

Discipline designation	Inclusive education. Hospital pedagogy
Semester(s) in which the discipline is taught	4
Responsible teacher	Muzaffarova Khayitgul Nesibovna, doctor of philosophy (PhD), associate professor Kamolova Shirin Osarovna, senior lecturer
Language of instruction	Uzbek
Connection to the curriculum	Mandatory
Forms of training	lectures, practical lessons, seminars IWS
Study load (including contact hours, IWS)	Total workload: 120 hours Contact hours: lectures: 30 hours practical lessons: 14 hours seminars: 16 hours IWS: 60 hours
ECTS	4
Prerequisites	Special Pedagogy, Developmental Physiology, Medical Psychology
The aim of the discipline	<p><b>The aim of the discipline</b> is to develop students' professional competencies in educational work in an environment of inclusive education for students with special educational needs. and supporting the education of children undergoing long-term treatment in medical institutions (hospitals, hospitals, etc.).</p> <p><b>The results of the education</b></p> <p>The objective of the subject is to develop theoretical ideas of inclusive education for students as a new phenomenon of social and educational policy;</p> <ul style="list-style-type: none"> <li>-plan and organize educational, correctional and developmental work in the conditions of inclusive education;</li> <li>- be able to develop and implement pedagogical approaches to solving specific pedagogical problems of inclusive education.</li> </ul> <p>to form in future specialists knowledge about theoretical and practical skills in hospital education of children;</p> <ul style="list-style-type: none"> <li>– develop skills in working with children in medical institutions or at home, including the use of adaptive technologies and multimedia learning tools;</li> <li>– to develop professional competence in the field of hospital pedagogy, including the ability to work in a multidisciplinary team of medical workers and teachers, as well as to interact with parents and maintain confidentiality of information about the child;</li> <li>– realize and understand the specifics of education of children in medical institutions or with limited access to regular school;</li> <li>- be able to understand how to provide a child with access to education and support in learning in conditions of his illness or restrictions associated with illness;</li> <li>- develop skills in description, interpretation, and prediction of phenomena;</li> <li>- develop their personal readiness to work with children with special educational needs and the desire to acquire knowledge to provide them with pedagogical assistance.</li> </ul>
The content of the lessons	<ol style="list-style-type: none"> <li>1. Content and essence of inclusive education.</li> <li>2. Methodological foundations of inclusive education.</li> <li>3. Psychological, pedagogical and organizational conditions of inclusive education.</li> <li>4. Diversity of students and class.</li> <li>5. Technologies of inclusive education Universal curriculum and individual curriculum.</li> </ol>

	<p>6. Individual educational route: principles of construction, interprofessional team.</p> <p>7. Technologies to support the learning of children with special educational needs in educational organizations.</p> <p>8. Features of inclusive education for students with special educational needs Strategies for inclusive education of children with varying degrees of intellectual disability, children with disorders and the autism spectrum, children with sensory impairments and the conditions for their implementation.</p> <p>9. Education designing an inclusive environment in an organization.</p> <p>10. Basic concepts and definitions of the subject “Hospital pedagogy” and its history.</p> <p>11. Methodological foundations of “Hospital pedagogy”.</p> <p>12. The relationship of participants in hospital schools in the learning process (child, parents, teaching staff, medical staff).</p> <p>13. Organization of training for children in need of long-term treatment.</p> <p>14. Specific features of long-term ill children.</p> <p>15. Interdisciplinary interaction in teaching children in need of long-term treatment.</p>
The form of the exam	Written
The requirements for the education and examinations	<p><b>Requirements for successful completion of the module</b></p> <p>Complete mastery of theoretical and methodological concepts in the subject, the ability to correctly reflect the results of analysis, independently reason about the processes being studied and carry out tasks in the current, intermediate forms of assessment, and pass written work on the final assessment.</p> <p>When creating questions for final assessments, deviations from the content of the scientific program are not allowed. The bank of questions for final assessments for each subject is discussed at the meeting and approved by the head of the department.</p> <p>When compiling tickets for final assessments, a bank of questions for final assessments is used, the number (5 questions) of questions in the ticket in a 50/50 ratio, depending on classroom and independent learning.</p> <p>No later than 1 week before the start of the meeting, tickets signed by the head of the department are placed in an envelope and sealed by the dean's office, and 5 minutes before the start of the exam, they are brought in a sealed envelope to the classroom and opened in the presence of students.</p> <p>The duration of the final assessments is 80 minutes. Answers to the questions of the final assessments are recorded in notebooks with the seal of the dean's office. After completing the final assessments, the work is immediately encrypted by a representative of the dean's office, and the notebooks are transferred to the commission for verification. From the moment the final assessments are completed, a period of 72 hours is allotted for verification; the results are posted on the electronic platform.</p> <p>Professors and teachers who taught students in this subject will not be involved in the process of Student(s) who are dissatisfied with the results of the final assessments may submit a written or oral appeal within 24 hours from the date of the published results of the final assessments.</p> <p>Complaints submitted after 24 hours from the publication of the FA results will not be accepted administering the exam and checking students' answers.</p>
Rererences	<p>1. S.V. Sharikov, A.S. Obukhov, V.V. Vagarina, A.A. Filatova. “Professional and personal positions of hospital school teachers.” Journal “Pedagogy”, 2020. Vol. 84. No. 10. Moscow.</p> <p>2. Sharikov S.V., Volkova T.V. Hospital pedagogy as a motivation for the development of progressive consciousness of society and social inclusion // Modern preschool education: theory and practice. Electronic journal. –</p>

	<p>2023. – No. 10. – P. 2–23.</p> <p>3. Strategies for inclusive education: Textbook. 2018</p> <p>4. Renata Ticha, University of Minnesota, USA Brian H. Abery, University of Minnesota, USA Christopher Johnston, University of Minnesota, USA Alvard Poghosyan, UNICEF Armenia, Republic of Armenia Paula Frederica Hunt, Disability, Education and Development Specialist, LDA, Portugal.</p> <p>5. "Inclusion in education." Manual for School Management Committee. First edition December 2020 Agrahayana 1942 Editor-in-Chief: Shveta Uppal</p> <p>6. Handbook "Inclusive Education" First edition 2020</p> <p>7."The Inclusive Classroom: Strategies for Effective Differentiated Instruction" by Moya L. Andrews (2018).</p>
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