



FORMATION OF AN INCLUSIVE CULTURE OF EDUCATIONAL CLUSTER SUBJECTS

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ABSTRACT

This article reveals the main mechanism of the cluster approach to the formation of inclusive culture of the subjects of the educational cluster, the implementation of inclusive culture, the development of inclusive culture the issue of inclusive policy, the essence of the concept of inclusive culture.

KEYWORDS

Inclusive education, inclusive culture, inclusive politics, child, educational process, success, fruit.

INTRODUCTION

During the introduction of inclusive education, many social problems also arise. One of the main problems is the attitude of community participants to bring individuals with disabilities, as well as children with developmental problems into the general education.

The most important stage in the preparation of the educational system for the inclusion process is considered to change the concepts and values of the participants in the educational process. A.V.Zakharova and M.S.Staroverova believes that it is important to adopt the ideology of inclusion by the leader or leader of the inclusive process and to carry out real action

measures in this regard, due to the continuing controversy between educators and parents about the importance of inclusion in educational institutions during the period of change of established norms.

T.Booth and M.Eynskou argues that an inclusive culture established in the institution serves as the basis for the effective implementation and success of inclusive education. When assessing school inclusiveness in their opinion, it is necessary to take into account the existence of an inclusive community, in addition to the inclusive values of the community (a positive attitude towards turbulence and cooperation,



emergent fibers, overcoming halal hurofot (stereotypes) in the process).

Therefore, at the beginning of the introduction of inclusive education, it is necessary to reflect on the emergence of various attitudes on this issue by the team of the institution, the participants in education, and on the elimination of problems in this regard.

In the introduction of inclusive education, issues related to the topic should be discussed between participants, in order to form an inclusive culture in the community, and activities intended to form it should be carried out.

The formation of an inclusive culture should be understood as the establishment of an environment in which a friendly, equal attitude towards each child is established. In such an environment, the ideology of inclusion is equally perceived by the participants in the educational process. The full participation of students in all aspects of school life is ensured by the active participation of the team of teachers in the elimination of obstacles that arise in the educational process.

The development of inclusive culture has a direct impact on the effect of inclusive policies (support for the introduction of children of different categories into education in the entire process, recognition of rights) as well as inclusive practices and technologies (the use

of methods and approaches corresponding to the capabilities of each child in the educational process).

According to the researchers, it is inevitable that the development of general inclusive values and collaborative relationships will lead to changes in other aspects.

It is important to see the interpretation of the concept of "inclusive culture" in several directions:

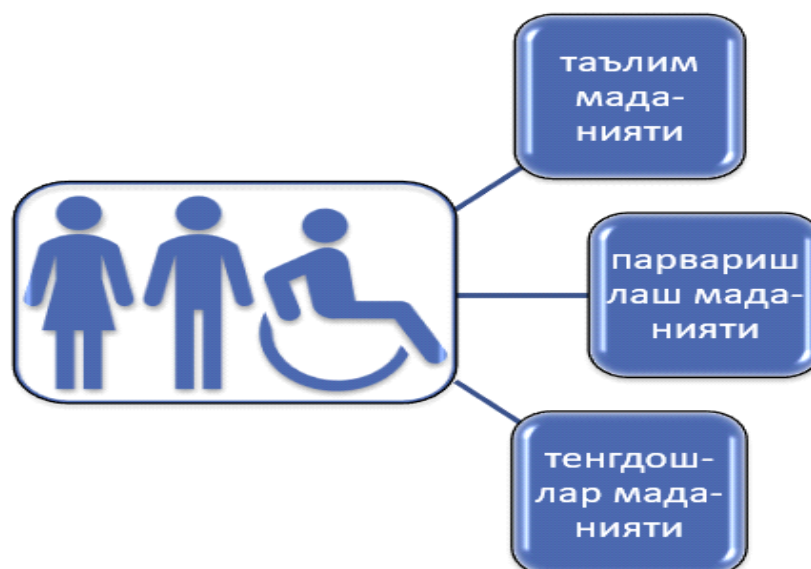
a separate doctrine (philosophy) consisting of values, concepts and knowledge, mutually accepted and distributed by the participants of the inclusion process;

part of a general culture focused on ensuring inclusive values that affect the effectiveness of the inclusion process;

a specific microclimate of confidence that protects each of the participants in education from serious stress, psychological suffering, affects the development of the activities of the subjects in their interaction;

the subjects, supporting the participants of the process, are aimed at preventing the occurrence of mutual contradictions between them.

Swedish scientist U.Janson sees the structural structure of the culture of educational inclusion as follows:



In the formation of an inclusive culture, an important role is played by the head of the institution and the community surrounding it, as well as the established partnership relations with parents and partners, the created incomparable environment.

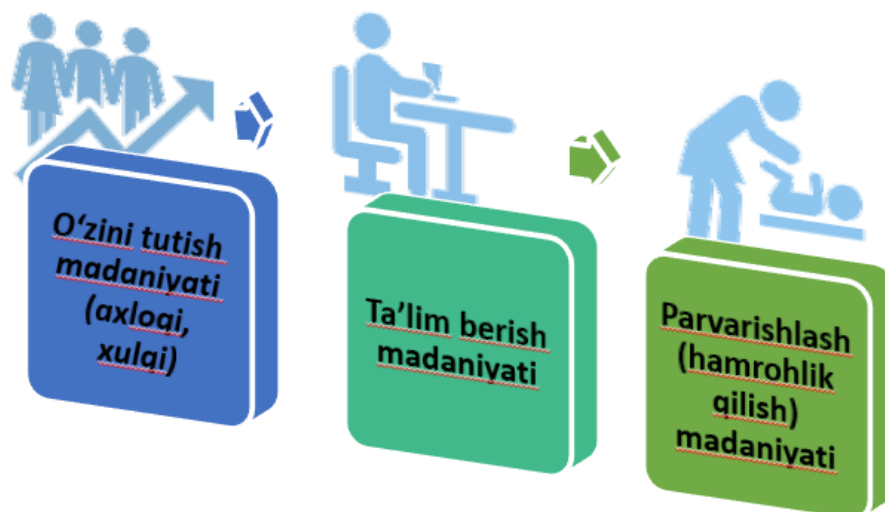
S.V.Alexina, studying the issue of teachers' professional readiness to work in Inclusive Education, believes that it is important to change norms and values that contradict the ideas of implementing inclusive education, that is, their attitude to the educational process of children with special educational needs and a medical model-based approach (stereotype).

Based on the analysis of scientific and theoretical literature, our close acquaintance with foreign experiments, we reiterate that inclusive education is a process that serves as a bridge in the humanization of society, the transition to inclusive society, the

development of which implies a qualitative transformation of the educational system in a planned way. That is, inclusive education is education that seeks not to adapt a separate child to education on the basis of transformation or correction, but to adapt the educational and social environment to the capabilities of the child. In other words, it is not a particular form of education, but an education characterized by the flexibility of its philosophy, content and conditions to the capabilities of each child, ensuring the right to freedom of choice opportunities. The success of inclusive education does not consist only in successful teaching, but also in harmonizing students with social and labor processes.

The effect of the practice of inclusive education is influenced by the culture of educational subjects, the level of their interaction.

We will show three types of inclusive culture through the image below.



Types of inclusive culture.

The culture of behavior (morality, behavior) covers the following concepts: high self-esteem of being a member of a team, the questions asked should mean not in a contradictory way, but communication, dialogue, expressing openness and admiration for others.

Culture of education: the presence of each student's place in the lesson, a positive approach to each of them, adherence to the culture of speaking with decency and admiration in every aspect.

Culture of care (companionship): the presence of an accompanying specialist or peer, the creation of an unobstructed environment.

We note that the process is comprehensive in the formation of an inclusive culture based on the above points, the expansion of the circle of subjects, the use of coping-strategies aimed at overcoming, getting out of various strategic situations caused by educational entities, taking into account the occurrence of various problem situations in the process. Coping-strategies are behavior norms that are used with the aim of

overcoming the consequences of stressful situations or minimizing it, and are actions that concentrate cognitive, behavioral, emotional activities. These strategies are divided into three types of "problem solving", "social support seeking and being able to find", "escape", some types, helping to capture oneself in complex situations, maintain psychological balance.

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