

**FEATURES OF THE ORGANIZATION OF THE EDUCATIONAL
PROCESS IN THE CONDITIONS OF INCLUSIVE EDUCATION WITH
STUDENTS OF PRIMARY SCHOOL AGE WITH DIFFICULTIES IN
LEARNING**

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Annotation. The main goal of inclusion as a process is to create a barrier-free environment for the education and training of people with special needs. One of the aspects of the development of inclusive education is pedagogical work with children with learning difficulties such as mental difficulties. Another aspect of the development of inclusive education is the training of specialists to accompany students of this group.

Keywords: inclusive education, teacher, children with mental retardation, training of specialists, primary school age.

The term "inclusion" in general refers to the process of inclusion, involvement or entry into something as part of a whole. In relation to education, UNESCO understands inclusion as a process of “addressing and responding to the diversity of needs of all learners through participation in learning, culture and communities and reducing school dropout and exclusion” [1, p 6].

The main goal of inclusion as a process is to create a free, barrier-free environment in the education and training of people with special needs [2, C 9].

The inclusion of children with disabilities in education is one of the main and indispensable conditions for their successful socialization, ensuring their full participation in society, effective self-realization in various types of professional and social activities [3, p. 104].

At present, the practice of educating children with disabilities is characterized by an intensive spread of its inclusive form, reflecting the convergence of systems of general and special education [4, p. 5].

The standards of inclusive education are based on a differentiated approach, the implementation of which implies the recognition of training and education as a single process [3, p. 104].

In this connection, the above semantic and organizational aspects of the development of inclusive education have identified a range of rather complex tasks for the pedagogical community related to the implementation of new approaches to the organization of their education and upbringing [4, p. 5].

One of the aspects of the development of inclusive education is pedagogical work with children with mental retardation.

Another aspect of the development of inclusive education is the training of specialists to accompany students with mental retardation.

The training of specialists to accompany students with mental retardation involves the development of professional competencies that go beyond traditional university programs and are focused on productive cooperation with a psychologist as the main partner in the process of implementing the tasks of joint education of children with mental retardation with peers with conditionally normative development [4, p. 5].

The teacher and special educators cooperate in pedagogical work on the education and upbringing of children with mental retardation.

Mental retardation (MPD) - is expressed in the lack of a child's general stock of knowledge, a decrease in the amount of attention and memory, immaturity of thinking, lack of automation of movements and actions, low focus and weakness of self-regulation, rapid fatigue in intellectual activity, delayed development of the emotional sphere [5].

In the process of teaching a child with mental retardation, specially organized comprehensive assistance from relevant specialists is required.

Organized supervision of students is required.

Escort is a special form of social and psychological assistance [6, p. 51-56].

Organized support for students with mental retardation imposes special requirements on the professional training of teachers, which should provide not only the opportunity, but also the proper quality of children learning the content of primary general education programs [4, p. 5].

And as a result, pedagogical work with children with mental retardation as an aspect of inclusive education involves a step-by-step solution in creating conditions that take into account the individual characteristics of each participant in the educational process of the class team.

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The first stage of work on organizing inclusive education for children with special developmental needs is the study of documents regulating the activities of a teacher in working with children with mental retardation in a classroom environment.

The second stage, assessment of the possibility of children with mental retardation in learning.

The third stage, monitoring the level of actual development of a child with mental retardation and taking into account the areas of proximal development of the child when planning by the teacher.

This is an opportunity to trace the dynamics of changes in the educational and personal growth of a child with mental retardation.

After processing the monitoring results, special teachers include individual and group lessons of a general developmental and subject orientation in the educational process to increase the level of general development of students, fill gaps, correct cognitive activity and emotional-volitional sphere.

As a result of the phased work of a teacher and a special teacher with children with mental retardation, the child will fully live the period of a happy childhood, social adaptation, education, training and corrective development.

The attitude of the teacher to the inclusion of children with mental retardation in the educational process is a key factor in the transition to an inclusive environment in the school.

Every child with a mental retardation should make the most of the opportunities of primary school age.

Currently, a unit of a tutor and an assistant teacher is being introduced into a school for children with mental retardation to ensure the quality of the educational process.

In this work, the joint participation of the family and specialist teachers in creating conditions for helping a child with mental retardation in learning is relevant and necessary.

Today, when this understanding of the process of providing education to children with mental retardation is the norm, it becomes relevant for teachers and parents to increase personal professional competencies in inclusive education.

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