



INCLUSIVE EDUCATIONAL STRUCTURE AS A SOCIAL PHENOMENON

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Article history:	Abstract:
<p>Received: February 20th 2023 Accepted: March 20th 2023 Published: April 26th 2023</p>	<p>This article presents the socialization of inclusive education and the definitions of scientists in this regard, the factor of social reality, the components of the structure of inclusive education as a social phenomenon, and the functions of inclusive education.</p>
<p>Keywords: inclusive education, phenomenon, component, socialization, principle, goal, task, value.</p>	

Socialization is considered as a controlled civilization, which involves the reproduction of the value system by increasing the awareness of the person about involvement in socio-cultural activities.

In understanding the essence of socialization, we rely on G.M. Andreeva's point of view, according to which the essence of this principle is the entry of a person into the social environment, his assimilation of social influences, his entry into the system of social relations. Social adaptation of children with disabilities is considered as the basis of their inclusion in the social space. Real socialization can be done in the context of interaction. It is this type of interaction that is the mechanism of formation of the social experience of the individual, and secondly, it is the form of development of the relations of the social community.

According to researchers, socialization belongs to education. The process of socialization builds on the previous one at each subsequent stage, and its quality is determined by the success of previous socialization. According to A. V. Petrovsky, socialization is divided into three stages: adaptability, individuality and integrative. The period of childhood corresponds to the first stage, that is, the stage of adaptation. At this time, children learn elementary norms and rules, social roles, simple forms of activity.

Understanding the content of the process of socialization as the expansion of social-communicative relations will further explain the possibilities of inclusive education in forming the social experience of children in need of social protection and expanding their social relations. The spheres of personality formation and socialization are activity, communication and self-awareness, and an inclusive educational environment opens up opportunities and assumes the child's potential. The condition that determines the development of self-awareness means the direct influence of the conditions of inclusive education on the development of self-awareness and the process of socialization of the personality of a child with a disability. The conditions of inclusive education maximally reflect real social processes and relations, which allows us to characterize the space of inclusive education as a factor ensuring the quality of the process of socialization of children with disabilities. The factor of development of inclusive education is social relations, their democratization and formation of civil society. These processes create the need to change fundamental approaches to education:

Providing general education for children with disabilities;

-guaranteeing the right of every child to receive education among peers;

-acceptance of the subjectivity of each child, the development of his personality, the adoption of the effectiveness of the educational system as the main criterion, which implies the determination of academic, social, communicative perspectives and relevant educational tasks by the parents and the child himself.

Inclusive education is a factor of social reality and represents the completeness of social characteristics. The structure of inclusive education as a social phenomenon is represented by the following components:

1. The value of inclusive education can be divided into values-goals and values-means according to the criteria proposed by M. Rokich. The valuable goals of inclusive education can include the following: value does not depend on abilities and achievements; feeling and thinking; everyone has the right to communicate and be heard; real education can take place only in conditions of developed relationships; develops all aspects of a child from different backgrounds; every child has its own interests and abilities. Valuable means of inclusive education are as follows: achieving progress; children with disabilities should have access to education; religion, culture, value and culture of children's joint education enriches all students spiritually.

2. Principles of inclusive education: gradual development of inclusive education; the principle of recognizing the values of all children; the principle of recognizing students' right to education; the principle of collective education; the principle of social cooperation and partnership of the participants of inclusive education; focusing

knowledge on the child's abilities; ensuring that all resources are available to all children; the principle of supporting all participants; the principle of a family-oriented approach; the principle of abolishing the medical model of disability; the principle of obtaining diversity and individuality.

The values and principles of inclusive education determine the emergence of new social norms, behavior, and communicative relations.

3. Subjects of inclusive education are normally developed students, children with special educational needs, parents or legal representatives of children, teachers, psychologists, heads of educational institutions, public organizations of disabled people. and associations, etc.

4. Social resources of inclusive education are teachers, community organizations and parents' community.

The main goal of inclusive education is to provide social, psychological, economic and others. In general, the main function of inclusive education is as follows:

creation of conditions to meet the needs of the individual in ensuring the equal right to quality education - the desire of the individual to express himself, the desire to express himself in a unique social environment - social function;

-unification of social relations in social processes and formation of norms, coordination of interactions of the social community based on tolerance, mutual cooperation - regulatory function;

-getting to know cultural values is a universal function;

-revealing the child's personal potential, taking into account personal educational needs, abilities and opportunities - a humanitarian function;

-uniting the efforts of learners to achieve a socially significant result - an integrative function;

-transfer of social experience, creation of conditions for integration of disabled children into society - socialization function;

-formation of professional and social and personal competences - professional function.

Inclusive education is a model of social society and as a social phenomenon can create the following advantages:

-availability of the opportunity to study, communicate, and become a part of the community at a school close to the area;

-creating conditions for social adaptation in the conditions of social education;

-formation of necessary competencies in children with disabilities through inclusive education;

-expanding opportunities for mutual communication;

-formation of mutual respect in the group of adult children;

-formation of moral qualities of each student.

In inclusive education, parents will have the following advantages: teaching in a place close to their territory; development of mutual partnership and cooperation; minimizing fear and anxiety during the child's life; creating emotional comfort.

In general, as a model of inclusive education, it should become a cultural model that develops stable components of relations between subjects. The basis of such a model is the acceptance of the diversity of human individuality and tolerance of the first values of each person's life, his right to education and acceptance in the social community. The formation of such a cultural model is a complex process and implies the formation of inclusive education based on its positive results. The creation and development of examples of universal behavior in inclusive education is inextricably linked to the professional training of the pedagogue, and the main goal is to develop the inclusive training of families of social orientation in a clustered educational environment in higher education institutions.

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