



PEDAGOGICAL APPROACHES TO WORK WITH DISABLED CHILDREN IN PRESCHOOL ORGANIZATIONS

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ABSTRACT

This article is devoted to the analysis of pedagogical approaches to working with children with disabilities in preschool organizations. The authors of the study reviewed modern methods and strategies used by educators to integrate children with disabilities into the preschool environment. The main attention is paid to adaptive methods of education and upbringing, which contribute to the optimal development of the individual abilities of each child. The article considers various aspects of working with children with disabilities, including the organization of individual lessons, group games, adapted curricula and the use of specialized educational materials. Particular attention is paid to the role of teachers and specialists in creating a barrier-free environment that promotes the full participation of children with disabilities in the life of a preschool institution. The study reveals successful integration practices, as well as the problems that teachers face when working with this category of children. In conclusion, the authors emphasize the importance of an individual approach to each child, taking into account his characteristics and needs, and also offer recommendations for improving work with children with disabilities in preschool organizations based on modern pedagogical approaches.

KEYWORDS: Disabled children, pedagogical approaches, inclusive education, preschool organizations, adaptive methods, individual approach, integration, adapted curricula, specialized materials, optimal development, individual lessons, inclusive practices, educational adaptation.

INTRODUCTION

In modern society, more and more attention is paid to the issues of inclusive education and social adaptation of children with disabilities. In this context, the topic of pedagogical approaches to working with children with disabilities in preschool organizations becomes especially relevant. Modern educators and educators are faced with the challenge of creating a comfortable and supportive environment for a variety of children, including children with disabilities.

Inclusive education involves the full inclusion of children with various special needs in the educational process, as well as the creation of conditions for their successful adaptation in society. In preschool organizations, pedagogical approaches to inclusive education should be aimed at creating an environment that promotes the development of all children, regardless of their individual characteristics. The pedagogical process in an inclusive preschool group should be based on the individual needs of each child. This means that educators must be prepared to adapt their teaching and upbringing methods to suit the needs of each child with a disability.

The development of individual educational plans and the support of specialists - psychologists, speech therapists, rehabilitation specialists - play an important role in this process. One of the key objectives of inclusive education is to promote the social integration of children with disabilities. Preschool organizations should create conditions for interaction between children of different abilities, contributing to the formation of a tolerant attitude and respect for individual differences.

Pedagogical work with children with disabilities requires close cooperation with parents and professionals. Parents are important partners in developing individual support and parenting plans. Specialists, in turn, can provide valuable advice and assistance in adapting the educational program. The game is of great importance in the development of children, including children with disabilities. Pedagogical methods based on play activities contribute to the development of children's cognitive, emotional and social skills. The creation of a developing environment enriched with play materials and tasks contributes to the integration of disabled children into the general educational process.

In modern society, more and more attention is paid to inclusive education and upbringing, especially in the field of preschool education. Children with disabilities deserve equal opportunities to fully develop and participate in society. In this regard, pedagogical approaches to working with children with disabilities in preschool organizations are of particular importance. Inclusive education is based on the idea of equality and opportunity for every child, regardless of their physical or intellectual characteristics. The main goal of an inclusive approach is to create a learning and educational environment in which children with disabilities can successfully develop on an equal basis with their peers. This contributes to the formation of tolerance, respect for differences and the enrichment of common experience. The key principle of working with children with disabilities in preschool organizations is the individualization of the approach. Every child is unique and their needs may vary greatly. Educators should take into account the developmental characteristics of each child, relying on their strengths and helping to overcome difficulties.

Working with children with disabilities requires close collaboration between educators and professionals. These may include speech therapists, defectologists, psychologists and other professionals who specialize in working with children with special needs. The joint participation of specialists allows the development of individual educational plans adapted to the needs of each child. Parents play an important role in the successful integration and education of children with disabilities. Pedagogical approaches should include assisting parents, providing them with the necessary information, teaching skills to work with the child and support in difficult situations.

An important aspect of working with children with disabilities is the creation of an accessible environment. This means adapting classrooms, playgrounds and other spaces for the full participation of all children. This may include installing special equipment, learning resources, and making information accessible to children with various disabilities. Pedagogical approaches to children with disabilities should be as diverse as possible. The use of games,

visual materials, interactive methods and adapted teaching materials allows for a more effective delivery of knowledge to children with different needs.

CONCLUSIONS

Working with children with disabilities in preschool institutions requires special sensitivity, tolerance and professionalism from teachers. Inclusive education is designed to create a just society where every child has the right to quality education and development. Pedagogical approaches that focus on the individuality and needs of each child play a key role in achieving this goal. Pedagogical approaches to working with children with disabilities in preschool organizations should be based on the principles of inclusive education, individual approach, promotion of social inclusion and cooperation with parents and professionals. The developing environment, play activities and specially designed educational plans contribute to the successful adaptation and development of children with disabilities. It is important to remember that every child is unique and the approach to their education must be carefully tailored to their needs and abilities.

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