

Features of inclusive Education in Kindergarten

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ABSTRACT

This article discusses the key issues of inclusive education in kindergarten. The issue of stratification of children according to their abilities in inclusive education is analyzed.

KEYWORDS: kindergarten, inclusive education, children's interests, abilities, methods, technology

INTRODUCTION

Inclusive or inclusive education is a term used to describe the process of teaching children with special needs in educational institutions. Inclusive education is based on an ideology that excludes any discrimination, which ensures equal treatment for all children, but creates special conditions for children with special educational needs. Inclusive education is a process of development of general education, which implies the availability of education for all, in terms of adaptation to the different needs of all children, which ensures access to education for children with special educational needs.

The relevance of the implementation of inclusive education in the development of the modern educational system is beyond doubt. It is common knowledge that the modern special education system is undergoing changes. These changes focus on working with children with special educational needs in different directions. Some of these areas have already been worked out in sufficient detail and have been used for many decades, for example, the system of special education and upbringing of children with disabilities in various institutions of I-VIII types. But today the question of alternative to closed special education options for teaching and raising children with special educational needs has arisen. The need to create these alternative directions means providing children with developmental disabilities more opportunities for socialization, for acquiring a sense of their own worth and significance in today's complex society. As one of the alternative directions of development of the system of special education and upbringing, we can call the introduction of a child with disabilities into the mass groups of educational organizations. This process can take place within the framework of integration, as well as within the framework of a slightly different and more promising direction - inclusion.

Conditions for the implementation of inclusive practice in kindergarten:

- professional qualifications of teachers and specialists implementing an inclusive approach;
- organization of a developing subject-spatial environment of the educational process;
- organization of relations between all participants in the educational process.

Professional qualities of a teacher carrying out inclusive education and development:

- He is flexible enough;
- He is interested in difficulties and is ready to try different approaches in working with a child;

- He respects individual differences;
- He is able to hear the advice of colleagues and apply the recommendations of team members;
- He feels confident in the presence of another adult in the group.

When children with OEP are included in the educational process, changes are needed in all pedagogical activities, the creation of new forms, conditions and ways of organizing the educational process, taking into account the individual differences of children. Such training requires a creative contribution from each of its participants - teachers, parents, children, administration.

Basic principles of inclusive education:

- all children have the right to attend a preschool institution - this does not depend on the characteristics of the child or the preferences of teachers;
- the system must adapt to the needs of the child, and not vice versa;
- the educational environment should be physically accessible and positive, friendly towards to different groups of children;
- the local community should be involved in all issues related to inclusion.
- kindergarten, family, child and society have a joint responsibility for solving problems, and problems must be solved taking into account the social model.

Inclusive education, if based on the right principles, helps prevent discrimination against children and supports children with special needs in their right to be equal members of their communities and society at large.

I would like to dwell in more detail and characterize those positive aspects of the work of preschool educational organizations of a correctional type, which make it possible to more successfully organize the process of including children with disabilities in the collective of healthy peers.

It is in preschool organizations of the correctional type that it is possible to provide all children, somewhat highlighting the category of special ones from the general mass, with various types of comprehensive assistance, which includes qualified medical care, psychological and pedagogical support, corrective action and many other structural units of the educational process .

In preschool organizations of a correctional type, children with special educational needs have the opportunity to be in a variety of activities, whether it be group types of work (regime moments, classes, walks) or intergroup (excursions, holidays, theater) to be among their peers, communicate with them, see achievements of other children, strive to increase their own.

One of the most important advantages in the process of inclusive education in preschool organizations of a correctional type is the solution of an important problem related to the upbringing of both children and parents of a tolerant attitude towards "special" children, respect for them, and a careful attitude to their problems.

In preschool educational institutions of the correctional type, it is possible to ensure the early detection of deviations in development and the implementation of early correctional assistance. This is available thanks to the availability of the necessary specialists and the active work of the psychological, medical and pedagogical council, which constantly diagnose the level of development of children. Each child with developmental problems can achieve significant success if he is provided with comprehensive diagnostics, treatment, preventive and correctional pedagogical assistance with adequate training and education. The earlier the maintenance work begins, the more effective it is. Adequate assistance provided in a timely manner can change the fate of a child, even with serious congenital

disorders of psychophysical development.

It is also important that the entire developmental environment of a preschool educational organization of a correctional type is aimed at the development of ordinary children and at the correction and development of children with disabilities. So, for example, the presence in all groups of various zones and corners, in which there are various manuals, games that perform the necessary functions for various categories of children. The possibility of using various premises of the kindergarten for working with children, aimed at both development and correction. The variability of the developing environment of the preschool organization of correctional education allows solving various issues of general developmental and correctional pedagogical processes.

Thus, I have listed and briefly characterized some of the advantages of preschool educational institutions of correctional type in the implementation of the process of introducing inclusive education.

In conclusion, I would like to note that the issue of inclusive education is very difficult, and, of course, this implies a long-term strategy and comprehensive implementation.

It is necessary to show parents and the educational community that all this is possible, that both parties benefit from this process. At the same time, it remains to be seen which is more - the disabled child who desperately needs it, or ordinary children who receive lessons of kindness and tolerance.

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