with special needs, and the fact that this form of education guarantees equal treatment in all cases for children with disabilities or developmental disabilities, while creating the necessary conditions for children with special educational needs. Today, in our country, large-scale work is being carried out to create inclusive conditions in order to provide children with disabilities and developmental disabilities with quality education and ensure their subsequent decent employment.

**Keywords:** Inclusive, correctional, children with disabilities, declaration, disabled, person with a disability.

**Introduction**

Expanding quality educational services and training highly qualified personnel who can meet the modern requirements of the labor market have been identified as important tasks. Improving the quality of primary education, creating a learning environment that meets state educational standards, taking into account the capabilities of students, and developing cooperation between organizations and public institutions in this process are of particular importance. To effectively address these socio-pedagogical issues, education, health care, and neighborhood systems should work together to provide children with disabilities with quality education. At the same time, it is necessary to provide primary school teachers with methodological training, develop psychological knowledge and professional competencies, apply a cluster approach, create pedagogical and psychological conditions, and clarify didactic requirements for organizing classes in inclusive classes.

The professional skills and cooperation of teachers in an inclusive education system depend, first of all, on the specifics of working with children with special needs. This form of education guarantees equal treatment in all cases for children with disabilities or developmental disabilities, while creating the necessary conditions for children with special educational needs. Today, in our country, large-scale work is being carried out to create inclusive conditions in order to provide children with disabilities and developmental disabilities with quality education and ensure their subsequent decent employment.

One of the main tasks of inclusive education is to identify children with special educational needs, provide them with quality education and fully develop their potential. In this process, it

is ensured that students with special educational needs adapt to the educational environment, and that the directions of classes and various forms of education correspond to their physical and intellectual capabilities. In order to successfully master the general education program, it is necessary to create special conditions for children with disabilities or developmental disabilities.

In this case, it is important to organize classes on the basis of an individual approach, adapt the form of task performance and choose effective methods of presenting results. It is also required to use methodological approaches aimed at qualitatively assessing student results. Teachers prepared to work in an inclusive education system must have the necessary knowledge and skills in working with children, especially those who show passive development or need correction.

This knowledge allows teachers to form the pedagogical competencies necessary for the effective education and upbringing of children with special needs. Therefore, the organization of special training and advanced training programs aimed at increasing the psychological readiness and pedagogical competence of teachers is of particular importance.

To ensure the development of children with disabilities, it is necessary to create favorable conditions that allow them to be included in socialization processes. Such an environment not only unites all participants in the educational process, but also plays an important role in providing psychological support to children with developmental disabilities and eliminating their shortcomings.

The professional competence of teachers for effective work in inclusive education includes the following structural aspects:

- the ability to use flexible methods and interactive techniques in the teaching process;
- the ability to encourage independence and initiative in students' cognitive activities;
- teamwork skills and the ability to effectively cooperate with specialists to provide psychological and pedagogical support to children with special educational needs.

Psychological and pedagogical support for children with disabilities requires the teacher to be able to effectively organize the joint and individual activities of children with various health problems with their healthy peers. Collecting initial data to determine the development history and capabilities of each child serves to increase knowledge about their abilities. Among the requirements for the professional activity of an inclusive education teacher, monitoring and ensuring the emotional stability of the child occupies a special place.

Also, the mentality of an inclusive education teacher — that is, the mental, emotional, and cultural characteristics and value system inherent in a social, ethnic, or cultural group — includes this attitude: regardless of the dignity, capabilities, and achievements of children, they should have the right to communicate, support, and befriend their peers.

Forms of psychological assistance to children with disabilities are determined by the degree and type of limitation of their capabilities. At the same time, there are common features of the technological sequences used, which include methods and techniques aimed at supporting and developing children.

The development of modern science, technology and innovative technologies has expanded the possibilities for the effective use of interactive methods in the educational process, including

innovative pedagogical approaches and information technologies. This has sharply increased interest and attention to increasing the effectiveness of education. In such conditions, classes are based on the activity of students: they independently search for, analyze, assimilate and evaluate new knowledge, and draw the right conclusions.

The teacher in this process not only performs the role of a manager and guide, but also creates opportunities for students to develop personally and collectively, gain knowledge and be educated. At the same time, he forms students' skills in effective cooperation with classmates, free thinking, and management of activities. As a result, the student becomes a central participant in the educational process and has full control over his/her own learning activities.

The correct use of pedagogical technologies in the educational process allows the teacher to act as the main organizer and consultant. This requires the student to develop such personal qualities as independent work, creative thinking, and willpower.

Conclusion: The effectiveness of each pedagogical technology depends on the nature of the student and the professional approach of the teacher. Technology-based classes allow students to express their views, justify their opinions, and engage in creative activities. Nowadays, the education system aims to prepare such individuals through innovative processes: they should be individuals who quickly absorb new information, can evaluate their knowledge, make independent decisions, and think freely.

Therefore, the role of interactive methods and innovative pedagogical technologies in educational institutions is very large. Their effective use allows students to improve their knowledge and skills, to form them as independent and knowledgeable individuals. Modern pedagogical experience shows that a carefully planned lesson in advance helps the teacher and student to conduct the lesson in an interesting, effective and productive way.

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