

THE IMPORTANCE OF THE FAMILY IN THE DEVELOPMENT OF THE COGNITIVE PROCESS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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Abstract:

The article describes the role and importance of the family in the development of the cognitive process of children with special educational needs, the issues studied in scientific sources, and the problems of their education.

Keywords: special education, cognitive, cognitive processes, consciousness, term, person, development, source, semantics.

Introduction

Human society is considered in all its diversity, assuming the coexistence of ordinary people and people with special needs. In modern scientific literature and periodicals devoted to the education of people with special needs, the concept of "inclusivity" gradually began to replace the previously used term "integration" and claimed to be a more precise semantic representation of the essence of practical implementation. rights of people with special needs. In the scientific space, the term "inclusion" translated from English means "inclusion". Inclusive or inclusive education is a term used to describe the educational process of individuals with disabilities in general education institutions who, as a result, need special education. It is based on an ideology that ensures that all people are treated equally, but nevertheless, it ensures the adaptation of the environment and the creation of compensatory conditions. According to Chigrina A. Ya., inclusive education is a term used to express the process of education of children with limited opportunities in general education (public) schools and, as a result, need special education. The author emphasizes that inclusive education should represent a balance between the child's ability to learn or master the general program is the additional conditions and the importance of the individual program and its social integration. In turn, O.S. Kuzmina gives the following definition of "inclusive education", in which she understands "a socio-pedagogical phenomenon that consists in building an educational process in which a disabled child studies together with healthy peers and receives certain pedagogical support and remedial assistance . meeting his special educational needs. For our research, the article of Yarskaya-Smirnova E.R. is of particular interest. Loshakova I. I. "Inclusive education of disabled children", where the idea of introducing inclusive education shows that the continuum of services, including the most convenient educational environment for them, should be adapted to the different needs of

disabled students. The authors argue that all children should be included in the educational and social life of the residential school from the beginning; the mission of an inclusive school is to build a system that meets the needs of each person; Inclusive schools support all children, not just those with disabilities, to achieve success, feel safe, and value being together in a community. We agree with the opinion of A. V. Bakharev that the inclusive education system includes secondary, vocational and higher education institutions. Its purpose is to create an environment without obstacles in the education and training of persons with disabilities. To do this, it is necessary to develop special training courses for teachers and other students aimed at their work and interaction with people with disabilities, tolerance and attitude change. requires a set of measures that include. In addition, in the author's opinion, special programs are needed to facilitate the adaptation process of disabled children in a general educational institution. In the context of the given problem, the views of S.O.Bryzgalova and G.G.Zak are important for us, they see that the concept of inclusive education requires fundamental changes not only in the secondary education system (as a "school for all"). Scientists believe that the inclusive education system itself is an effective mechanism for the development of an inclusive society. By developing an inclusive education system, we contribute to the development of an inclusive society - a society for all, a society for all. According to them, this is the main value of inclusive education. Inclusive education is education that gives everyone the opportunity to participate in the process of general education and upbringing (development and socialization), regardless of existing physical, intellectual, social, emotional, linguistic or other characteristics, which allows to reach maturity. becoming an equal member of society, reducing the risk of isolation and isolation. Children who grow up together learn to accept their own characteristics and take into account the characteristics of other people. It is based on an ideology that ensures that all people are treated equally, but nevertheless, it ensures the adaptation of the environment and the creation of compensatory conditions. For us, the ideas of continuity of inclusive education from secondary school to higher education are valuable. Based on this, a person with special needs is always in a system of social relations and connections, which expands and deepens as he becomes socialized. The approach of activity considers a person as an active subject who changes and transforms the world and himself in the process of activity (L.S. Vygotsky, A.N. Leontiev, S.L. Rubinstein, etc.). State social policy for people with special needs has long been based on the medical model of disability. In its framework, a person with special needs was considered from the point of view of an object of medical care rather than a subject of social relations. Unfortunately, even such important moments as the development of an individual program for the rehabilitation of a child with special needs are often carried out without the participation of parents, especially the child. This situation needs to be changed. In our opinion, the approach of activism should be based on the principle of participation, which implies the participation of young people in decision-making and processes that affect their lives, including information exchange, consultation, management, decision-making and action processes. Based on his book "Children's participation from tokenism to citizenship", we bring only the

most important rules for our research. The scientist says that the participation of a young person is ensured by: helpfulness and sincerity in answers); Joint decision-making (facilitating discussions, providing choice, giving the right to implement the decision); Supporting initiatives (active listening; recognition of young people's talents, strengths and weaknesses, orientation to the future, gaining experience in the process of various activities). In our opinion, the concept of inclusive education should be based on the active position of children and youth with special needs as subjects of activity based on this approach. A person with special needs develops himself as a person and as a future professional in the process of participating in various existing activities. Person-oriented is based on the humanistic principle of the relationship between the teacher and the student, takes into account the subjective experience of the child and pedagogically supports his individuality. (E. Bondarevskaya, E. Stepanov, S. Podmazin, etc.). In the person-oriented approach, most scholars see, first of all, the process of subject-subject interaction between the teacher and the student, which is the subject of the person's active activity. aimed at creating a friendly socio-cultural environment for self-development. self-awareness and improvement. In the context of our research, it is important to identify the person-oriented approach proposed by E. Stepanov, which is "relying on a system of interrelated concepts, ideas and methods in pedagogical activity believes that it is a methodical direction that allows providing and supporting the child's self-awareness, self-building and self-realization processes, developing his unique individuality. A person-centered approach considers the person in the context of his individual development and formation, based on the principles of humanity, natural compatibility and cultural compatibility. The humanistic concept of inclusive education is based on the idea that a person is the highest value, regardless of what capabilities (intellectual, physical, etc.) he has. E. Fromm expressed an interesting opinion that changes in the direction of humanity are possible if people themselves move from the ideology of predatory and possessiveness to the ideology of humanity, mutual recognition and responsibility. From this point of view, the problem of education for "atypical" children and youth acquires a special meaning as a means of their social inclusion. The student-centered approach in inclusive education allows to rely on the natural inclinations of a child with special needs, to develop and improve taking into account only his natural abilities, which allows to use the individual inclinations of each child more fully. The analysis of scientific literature makes it possible to highlight the need for a comprehensive expert survey to assess the accessibility of cultural institutions to children and youth with special needs. It should be noted that informal education, which is carried out on the basis of more cultural institutions, allows to harmonize the intellectual, emotional, aesthetic development of a person through active participation in various artistic amateur activities, interest circles. , circles, etc. Modern studies of inclusive education are conducted on the basis of a student-oriented approach, taking into account the unity of the value-semantic, motivational-need and operational areas of education, professional and proper professional activity. A person, first of all, participates in educational and professional activities, and then in professional activities, not only acquires adequate understanding of his profession and his capabilities,

but also actively develops them. He is formed as a subject of professional activity, forms a relationship with himself as a performer, and develops as a person.

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