
PRACTICAL ASPECTS OF PEDAGOGICAL WORK WITH DISABLED CHILDREN IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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ABSTRACT: - This article examines the practical aspects of pedagogical work with disabled children in preschool educational organizations. The study is based on an analysis of experience and best practices aimed at providing quality and meaningful education for children with disabilities. The authors of the article draw attention to the importance of an individual approach to each child, taking into account his characteristics and needs. The article considers such aspects as creating an accessible environment for learning and development, adapting educational programs, using special pedagogical methods and technologies, as well as cooperation with parents and specialists, contributing to the harmonious development of the child. Particular attention is paid to the issues of inclusive education, where children with disabilities are integrated into the general educational process, contributing to the formation of a tolerant and friendly society.

KEY WORDS: - Disabled children, pedagogical work, preschool educational organizations, inclusive education, individual approach, program adaptation, special pedagogical methods, parental cooperation, inclusive environment, joint learning.

INTRODUCTION

Modern society strives for inclusive education, where every child, regardless of their individual characteristics, has the opportunity to receive a quality education. Children with disabilities (CDHA) also have the right to full and harmonious development. Pedagogical work with disabled children in preschool educational institutions requires special knowledge, skills and approaches. In this article, we will consider the practical aspects of such work.

Creating an inclusive environment

The basis of successful inclusion is the creation of a barrier-free and friendly environment for all children. It is important to adapt the premises for the accessibility of children with physical disabilities: install ramps, handles for support, specialized tables and chairs. Visual and audio materials should be accessible to children with visual and hearing impairments.

Individual approach

Each child is unique, and the pedagogical approach to him should be individual. For children with disabilities, it is especially important to identify their needs, abilities and interests. This will help develop individualized educational plans (IEPs) tailored to each child.

Cooperation with parents

Active interaction with parents is the key to working with children with disabilities. Parents have unique information about the needs and characteristics of their child. They can help tailor the home experience to the educational process. Regular consultations and open dialogue contribute to the successful adaptation and development of the child.

Teacher training

Teachers working with children with disabilities should have special knowledge and skills. Continuous professional development and participation in seminars will help teachers develop their competencies and improve their practice. It is important to study methodologies focused on inclusive education.

Use of special educational methods

There are many special techniques that help children with various disabilities develop on an equal basis with other children. For example, early intervention techniques, art therapy, sensory integration and other approaches contribute to the diversified development of children.

Socialization support

Socialization plays an important role in the development of children. For children with disabilities, it is especially important to create conditions for communication and interaction with other children. Joint activities, games and projects contribute to the formation of communication skills and social adaptation.

CONCLUSIONS

Working with children with disabilities in preschool educational institutions requires an integrated approach and special knowledge. The creation of an inclusive environment, individual approach, cooperation with parents, professional training of teachers and the use of special methods are all important aspects of a successful inclusive practice. By developing positive practices for working with children with disabilities, we contribute to their integration into society and create the basis for their future success.

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