

The Role of Fine Arts in the Formation of Inclusive Education

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Abstract. The article talks about the role of fine arts in inclusive education, as well as a number of common problems in this area. In addition, it is said about the use of art technologies in inclusive education.

Key words: Inclusive education, fine arts, disability, developmental features, remedial classes, artistic development, creativity, art technology, isotherapy, color therapy, skills.

Inclusive education is the organization of the process of teaching students with different physical and mental disabilities, health problems in general educational institutions. Inclusive education creates conditions for the full learning and development of students with disabilities in a standard educational environment, in real conditions. Visual activity contributes to the mental and physical development of students, the disclosure of their creative potential. It activates the emotional sphere of students, develops logic and spatial representations. This is especially true for children with special educational needs. The importance of visual arts in inclusive education boils down to the following:

1. The impact of fine art on the intellect of students of different ages and levels of development.
2. The development of motor skills of the hands, which has a fruitful effect on the formation of speech functions, through various visual activities.
3. Development of skills of aesthetic perception of the surrounding reality.
4. Development of ideas about objects, their structure: shape, color, size.
5. The development of a sense of beauty, which has a positive effect on the formation of the spiritual world of the individual and its cultural development.
6. Solving the problems of the social development of a child with special needs.

Visual activity is used in standard classes that bring together students with different educational needs, as well as in a special type of correctional classes - focused on specific students, their cognitive, creative abilities and educational needs. The inclusion of fine arts in the educational program of an educational institution working on the principles of inclusion has its own characteristics. They are associated with a number of common problems that are associated with the implementation of inclusive education in modern society. These include:

1. Lack of an adequate legislative framework that defines the basis for the implementation of inclusive education;
2. Insufficiency of teaching staff capable of working in this area of pedagogical activity, i.e. it is required to have professional skills for working in a correctional and general educational institution, as well as the ability to productively combine and apply them;
3. Underdevelopment of the methodological base for the implementation of inclusive education;
4. Lack of an optimal assessment system that is adequate for use in the context of inclusion;
5. Teachers' ignorance of the specifics of the creative development of students with various deviations from normal development;
6. Innovative nature of inclusive art education, with the lack of a developed base and methodology for its implementation.

The presence of these problems determines the development of a legislative and program framework for the implementation of inclusive education in general and inclusive arts education in particular. It is necessary to use the means of art in the educational inclusive process and to form the experience of artistic visual activity. The implementation of the artistic development of students in the context of inclusion requires the use of special forms and methods of work, innovative technologies for the creative development of the younger generation, since they are aimed at taking into account the special educational needs of students and an individual approach to learning.

The use of art technologies in inclusive education is an innovative method of organizing educational activities and is suitable for the implementation of the artistic development of students with special educational needs. Art technologies are tools for organizing the educational process of students using various forms and means of art. These technologies are focused on reflecting the psycho-emotional state of the individual by means of artistic creativity. They teach the basics of intellectual activity, activate the thought processes of students through the use of various types of art.

The use of art technologies in inclusive education helps to solve the problems of its implementation and functioning. Art technologies allow:

1. Correct the development of a child with heterogeneous deviations.
2. Formation of understanding of art and the use of its potential by students in comprehending the educational program.
3. Development of skills of spatial orientation and spatial thinking.
4. Formation of skills to logically express your thoughts.
5. Formation of skills for giving detailed answers.
6. Development of interest in social communication and interaction.
7. Therapeutic effect of color and variable artistic techniques on the mental processes and emotional sphere of students with developmental disabilities.

8. Formation of the student's psychological stability to diverse external factors.
9. Knowledge of themselves and their sensory world by students. It should be noted that art technologies are not particularly actively used in the educational process of an inclusive orientation.

This is due to the lack of a methodological base and tools that allow the productive use of these technologies. The most common art technologies that are used in correctional educational institutions: Isotherapy; Color therapy. These technologies are aimed at activating the intellectual abilities of students by means of art: drawing, modeling, creating applications, decorative art. In order to introduce these technologies into an inclusive educational process, it is necessary to expand the content of the educational program, improve the qualifications of teachers, as well as develop innovative forms of integrated education that contribute to the entry of a child with special educational needs into the general education system, his social approval in this process and the desire to learn and develop with children with full life skills. Isotherapy and color therapy have a healing effect on the student's body, help him to know the world of society through the world of creativity, activate logical and creative thinking.

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