

ORGANIZATION OF INCLUSIVE EDUCATION IN ART CLASSES

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Annotation: This article describes the organization of inclusive education in art classes. The author considers the problem of developing the creative abilities of students with disabilities. The concept of «creative abilities in children with disabilities» is clarified, the features of the development of this type of abilities in children in the system of special (correctional) education, the features of the development of creative talents of students with disabilities are identified and substantiated: taking into account the principles of correctional education, creating conditions for the development of creative abilities of a child with disabilities. In addition, the general principles of working with children with mental retardation are presented. Various active teaching methods and techniques are also described, such as didactic educational games or exercises for performing images, color science exercises used in fine arts lessons, games and exercises for developing the perception of works of art that increase the cognitive activity of students, developing their creative abilities.

Keywords: Inclusive education, mental retardation, composition, educational games, kinesiology exercises, psychotherapy, reflection, motivation.

ОРГАНИЗАЦИЯ ИНКЛЮЗИВНОГО ОБУЧЕНИЯ НА УРОКАХ ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА

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Аннотация: В данной статье рассказывается об организации инклюзивного образования в художественных классах. Автор рассматривает проблему развития творческих способностей учащихся с ограниченными возможностями здоровья. Уточнено понятие «творческие способности у детей с ограниченными возможностями здоровья», выявлены особенности развития данного вида способностей у детей в системе специального (коррекционного) образования, особенности развития творческих способностей учащихся с ограниченными возможностями здоровья. и обоснованные: учет принципов коррекционного воспитания, создание условий для развития творческих способностей ребенка с ограниченными возможностями здоровья. Кроме того, представлены общие принципы работы с детьми с задержкой психического развития. Описаны также различные активные методы и приемы обучения, такие как дидактические развивающие игры или упражнения на исполнение изображений, цветоведение, используемые на уроках изобразительного искусства, игры и упражнения на развитие восприятия художественных произведений, повышающие познавательную активность учащихся, развивающие свои творческие способности.

Ключевые слова: Инклюзивное образование, умственная отсталость, композиция, развивающие игры, кинезиологические упражнения, психотерапия, рефлексия, мотивация.

TASVIRIY SAN'AT DARSLARIDA INKLYUZIV TA'LIMNI TASHKIL ETISH

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Annotatsiya: Ushbu maqolada tasviriy san'at darslarida inklyuziv ta'limni tashkil etish haqida so'z boradi. Muallif nogiron o'quvchilarning ijodiy qobiliyatlarini rivojlantirish muammosini ko'rib chiqadi. «Nogiron bolalarning ijodiy qobiliyatlari» tushunchasiga aniqlik kiritildi, maxsus (tuzatish) ta'lim tizimida bolalarda ushbu turdagi qobiliyatlarni rivojlantirish xususiyatlari, nogiron o'quvchilarning ijodiy qobiliyatlarini rivojlantirish xususiyatlari aniqlandi. va asoslantirilgan: tuzatish ta'limi tamoyillarini hisobga olgan holda, nogiron bolaning ijodiy qobiliyatlarini rivojlantirish uchun shart-sharoitlarni yaratish. Bundan tashqari, aqliy zaif bolalar bilan ishlashning umumiy tamoyillari keltirilgan. Ta'limning turli faol usullari va usullari, jumladan didaktik o'quv o'yinlari yoki tasvirlarni bajarish uchun mashqlar, tasviriy san'at darslarida qo'llaniladigan rangshunoslik mashqlari, o'quvchilarning bilim faolligini oshiradigan san'at asarlarini idrok etishni rivojlantirish uchun o'yinlar va mashqlar. ularning ijodiy qobiliyatlari.

Kalit so'zlar: Inklyuziv ta'lim, aqliy zaiflik, kompozitsiya, o'quv o'yinlari, kinesiologiya mashqlari, psixoterapiya, refleksiya, motivatsiya.

Inclusive education - teaching children with special educational needs to develop in general education schools with healthy children or in specially created groups (classes). Inclusive education is based on an ideology that excludes any discrimination against children, which ensures equal treatment of all students but creates special conditions for children with special educational needs. The use of active learning methods when working with students with mental retardation (MPD) is especially important, because. this category of children has a low level of cognitive activity, immaturity of motivation for learning activities, reduced ability to receive and process information, and insufficient formation of analysis, comparison, synthesis, abstraction and generalization operations.

General principles of working with children with mental retardation:

- Distribution of tasks in accordance with the pace of activity and the student's capabilities;
- Consideration of the individual possibilities of the student's entry into practical activities;
- It is highly recommended not present to perform more than one task at once, if the student has to complete a complex task, but it is offered in the form of successive parts and periodically it is necessary to control the progress of work on each part, making the necessary adjustments (gradually transferring control functions to the child himself);
 - pauses of active rest with light physical exercises or relaxation are arranged;
 - entertaining techniques, elements of competition, didactic games, etc. are used in the learning process;
 - any manifestations of initiative and independence of the student are supported and encouraged;
 - it is necessary to encourage good behaviour, and the desire to work in the classroom and for academic success. Also, it is necessary to praise the students of this category if they successfully coped with even a small task.

It is necessary to exclude any discrimination in the lessons and ensure equal treatment of all students, but special conditions must be created for children with special educational needs.

Inclusive approaches support these children in learning and achieving success, which gives them chances and opportunities for a better life.

1. Research tasks. The research method allows you to select, design and propose a system of research tasks, adapt them to a specific situation of the educational process and manage their solution. For example questions to students, what colour ratios would you choose to create an alarm? To express tenderness? And a research task: pick colours and shades on the palette and draw a landscape on paper. During the lessons, students get acquainted with various artistic materials and perform exercises related to the study of all the possibilities of various graphic, pictorial and constructive materials. Homework is exploratory in nature. For example: to see in children's books how artists depict evil and good male and female fairy-tale characters, and then in the lesson, the children are invited to explore how paints can be mixed to get the right shades to depict «evil» and «good». Observe where you can see the mixing of the three primary colours (leaves, vegetables, fruits) and how; what and how is depicted with the paints that they worked at the lesson, but already at home, in the environment? Find reproductions of artists' works in materials similar to appliqué (mosaic, collage), look at mosaics in public buildings, patchwork mosaics, and inlays on furniture, and create a similar one in the classroom based on what you see. Find illustrations in books and draw a picture, depicting what fairy-tale characters are in the form of animals and birds (dragon, centaur, mermaid). Bring books, magazines illustrated with black and white line drawings, and other similar activities to class.

2. Types of educational games used in art lessons:

Game classes in fine arts instil interest in creativity through a game in which children learn to observe, analyze, compare, express their thoughts, and acquire the necessary skills in drawing, but only in a relaxed, comfortable environment.

Target Orientation of Games.

Didactic: expands horizons, cognitive activity, the use of ZUN in practical activities, the formation of certain skills and abilities necessary in practical activities; develops general educational skills and abilities; develops work skills.

Educators: education of independence, and will; the formation of certain approaches, positions, moral, aesthetic and worldview attitudes; education of cooperation, collectivism, sociability, and communication.

Developing: development of attention, memory, speech, thinking, imagination, fantasy, creativity, empathy, reflection, the ability to compare, compare, find analogies, the optimal solution; development of motivation for learning activities.

Socializing: familiarization with the norms and values of society; adaptation to environmental conditions; stress control, self-realization; communication training; psychotherapy.

3. Perception of the material at a certain stage of the lesson with closed eyes.

I use it to develop auditory perception, attention and memory; switch the emotional state of children during the lesson; to set children up for a lesson after vigorous activity (after a physical education lesson), after completing a task of increased difficulty, etc.

4. Use of kinesiology exercises.

The sets of exercises include stretching, breathing exercises, oculomotor exercises, bodily exercises, exercises for the development of fine motor skills, and relaxation exercises.

5. Active methods of reflection. I conduct these types of reflection both individually

and collectively. When choosing one or type of reflection, I take into account the purpose of the lesson, the content and difficulties of the educational material, the type of lesson, the methods and methods of teaching, and the age and psychological characteristics of students.

All of the above methods and techniques of organising training to one degree or another stimulate the cognitive activity of students with special educational needs.

Thus, using active teaching methods and techniques, I increase the cognitive activity of students, develop their creative abilities, actively involve students in the educational process, and stimulate the independent activity of students, which equally applies to children with special educational needs.

The variety of existing teaching methods allows me to alternate between different types of work, which is also an effective means of activating learning. Switching from one type of activity to another prevents overwork, and at the same time does not allow you to be distracted from the material being studied, and also ensures its perception from different angles.

I. Games and exercises to perform images from ready-made geometric and arbitrary shapes.

These games and exercises contribute to the understanding of the design features of the shape of objects, form the ability to compare, find optimal solutions, and develop thinking, attention, and imagination.

1. Compose images of individual objects from geometric shapes.

Using the geometric shapes depicted on the board, students draw objects in the albums (as a variant of this exercise, individual tasks for each student).

2. Make compositions from ready-made silhouettes «Whose composition is better?».

From the finished silhouettes, make a still life. The game can be played as a competition between two (three) teams. Work is carried out on a magnetic board. The game develops compositional thinking, and the ability to find optimal solutions. Topics that this game can be used to study: Images on the plane. Execution of still life «The world of my grandmother.» Execution of the decorative composition «Peddler». Drawing up a composition of a still life from moulded objects.

3. Puzzle game. Compose images of animals from geometric shapes. The assignment is creative. Perception of art. Conversation «Animalistic genre». DPI; shape, proportions, designs. «Fantastic animal, bird, fish.»

4. Complete the image. By thread printing, students receive two identical images. Task options: complete the images yourself or exchange one copy of the image with a neighbour and complete it. Exercise helps develop creative imagination. Shape, proportions, designs. «Fantastic animal, bird, fish.»

5. Name objects similar to geometric bodies. An exercise in logical thinking. Form. Drawing from nature objects of a simple form. Performing a still life from nature.

6. Make an ornament out of ready-made geometric shapes.

An exercise to consolidate knowledge about the features of the ornament. Aesthetic perception of reality.

7. Make an application consisting of parts of different colours, but the same shape. Give a title to the work. Develops the ability to compose. Promotes the development of a sense of shaping in a flat image. In the future, this exercise can be used to complete tasks using the cut mosaic technique. Making a mosaic panel.

II. Games and exercises on colour science

1. Make pairs (contrasting colours, close colours). Students work with ready-made geometric shapes of various colours. At the request of the teacher, the students raise their pairs. This exercise helps to master the basic concepts. Colour. Composition. Making a sketch of an embroidery scarf.

2. Name the primary, secondary, and derivative colours. The answers are raised geometric shapes of the desired colour. Work can be carried out frontally, in teams. Drawing from nature vegetables and fruits. Colour. Composition. Drawing from nature still life «Home violets».

3. Cold and warm colours. The students are divided into two groups. One group needs to choose colours for decorating the kingdom of the Snow Queen, and the second - for the plumage of the Firebird. An exercise in identifying colour and its expressive aspect. Drawing from nature vegetables and fruits. Decorative composition «Handkerchief or mittens».

4. Game competition «Who is more?». On strips of paper, students make the first stroke of paint of any colour, then add a little white to this colour and perform the next stroke, etc. The winner is the one who makes more paints of different lightness. A game to reinforce the concepts of colour whitening. Drawing from nature. Still life. These games and exercises contribute to the development of a meaningful perception of colour, distinctive, analytical and synthetic abilities and culture of perception of the child; have an educational, training, controlling character.

III. Games and exercises promoting the assimilation of new terms, and concepts.

1. Continue the chain of words. This exercise can be done at the beginning of the lesson. Students should continue the list and classification. For example architecture, style, romanesque, gothic, and arch.

2. Explain the meaning of the word. For example rhythm is..., design is...

3. Group the words by genres (kinds). Various concepts, terms, and names are written on the board, which must be combined into semantic groups. The image on the plane. Scenery. Perception of art. Conversation «Art in the life of society and man.»

4. Cross out the extra word. The exercise is in the nature of exercise number 3, that is, generalizing, and controlling. Evaluation of oral responses.

5. Blitz control (question-answer). To conduct blitz control, you can use the «magic cube». On the teacher's table is a cube, the faces of which are painted in different colours. There is a table on the board, in which each colour and the faces of the cube correspond to the names of the types of fine arts: architecture, sculpture, painting, graphics, and design. The facilitator turns the cube of one of the faces to the class, and the students must raise a card with the image of the desired object. You can use different assignment options.

6. Diagnostic exercise «Remember the word.» The task gradually becomes more difficult. This exercise can be used at the beginning of the lesson.

For example g...ash (gouache), gr..f..ka (graphics), k...r..m...ka (ceramics), etc.

IV. Games and exercises for the development of perception works of art.

1. Choose adjectives that characterize a work of art (reproduction or slide). The student with the most number wins. This exercise develops the ability to translate a visual image into a verbal one.

2. Compare impressions. Students compare two works of art. When performing this exercise, the culture of perception of works of art, and the speech of students develops. Colour. Drawing from life still life (vegetables, fruits). Composition on the plane. Man and the objective world. Still life «My grandmother's world».

Perception of art. Conversation «Animalistic genre». Perception of art. Conversation «Man in art. genre of a portrait. The theme of myth in the visual arts. Painting of a casket in jewellery. Perception of art. Conversation «Everyday genre in the visual arts». Modeling a frieze for a school building or kindergarten. Perception of art. A conversation about the relationship of man with the environment. Graphic design talk. Perception of art. Conversation «Historical and battle genres». Perception of art. Conversation «Historical subjects in painting, graphics and sculpture.»

3. «Enter» the picture (imagine yourself in the place of the hero of the work of art). The game develops the child's imagination, and speech is creativity.

4. Game «Guess». The teacher selects poems, and riddles, according to which students must guess what work (subject) of art is being discussed. The game develops logical thinking, and the emotional culture of perception activates attention and stimulates the process of memorizing artistic information. Painting products according to the type of folk patterns.

5. Indicate the author or title of the work. Students are given cards with a table in which the names of the artists are indicated, and reproductions of the works of these authors with numbers are located on the board. Students complete the table. This type of task can be used in the lessons on the perception of art.

6. The game «Reporters of the newspaper heading «Masterpieces of Art». The topic of the lesson is announced in advance. For example, «Man in Art. the genre of a portrait.

Students independently select materials for it in the form of reproductions, photographs, and poems, and write notes themselves (mini-essay). All this is attached to the stand. Such a game is productive, it brings up the need to independently search for materials, read literature on art, and develop skills in search activities. Talk about art «plots in painting, graphics, sculpture.»

7. Find among the works of art those that are associated with certain feelings. This type of task can be used in the lessons on the perception of art.

V. Role-playing games.

1. The game «Connoisseurs are investigating.» According to the description, they will accept a «painting (sculpture) missing from the museum», art connoisseurs are looking for the desired picture among the reproductions on the board. The description is made by the «curator of the museum». Additional information can be provided by «witnesses» - students of the class. Perception of art. Talk about art «Art in the life of society and man.» Perception of art. «Man in Art. a genre of portrait. Conversation about art «Historical and battle genres».

2. The game «The best guide». The students selected for the honorary title talk about the plot, the motive of the work, the composition and its elements, and the means of expression. A game of this kind contributes to the development of visual memory, speech, logical thinking, the ability of emotional and figurative expression, and the ability to analyze a work of art. The speech of experts, the exchange of opinions, and the protection by students of their decisions, and conclusions is a prerequisites for such games classes. The teacher states the results achieved, marks the mistakes, and formulates the final result of the lesson.

Result: The proposed technology and the highlighted conditions for working with children with disabilities to develop creative talents can be introduced into the system of professional (correctional) education, as passed approbation in the framework of the implementation of an innovative project.

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