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CHILDHOOD PEDAGOGY IN MODERN CONTEXT: PROBLEMS AND PROSPECTS

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Steady increase of child disability has persisted in the modern world. At the same time, moving along the path of democratization of public life inevitably leads us to the need to organize the full inclusion of children with disabilities in all spheres of life. That is why the need has arisen to introduce such a form of education that will create optimal learning conditions for children with disabilities - inclusive education.

This work is devoted to the problems of education of children with special needs in the context of the global development of inclusive education.

The main issue of modern pedagogy in the field of education of special children is the way to get education.

Inclusive education is training and education, in the process of which the special educational needs of all students, including those with psychophysical developmental characteristics, are met in the institutions of basic and supplementary education when they create appropriate conditions and fully integrate all students into the joint educational process.

The purpose of the research is to study the problems and prospects for the development of inclusive education.

Material and methods. Research materials: regulatory legal acts of the Republic of Belarus, materials of periodicals, thematic conferences devoted to the problems of teaching children with limited health opportunities

The relevance of the study is due to modern humanistic processes in society, based on the need to include people with disabilities in all spheres of society.

Methods used in the work: theoretical analysis and synthesis, induction and deduction, thought experiment, structural-functional and structural-logical analysis, economic-statistical methods.

Findings and their discussion. An important feature of raising a child with developmental and behavioural abnormalities is optimism, confidence in overcoming difficulties. To overcome these difficulties, timely implementation of diagnostic, preventive and correctional and pedagogical work is necessary to promote the effective development and formation of the personality of this category of children and adolescents in the conditions of functioning of a

comprehensive school [9, p. 45].

A modern understanding of inclusive education is that all children should be taught together in all cases where this is possible, despite any difficulties or differences existing between them.

In the developed countries in Europe, care for children with special educational needs begins at the pre-school age. The content of the program is adapted in such a way as to maximize the development of the child, taking into account its needs and capabilities

In accordance with the existing democratic and humanistic trends in the world, currently in developed countries all children with special educational needs and opportunities are covered by education and upbringing. In this case, there are three main models of inclusive education:

- “one way” model - integration of all children within the framework of a mass school;

- the model of “two ways” - the presence of two independent education systems, which exist on the basis of special laws, mandatory for mass and special education;

- the model of "many ways" - there are many concepts that combine elements of mass and special education.[10, p.99]

The integration of children with special needs into regular classes of maternal schools has, in addition to indisputable advantages, some risks, therefore the Framework Program has a special section on the work of a preschool teacher, in a class of which there are children with special educational needs. He has to assess whether he will be able to perform this work - this applies to material, psychosocial, personal, professional and other conditions. If a pre-school teacher takes care of a child with disabilities, being not competent in this area (does not have a special education), he should cooperate with the appropriate specialists - a special teacher, a child psychologist, a doctor. [10, p. 102]

There are nearly 1.7 million disabled children under seven in China. The government decided, the compulsory education enrolment rate for children and adolescents with disabilities has reached more than 95 %, achieving full popularization by 2020. It will be set up a system, so that all disabled children will have access to basic rehabilitation services by 2025. China will implement a national assistance system for the rehabilitation of disabled children from poor families, covering their treatment expenses [14, p.119]. Although in the context of an inclusive educational approach in China, a series of events are already being held, legislative acts are being adopted that regulate this sphere in one way or another, but there is still a long way to go. Inclusive educational practice in China is rather limited, largely experimental and unstable.

About 31 thousand children with disabilities live in the Republic of Belarus. More than half of children with special needs are still enrolled in special boarding schools. The Concept of the development of inclusive

education (students with psychophysical features) in the Republic of Belarus has been adopted at 2015, which is a system of views on the principles, priorities, goals and objectives, mechanisms for the development of inclusive education. The implementation period of the Concept is 2015–2020.[15, p.4]

However, the implementation of inclusive education in practice in different countries, especially in developing countries, faces a number of problems: the difficulties of traditional perception of disability, the lack of a sufficient number of teachers with the necessary level of training, the lack of necessary methodological material for teaching children with special opportunities and a lack of funding to solve some issues of inclusive education.

Conclusion. Considering the above we can say, that social and pedagogical support for children with special needs in the world is implemented at three levels in a practical context:

- the formation of state policy in the field of legislative and regulatory framework;
- the creation of regional models and systems of social and pedagogical support, relevant programs and projects;
- realization of mentioned above on a personal level.

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- the difficulties of traditional perception of disability;
- the lack of a sufficient number of teachers with the necessary level of training;
- the lack of necessary methodological material for teaching children with special opportunities;
- lack of funding to solve some issues of inclusive education.

Therefore, further research in this area should be carried out in order to develop general recommendations for the implementation of inclusive education, to create an algorithm to work on the full inclusion of “special” students in the life of the school and to transform the school in accordance with the ideas of inclusive education.

Children are the future of the world. Every child should receive care and education. No matter what kind of the reason is, it should not be excluded.

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FORMING INCLUSIVE READINESS OF PARENTS AS PARTICIPANTS OF THE INCLUSIVE EDUCATIONAL PROCESS

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Inclusive education is currently an innovative process that allows for the education, upbringing and development of all children, without exception, regardless of their individual characteristics, educational achievements, mother tongue, culture, mental and physical abilities. The basis of inclusive education is an ideology that excludes any discrimination against children and ensures equal treatment of all people, but creates special conditions for children with special