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COORDINATION OF PEDAGOGICAL MODELING WITH THE INNOVATIVE CLUSTER OF PEDAGOGICAL EDUCATION AS A FACTOR OF ENSURING SOCIAL SECURITY OF INCLUSIVE EDUCATION

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Abstract: *The current socio-economic conditions and the pedagogical-psychological approach are a strategy for teaching and educating children with disabilities within the framework of the innovative cluster of pedagogical education, which serves their social success and mutual integration with the outside world*

Keywords: *Inclusive, disabled student, cluster, model, scientific research, socialization, integration, education, efficiency, approach, scientific reasoning*

The state of studying the process of formation of the preparation of children with disabilities for a safe life in the context of the educational cluster and its components showed that the formation of such preparation requires continuous and continuous pedagogical-psychological work. The solution of this process reflects the modern pedagogical specificity related to the modeling of the inclusive educational process.

According to V.P. Bespalko, the modeling method today is the highest and special form of visualization, which allows to show not the object itself, but some of its analogues. [2] According to V. A. Shtoff's scientific opinion, a model is a mentally expressed and materially implemented system that reflects or reproduces the object of study, and is able to replace it in such a way as to provide new information about the object [6].

A. M. Thomson and D. L. Perry put forward a scientific opinion on the concept of a model and clarified the essence of "conceptual model". From his point of view, "conceptual model" connects different parts of existing processes with the whole and coordinates effective action accordingly [1].

Based on the theoretical basis of the nature of modeling, we express the issues of the inclusive educational cluster environment, life safety as follows:

Determining the process of ensuring the life safety of children with disabilities, its structure, main features, functions and connections; readiness for inclusive education, conditions created for them, coordination of life safety criteria and pedagogical-psychological analysis of this system; scientific justification of the process of formation of life safety and social factors, prospects and consequences; factors of formation of professional skills and competence in ensuring life safety and formation of social integration.

It is appropriate to prepare children with disabilities for inclusive education, as well as to guide them to master general education within the innovative cluster of pedagogical education, on the basis of correctional programs, in order to become active members of society in the future, to integrate them into the social and economic spheres of society, forming their professional skills and qualifications.

Due to the presence of restrictions on the admission of children with disabilities who need inclusive education to educational institutions and the lack of development of the regional network of inclusive professional structures, the range of professions that disabled people can work in is not classified at the level of full-time demand. Also, in most cases, this causes their forced migration from their permanent residences to other areas, increasing the level of danger to their mental and physical health in terms of socio-psychological indicators.

This process can increase the level of life safety for visually impaired children and can lead to various unfortunate events happening to them.

From this point of view, consideration of educational process and professional activities for children with disabilities within the pedagogical education innovation cluster is not only a social solution, but also provides life safety issues while guaranteeing the appropriateness of their activities.

Life safety of children with disabilities, that is, visually impaired children, and the main areas of professional and professional training should include the following:

Creating conditions for inclusive education and self-improvement for children with disabilities; study of individual characteristics; self-awareness and development and formation of management skills; their psychological and pedagogical support; to create an innovative generation of individual electronic programs, to provide regularly updated information, and to develop a complex of features and coordinates of professional activities.

The current socio-economic conditions and the pedagogical-psychological approach are a strategy for teaching and educating children with disabilities within the framework of the innovative cluster of pedagogical education, which serves their social success and mutual integration with the outside world.

In conclusion, the formation of the above socio-psychological skills and competencies in the person of children with disabilities is one of the important priority issues in ensuring their life safety, and in the future, as the main result of inclusive education activities, it is the preparation of students for independent life, solving the most complex social problems and occupying a worthy place in modern society. is important.

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