

# HEALTH-SAVING TECHNOLOGIES IN INCLUSIVE AND DISTANCE EDUCATION WHEN TEACHING PEOPLE WITH DISABILITIES

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## **Annotation.**

The article explores the issue of providing education for individuals with disabilities, along with the potential and available resources of distance learning. It identifies distance learning as the most efficient and effective method for educating such individuals, given their unique circumstances, in a contemporary educational setting, utilising cutting-edge information and communication technologies. Significant attention is paid to the topic of inclusive education, including its basic ideas, the chances and prospects it creates for people with disabilities or special needs, and how it uses health-benefiting technology in modern psychological and educational practice.

**Key words:** Information and communication technologies, electronic educational resources, distance education, health-saving educational technologies, information and educational environment, innovative educational procedures, inclusive practice, electronic, pedagogy.

Pedagogical innovations encompass the entire realm of education, beginning with the preparation of a teacher who serves as an expert, consultant, designer, and technologist of innovative directions and concluding with the preparation of the educational process's actual organizer. They involve a personal and creative process for organizing the educational process.

Due to the need to adapt to particular market conditions, the emergence and growth of the market for educational resources and the establishment of an efficient

educational system have presented the educational structures of Russia and higher educational institutions that offer postgraduate and higher professional education in particular with a number of problems of theoretical and practical significance. By analysing the characteristics of contemporary socioeconomic progress linked to informatization, several deductions can be made concerning the trajectory of growth in the domains comprising the Russian educational services market [8]. One of the foremost challenges in contemporary education pertains to its development process, which necessitates universal accessibility and guarantees educational opportunities for individuals with special needs (henceforth referred to as "inclusive education"). This imperative is founded upon the subsequent fundamental tenets:

An individual's worth is not contingent upon their accomplishments and capabilities; each person is capable of emotion and thought; each individual has the right to express themselves and be heard; All individuals are interdependent; genuine education is only possible within the context of genuine relationships; all individuals require the friendship and support of their peers; for all learners, progress is more likely to be made in areas where they excel than in areas where they fall short;

UNESCO additionally introduced the concept of "inclusive education" alongside the term "integrated education."

The notion of inclusive education, which integrates general and special education in an organic manner to facilitate social adjustment for children experiencing "social dislocations" caused by genetic and biological developmental disorders ("social dislocations"), originated with Lev Vygotsky in the 1930s. Vygotsky was among the first to demonstrate the necessity of this approach for the effective implementation of social compensation for a child's physical defecation. According to Tony Booth, a British researcher specialising in inclusive education, "integration and inclusion are two stages of the same process: complete inclusion in the educational system follows the establishment of a simple presence" [2, p.

102].

Alternating the term "integrative" with "inclusive" signifies a shift in comprehension regarding this process as well as the attainment of an additional level at which students are not merely unified into a singular entity (from "to integrate"—to unite into a singular entity), but are also fully integrated into society (from "to include"—to support, incorporate, or possess in its composition). Humanistic ideas say that each person is unique and special, that everyone has the right to a good life no matter what their physical condition is, and that everyone has the right to have all the values and achievements of modern society. These ideas led to the idea of inclusive education.

The global community's stance on this matter is as follows: inclusive education serves as a preliminary measure towards the ultimate objective of establishing an all-encompassing society wherein every child and adult can participate and make contributions to society, irrespective of their abilities, gender, age, ethnic origin, presence or absence of developmental disorders, or HIV infection. Diversity is esteemed and appreciated in such a society, and efforts are made to actively oppose prejudice and discrimination in politics, daily life, and institutional activities [7]. Presently, it is critical to emphasize that inclusive practice has the potential to serve as a "crystallization point" for numerous innovative processes in education, thereby achieving the following contemporary objectives:

- 1) provision of continuing education;
  - 2) implementation of a competency-based paradigm [10].
- Global transformations of this magnitude are unattainable without performing a thorough system analysis, selecting a suitable methodology, and devising an appropriate model to guide the implementation of the proposed innovation. Diverse sectors of the Russian economy are implementing the international reformation effort known as informatization, with differing levels of achievement.

An effort is being made to establish a unified information and pedagogical space in Russia as one of the development objectives. The influence of contemporary information technologies on higher professional education is substantial. As a result of scientific and technological advancements that stimulate the globalisation of the economy, the information society [4] demands the immediate acquisition and continuous refining of knowledge. Under the conditions of education's informatization, the content, methodologies, and organisational structures of academic endeavours must be drastically altered. When a computer is incorporated into the pedagogical system as a technical tool for instruction, it necessitates the complete adaptation of all other components to the computer. This adaptation would result in the development of an entirely new and flawless pedagogical technology that capitalises on the computer's didactic capabilities. By distinguishing the challenges that emerge in the context of education's informatization from those of conventional pedagogy and emphasising their significance, scientists conclude that they require a distinct subfield within pedagogy. Particularly, A.A. Andreev emphasises that a new pedagogy, which the author conventionally advocates to name "e-pedagogy" [1], is required for the effective planning and implementation of educational processes in information and educational environments. Inclusive education aims to establish a pedagogical approach that is centred around individuals, acknowledging their unique qualities and diverse learning requirements. The goal of inclusive education is to develop a more adaptable method of instruction and learning that can accommodate students with varying learning requirements. All individuals will benefit if teaching and learning become more efficient as a result of the changes introduced by inclusive education, not just those with special needs. Inclusion pertains to the endeavour of augmenting the level of individual student engagement in both the scholastic and social spheres of an establishment while concurrently diminishing the extent to which students are isolated in all institution-

wide activities.

Inclusion necessitates a comprehensive restructuring of an educational institution's culture, regulations, internal norms, and practices to accommodate the diverse array of students, each possessing distinct personal attributes and requirements. Instead of being a problem requiring resolution, the diversity and distinction among students constitute the most valuable asset that ought to be utilised in the educational process.

The World Health Organisation estimates that approximately one billion individuals are afflicted with disabilities worldwide. Educational institutions and universities in the majority of Western nations accommodate them similarly to those that accommodate able-bodied individuals. It should be acknowledged that inclusion is still an endeavour in our country. Nearly 10% of the population of our nation is disabled at present. Each year, the development of specialised programmes is required for 120,000 students. As of now, a mere 30,000 students with disabilities are enrolled in domestic universities, representing a mere 4% of the overall capacity [10]. An essential objective of health-saving pedagogy is to identify work and leisure schedules for students that prevent overwork, postpone fatigue, and guarantee optimal performance over extended study periods. This undertaking assumes heightened significance when contemporary methodologies for addressing the issue of inclusive education and distance learning for individuals with disabilities are considered. It has been established that homeostasis, the body's capacity to maintain a constant internal milieu in defiance of external alterations, is the physiological foundation of health [15]. The body is able to maintain homeostasis through interactions with the environment due to the adaptation process. An inequilibrium among the bodily systems and processes inevitably results in a breach of the internal environment's parameters: the body becomes ill. In this particular scenario, the state of discomfort will endure for the duration of the process of restoring the parameters that regulate the body's normal condition. And if the body is unable to attain the previous

parameters required to maintain equilibrium in its internal environment, it may attempt to do so with alternative parameters that have been altered. Concurrently, the overall state of the body may deviate from the expected norm, materialising as a pathological condition. Consequently, adaptation processes encompass not only the optimisation of bodily functions but also the maintenance of equilibrium within the "organism-environment" system. Whenever substantial changes occur in the "organism-environment" system, the adaptation process is activated to ensure the formation of a new homeostatic state that permits physiological functions and behavioural responses to operate at peak efficiency. As a result, health, being an intrinsic condition, necessitates regulation through a feedback mechanism that guarantees oversight of the body's internal milieu and preserves its consistency in the face of external fluctuations. By instituting a distance form of education without a strict territorial reference, it is possible to obtain additional thematic information from the most knowledgeable and "interesting" instructors and to elucidate its particulars with tutors (teachers) in real time. With the intention of preserving their child's physical fitness, parents can create a more ergonomically secure learning environment when arranging a distance learning course at home, as opposed to traditional educational settings. The scope and framework of emotional learning are undergoing a complete transformation. The dynamic between the instructor and the learner, who constitute the educational process, ought to have the same degree of authenticity as in a traditional, full-time classroom setting. Furthermore, given the potential limitations of the online mode in imparting essential social and emotional competencies comparable to those covered in traditional face-to-face instruction, it is imperative that attendance requirements for online courses remain as rigorous as those for traditional face-to-face education. structures [13]. However, it is crucial to recognise that distance education should not be interpreted as an escape from reality, a means of confining a student with disabilities to their residence, or a hindrance to social interaction; rather, it should be regarded as an opportunity to enhance their educational experience in

accordance with their unique circumstances and social standing. Distance learning effectively diminishes adherence to a rigid learning schedule. Class durations can vary from 15 minutes to 1.5 hours, contingent upon the subject matter and cohort. This flexibility can alleviate the psychological strain and stressful aspects that students may experience while striving to master specific academic disciplines, topics, and sections. Electronic communication methods facilitate the development of non-linear work schedules, in which individual students within a given section complete assignments at their preferred speed and sequence. Tutors are able to promptly address challenging topics by forming subgroups online, where further deliberation on the necessary subjects occurs. By facilitating "self-learning" and supplementing students with psychological preparation, gamification techniques substantially enhance their capacity to withstand stress while enduring professional retraining [13].

Contemporary inclusive practice is in dire need of specialists to acquire new competencies and knowledge. Specialists who possess not only pertinent work experience and a pedagogical or psychological education but also a high level of professionalism in fields such as special pedagogy and psychology are currently the most sought-after. Tutors, for instance, are an example of a field that is nascent within the domestic education system and requires specialists with adequate training [8]. Therefore, advanced training and retraining of specialists from educational institutions engaged in inclusive practice [9] is one of the high-priority areas for the implementation of inclusive education in our nation. Presently, the state of inclusive education in Russia is entangled in a labyrinth of complications and inconsistencies that demand the adoption of special comprehensive measures for their resolution.

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