

MANAGEMENT MEASURES FOR CHILDREN WITH DISABILITIES IN PRESCHOOLS TOWARDS INCLUSION IN THE DELTAS, MIDLANDS AND MOUNTAINOUS AREAS IN THE CURRENT 4.0 INDUSTRIAL REVOLUTION CONTEXT

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Educate children with disabilities (CWD) towards an inclusive approach at Preschools towards an inclusive approach is a model being implemented in big cities, plains, midlands and mountainous regions of Vietnam. The management of children with disabilities at Preschools towards inclusion in the delta, midland and mountainous regions in the context of the industrial revolution 4.0 has many limitations and shortcomings. The author of the article through the process of researching, investigating, analyzing, assessing the current situation and proposing a system of measures to manage children with disabilities in Preschools towards inclusion in the delta, midland and mountainous region in the current industrial revolution 4.0.

Keywords: Children with disabilities management; Measures to manage children with disabilities in the direction of inclusion; Preschool; Plain, midland and mountainous regions; The context of industrial revolution 4.0.

1. Introduction

Educating CWD in preschools with an inclusive approach helps children with disabilities have the right to a fair, equal education, to the maximum development of personality, talent, spirit and physicality. The goals and tasks of educating CWD towards inclusion have been confirmed in the education and training strategy: "Education for CWD in our country in the current period is mainly inclusive education. Import, the goal from now to 2020 must mobilize 90% of children with disabilities to go to school..." (Minh, N.N.D; Muc, P.M; Ton, L.V, 2006). In the 2016-2017 school year mission of preschool also emphasized: "Inclusive education is the main mode of children with disabilities". However, educating children with disabilities in preschools in urban, rural, midland and mountainous areas in the direction of an inclusive approach for our country is still a new issue in both theory and practice. Therefore, achieving the goal of educating children with disabilities towards inclusion in the context of the industrial revolution 4.0 is really a big challenge for the education and training sector.

According to a survey on education of children with disabilities by the Ministry of Education and Training in 2005, Vietnam has a rate of children with disabilities accounting for 3.4% of all school-age children. It is estimated that there are 273,133

children with disabilities preschool in Vietnam out of 1,329 million children with disabilities of preschool age. The issue of preschool children with disabilities attending school or being cared for at home and how to care for children is still a concern of the vast majority of parents whose children are unfortunately disabled. Through recent researches, many scientists on preschool education have emphasized that preschool institutions will be the most suitable place to educate children with disabilities towards an inclusive approach. If at this stage, children with disabilities are unable to integrate in preschool education institutions, the opportunity to receive further education and development of their personality will be extremely difficult. Early detection, intervention and inclusion for children with disabilities from preschool will have extremely important practical implications for every child, family and society in the future; helps to significantly reduce the impact of disability on children's physical and intellectual development; contribute to improving the quality of children's education and life, creating opportunities for children with disabilities to integrate into a normal educational environment, harmoniously develop and maximize their capacity, to form and develop personality, best prepare physically, mentally, knowledge and skills, as a premise for children to be ready to participate in integrated learning in high school.

Along with the general development of the whole society, in the context of the industrial revolution 4.0, the conception of education has also changed in a positive and dynamic direction. "Investment in education is investment in development. ". Education along with science and technology has become the direct productive force of society. In order to have a good production force with sufficient qualities and capacities to contribute to the development of the nation and society, the point of view of education focuses on learners and individual education is of particular concern. With each child's perception is a separate individual, with different capacities and perceptions. This is very suitable for inclusive education for CWD because inclusive education is not only based on the correct social perception and assessment of CWD but also on the positive perspectives of CWD. Currently, in the context of industrial revolution 4.0, with technology 4.0, Vietnam is moving towards an inclusive social model for children with disabilities in the community in order to create necessary changes of the community in attitudes and social support for CWD. Compared with the previous century, research on the development of children with disabilities and methods of educating children with disabilities have improved significantly. Studies and experiments also show that: disability education begins as soon as possible, integration should be initiated from the beginning, children with disabilities should not be separated from the "normal" world, "the preschool environment. will create the most appropriate learning conditions for many children with disabilities".

However, in reality, the task of inclusive education for children with disabilities often faces many difficulties, especially for children of preschool age: (i) Number of children detected, early intervention and inclusive education. Import is still very limited due to many different reasons such as parents not discovering their child's disability, lack of understanding about their child's disability, lack of interest or not updating information, documents and instructions. Specifically. It is important to them and it is important that a very large proportion of parents and young families fail to recognize their child's disability; (ii) Schools and society also face many difficulties and limitations in the management of education for children with disabilities: for example, 95% of public preschools in Hanoi city have no full-time teachers and there are no special education classrooms; Preschool teachers still lack vocational education skills for children with disabilities, increasing professional requirements for preschool and professional teachers; work pressure, the number of children graduating from class, the requirements of parents and students, requirements of ensuring absolute

safety for children in preschools, policies for teachers, participation in teachers There are almost no inclusive education for CWD ... making teachers very afraid. receive inclusive education for children with disabilities.

2. Problem research overview

In the world, there are many different definitions of disability:

- Definition of Heghen (1812 - 1880) the French scientist: The stupid nature is ignorance, not wanting anything, unable to do anything.

- Definition of Edgar.Doll, American Psychiatrist: Children with disabilities are children with 6 criteria: Unable to adapt to society, Have lower intelligence than normal, No development higher, Achieve only a certain extent, Level of development depends on physical development, Inability to cure.

According to Edgar, children with disabilities are considered permanently incurable and very pessimistic.

- Definition of Grossman, American scientist: disability is a state of general intellectual function lower than normal, leading to poorly adaptive behavior and occurring during developmental stages. According to the disabled, there are two factors: low intellectual function and poor adaptive behavior.

- Definition of Luria, Russian psychologist and colleagues, 1966: Children called disabilities are children due to brain damage that reduces cognitive activity below normal or destroyed. .

Early intervention plays an increasingly important role in supporting children with special education needs in general and CWD in particular. However, before commencing early intervention activities for this target population, it is essential that psychologists and educators rely on the circumstances and anticipate the challenges that the intervention process may face. (Michael, 2005). According to Olness research, there are about 780 million children between the ages of birth and 5 years of age at risk of a disability. According to author Michael, 2005, but in recent years, studies on early intervention for children with disabilities have mainly focused on four main issues. The first is to define the scope for effective early intervention, the second is the application of studies to the reality of areas that can affect the child's development, the third is to promote the relationship between mental health and social capacity, and ultimately a matter of collaborative work among expert groups in early intervention implementation.

The first school was established in London by Rachel and Margaret MacMillan. In 1910, they established a medical center and later expanded into an open-air school style. The mission of this pilot program is to provide complete and preventive-

oriented services to meet the social, physical, emotional and ideological needs of young children. The preschool movement that became popular in the United States in the 1920s was based on the adoption of the MacMillan model - an adoption process that incorporated the role of parents into school education programs.

While MacMillan is developing a model of early intervention combining health care with education in the UK, Maria Montessori also opened the first kindergarten in the slums of Rome, Italy. As a doctor and former director of a center for children with intellectual disabilities, Montessori has applied the methods she developed to intervene in educating children with intellectual disabilities, assisting them in their entry. integration study in kindergartens.

Also in Italy, in the late 1930s, Iowa research was born and was a pioneer in the field of early intervention for children with disabilities. Iowa research has clarified the interactions between home interventions, environmental effects, and intellectual development.

Education for people with disabilities expanded around the world in the early nineteenth century. In the second half of the nineteenth century, concentration centers were built in the United States and with Seguin's emigration to the United States, his training techniques were also incorporated into many of these newly opened centers.

After World War II, children with disabilities began to receive more attention. In 1946, a division for special children was established in the US Department of Education and later became the Department of Education for the Disabled, then became the Center for Special Education and Rehabilitation. By the late 1950s, Federal and state law began to promote greater public outreach to special education.

In the US, since the 60s of the twentieth century, early intervention has been implemented, this decade is seen as a period of positive optimism for the education of children with disabilities. To affirm the importance of early childhood education, many early intervention programs and experiments for children with developmental delay have been widely conducted throughout the United States.

In Australia, the Macquaria Program is Australia's first Early Intervention Program in Education, a Down syndrome research program run by the University of Macquaria in Sydney. Step by step based on Macquaria for Children with Early Disabilities - This is Australia's first early intervention program for children with intellectual disabilities, now widely used in many countries. This program aims to maximize the abilities of children with disabilities in their first years of life.

Early intervention for children with disabilities in general and children with disabilities in particular is interested by doctors and started to implement in the 80s of the twentieth century. At the forefront of this work are Dr., talented psychologist Nguyen Khac Vien and Dr. Nguyen Tai Thu. During the five years from 1991 to 1995, the NT Center sent 20 staff, which are pediatric psychiatrists and clinical psychologists, to France to study Psychodynamics for 1 to 6 months. Due to the different positions of these staff, only a few people continue to use this method in early intervention and treatment for children. In February 1995, the Sao Mai Center, with the function of counseling, early detection and educational care for children with disabilities, was established and directly managed and sponsored by Dr. Nguyen Tai Thu as chairman. This is the first center of the North to conduct early intervention for children with disabilities to access from a medical perspective. The center later developed a multidisciplinary approach and was once the largest early intervention and early education center in the North. The system of psychological therapy rooms including early intervention for children with disabilities was established at the Central Children's Hospital, Central Psychiatric Hospital 1, Thanh Hoa Children's Hospital, Da Nang Children's Hospital, Hue Central Hospital, Children's Hospital 1, Children's Hospital 2.... Because the number of children with disabilities who have a need for early intervention in the east ward while the intervention technician is limited, the children after the evaluation will be scheduled to wait for intervention from 2 months to 6 months then transfer to school inclusion or other specialized educational institution. The intervention program at the hospital is very diverse, depending on the source of information that the unit has access to.

On the education sector, in 1990, the early intervention program for hearing impaired children was implemented by the Dutch Committee II and was considered to be very effective in developing the ability of children with hearing loss. That success has had a strong impact on project managers, and they continue to offer several early intervention courses for children with intellectual disabilities. For the first time, a number of managers of specialized education institutions in the country were trained on early intervention content for children with disabilities.

June 1999 - June 2001 the project "Early intervention for children with disabilities at preschool age" was implemented in Hoan Kiem district. This is a pilot project on early intervention and preschool education for children with disabilities at preschool age. The project was conducted methodically with the professional support of leading Dutch early intervention expert Master Marja Hodes (currently

Chairman of the Association of DOWN educators, researchers, Netherlands). The project has conducted the discovery of children with disabilities, assessing each child's needs and introducing them to inclusive preschools. The specialist conducted training courses on child support intervention skills at home and school for parents and teachers. The project is rated with good results and the model has been widely applied throughout the city.

From 2005 up to now, the Preschool Department, with the support of international organizations such as USAID, CRS ... later, is a source of state funding in Project 1019, annually organizes early intervention training and child education. disability integration in preschool age for key staff of the Department of Education and Training.

In the South, early intervention for children with intellectual disabilities was first formed and developed in Ho Chi Minh City and Can Tho in the late 80s and early 90s of the twentieth century.

By the 1990s, the inclusive education school system received the support of policymakers and educators, in which all children were provided with an appropriate, program-based education. Individualized education in a least restrictive environment. So can see: The education of children with disabilities in the world, typically the United States and Europe has undergone a long process to be able to shape and build the most appropriate education for children with disabilities. This is also a step forward for humankind that Vietnam is also a country that is following the right process. Early intervention and inclusive education for children with disabilities are indispensable trends, implemented by most countries around the world, which are important in the first 5 years of a child's life to stimulate and promote maximizing the development of children with disabilities, creating the best conditions and preparing children to participate in the community and life education system in the future. The orientation for inclusive education has been proposed by the United Nations since the 1970s. After more than three decades, the International Convention on the "Rights of people with disabilities" was adopted in December 2006 along with many countries around the world, Vietnam signed the ratification of this Convention in March 2007. The Convention states: Participating countries should recognize the right to education of people with disabilities. With a view to recognizing this right without discrimination and on equal opportunity, participating countries ensure an inclusive education system at all levels and a lifelong learning program (Nguyet, 2015).

The Salamanca Declaration (UNESCO, 1990) with the new idea of special-needs education clearly stated: "Bringing children to specialized schools or specialized classes for a long time is an unfortunate

case and should only be done when there is clear evidence that learning in regular classes is not able to meet the educational and social needs of the child and when necessary for the benefit of that child or another child". The quotations in the Salamanca statement point to the basic development trend of educating children with disabilities: 1) Education must aim for equal opportunities for children with disabilities in regular classrooms, through developing schools to integrate children with disabilities; 2) Special schools have formed the need to develop and expand the professional support function for secondary schools; 3) Paying attention to the formation of centers for supporting the education of children with disabilities and developing inclusive schools.

UN Convention on the Rights of the Child states: "Like all children, children with disabilities have the right to education and training so that they can lead a fulfilling and engaged life extreme into society" (Nguyet, 2015). According to WHO, about 8-10% of the population is different people with disabilities, or about 500 million people, of which about 150 million are children. For many years, countries have been seeking solutions to ensure the quality of inclusive education for children with disabilities. Depending on the characteristics of the education system, especially its resources and socio-economic conditions, countries have built their own systems. In the United Kingdom, Italy and Spain, support for students with disabilities, inclusive teachers and parents is undertaken by the Regional Resource Center. At these centers, trained and professional teachers are assigned to support a number of children with disabilities who wish to have an integrated higher education; The task of this teacher is to work together with the student's parents, the classroom teacher and the social, health and psychosocial staff to develop an inclusive education plan for children with disabilities, helping teachers adjust the chapter submit, design and implement inclusive lessons; directly training specific skills for children with disabilities such as: Teaching sign language, teaching reading and writing in braille, teaching life skills...; guide parents to support their children at home, give advice on vocational training and psychological and social issues for children and young people with disabilities.

In the Kingdom of Thailand from 2003 up to now, there have been 53 national and regional support centers for educating children with disabilities nationwide, while there are only 43 specialized schools for children with disabilities.

Especially on June 17, 2010, the Law on Persons with Disabilities No. 51/2010 / QH12 was passed by the National Assembly of Vietnam and took effect from January 1, 2011, chapter IV, Article 31. "The Center support the development of inclusive

education”. Once there is a law and guidelines to enforce the law, create favorable conditions for the provinces to set up centers and promote the role and functions of the center. One of the functions of the center is to support students with disabilities from the center to integrate into the school. The Ministry of Education and Training has affirmed that “inclusive education is the main way” to exercise the rights of children with disabilities (Raver, 2019). The question is: How can children with disabilities learn to integrate effectively while teachers in class do not have or it is difficult to acquire specific skills to teach children with different types of disabilities such as: Impaired hearing, visual impairment, learning difficulties, language disabilities ...

In Vietnam, the authors’ research focuses on the following issues: The study proposes an inclusive education support model for children with disabilities by Le Thi Thuy Hang (2011); building the capacity of human resources for early intervention to educate children with disabilities in Vietnam by Nguyen Van Le (2012); model of inclusive education for children with developmental disorders in preschools by Le Anh Nguyet (2015); developing early intervention model for children with disabilities in preschools by Nguyen Thi Hoang Yen (2015).

Early intervention and inclusive education for children with disabilities in preschools play a very important role in the development of children with disabilities, preparing children with disabilities to integrate well into higher education. However, domestic studies on early intervention models and inclusive education in preschools in Vietnam are still inconsistent, small, lack of coordination between forces, and there is no research yet. specific research on early intervention model and inclusive education for children with disabilities in preschools in Vietnam in order to guide the effective implementation in all localities in the country.

3. Approach and research method

3.1. Approach: System access; Access to history, logic; Access management functions

3.2. Research methodology: Group of theoretical research methods; Group of practical research methods; Methods of mathematical statistics in educational science.

4. Research results

4.1. Situation of the management of CWD in preschools in urban, rural, midland and mountainous areas in the direction of inclusion

4.1.1. Commitments, policies and commitments of Vietnam on the education of children with disabilities towards an inclusive approach

Vietnam is the second country in the world and the first country in Asia to sign a commitment to implement the International Convention on

the Rights of the Child; Signed the International Convention on the Rights of Persons with Disabilities in 2007 and was ratified at the 8th Session of the 13th National Assembly, in which Article 24 states that participating countries need to recognize the right to education of persons with disabilities. , ensuring an inclusive education system. at all levels and lifelong learning programs. On the basis of commitments to the international community, a series of legal documents have been issued by the National Assembly and the State of Vietnam to promote inclusive education such as the annual Constitution of the Socialist Republic of Vietnam. 1992, Article 92 clearly states: “The State and society create favorable conditions for children with disabilities to have appropriate education and vocational training”; The Law on the Protection, Care and Education of Children in 1991 (amended in 2004), Article 39 stipulates: “Children with disabilities, infected with chemical toxins, HIV / AIDS are infected by the family, the State and the commune. Association of assistance and special care, facilitated for rehabilitation, education, vocational training and participation in social activities to integrate with the family and community”.

The legal system of legal documents on the education of people with disabilities in general and inclusive education for children with disabilities in particular has been increasingly completed, creating a legal environment to promote the implementation of education and education. education for children with disabilities is increasingly quality, effective and better to meet the needs of the society.

4.1.2. Situation of the management of CWD in preschools in urban, rural, midland and mountainous areas in the direction of inclusion

Vietnam has been an inclusive education country since the early 1990s, and there are increasingly more early intervention services for children with disabilities in preschools. Early intervention schools for children with disabilities are equipped with basic conditions for early intervention for children such as: to have from 3 to 5 preschool teachers with special education knowledge; 3 to 5 individual intervention rooms; In these rooms are equipped with teaching aids, some equipment for exercise, active therapy ...

Parents of children with disabilities have a high need for early intervention and inclusive education in preschools. By organizing early intervention classes and supporting inclusive education, children with disabilities can receive both individual and school intervention at preschool. Early intervention activities, inclusive education support taking place in schools and areas where children live will create the highest connection of the community with the child and vice versa, children will have the opportunity to participate in activities. general

society. Implementing this model will bring high benefits for parents with children with disabilities, reducing time and effort when parents only send their children to an early intervention center outside of school, then pick up the child again. and bring the child to integration in preschool. . In preschools with early intervention model, a number of services have been deployed such as: screening, diagnosis and assessment of the child's disability; counseling for families about children's disabilities, about care methods; organizing early intervention and inclusive education with different forms (class, group, individual class). Some of the early intervention measures are: (1) Early intervention in the pre-inclusive class for children 24-48 months old, with behavioral, language, cognitive and skills issues ... (each children were intervened individually for 1 hour / day). In addition, children are allowed to participate in collective activities, behavioral therapy activities, and forge necessary skills so that they can integrate into the preschool environment; (2) Early intervention in an individual class (1 hour / day) for children with limited language, cognition or basic skills; (3) Early intervention in Kindergarten (2 hours / day) for children 5 to 6 years old to help them consolidate old knowledge and get used to the rituals and exercises of grade 1 in the future; (4) Support for early intervention in inclusive classes: In addition to 1 hour early intervention, children are also actively participating in all activities of the preschool with the help of teachers to accompany their support so that children can perform activities at preschool; (5) Coordinate home support: Early intervention teachers discuss with parents about the child's intervention results and give "homework" to parents and relatives to support intervention cards for children at home (Hang, 2011).

4.1.3. The needs and difficulties in managing children with intellectual disabilities in preschools towards inclusion in the delta, midland and mountainous regions in the current industrial revolution 4.0 context

In Vietnam, there are currently 1.2 million children with disabilities aged 0 to 17 years old, accounting for 1.18% of the population (according to GSO and UNICEF reports from 1998 to 2004); The number of CWD attending school is only 24.22% and about 700,000 CWD have never attended school (according to the statistics report of the Vietnam Institute of Educational Science). To overcome this situation and achieve the inclusion goals set forth, early intervention workers, teachers and parents need very specific guidance and orientation to support children. Right from preschool age to step by step help children integrate into life and community.

The current difficulty is: (1) The awareness of the family and the community about People with

disabilities is not good, so there are still many children with disabilities or at risk of having to go to preschool, family, or group of children. statistics to track and support; (2) In preschools that lack teachers with in-depth knowledge of special education, the classification of children with disabilities and the determination of disability levels are mainly based on feelings, experiences and signs. Superficial observations (such as children who are dumb, deaf, blind, handicapped in their arms and legs ...) have not been conducted scientifically and ensured the legal basis, especially for children with intellectual disabilities and autism. .. (there is no scale of intelligence, ability communication, integration skills, IQ, ...); there is no formal knowledge of early intervention for children with disabilities; (3) Teachers do not have the necessary services and supports in inclusive education for children with disabilities, such as: Professional assistance in educating children with disabilities, on developing individualized education plans for each type of disability, organization of individual lessons, counseling to support specific skills ... due to the lack of linkages between preschools and inclusive education support centers, medical facilities ...; (4) The facilities are limited, have not met the requirements, lack of early intervention rooms and support equipment for early intervention activities.

4.2. Management measures for children with disabilities in preschools towards inclusion in the delta, midland and mountainous areas in the current industrial revolution 4.0 context

4.2.1. Develop coordination policy mechanisms to suit needs and practice

Develop policies and coordination mechanisms for preschools to have sufficient funds, staffing and operational mechanisms for CWD to have the most effective learning opportunities and integration into the community. Develop mechanisms and policies to determine the amplitude, budget and criteria for early intervention models and inclusive education for children with disabilities to work effectively. Identify organizational structure, staffing, staff criteria, facilities...to meet the needs of early intervention and inclusive education for children with disabilities in preschools. Develop a mechanism to coordinate activities between preschools and specialized education centers, medical institutions, social organizations...Ministry of Health, Ministry of Finance, Ministry of Education and Training, and Ministry of Labor - Invalids and Social Affairs...it is necessary to have close coordination to develop policies and regimes to organize the implementation of the intervention model. Effective early intervention and inclusive education in preschools meet the needs of the society.

4.2.2. Strengthen team capacity and invest in facilities for preschools

To increase the quantity and quality of human resources and material foundations to effectively meet the need for early intervention and effective inclusive education for children with disabilities in preschools. Build enough staff to meet the quality requirements of early intervention and inclusive education for children with disabilities. Create a quiet space with specialized equipment and necessary teaching aids suitable to the psycho-physiological features of each child's disability; Appropriate for content and method, early intervention can be combined with inclusive education and therapy activities for children. The special and preschool teacher is an important deciding factor. The quality of child care and education is in need of encouragement, creating favorable conditions to motivate and encourage teachers to access new knowledge, helping them feel secure in their career. Regularly open training classes, organize seminars, professional activities on how to exploit the content according to the program, apply appropriate methods of organizing activities and educating the inclusion of children with disabilities. with the actual conditions of each school, each locality. Regularly organize scheduled activities to exchange and learn from experiences about the organization of early intervention activities and inclusive education for children; on how to choose content, methods, teaching aids, toys, and learning materials suitable for each group of children with disabilities.

5. Discussion

One of the factors contributing to the management of children with disabilities in preschools towards an inclusive approach in the delta, midland and mountainous regions in the current industrial revolution 4.0 context is support measures for children. disability in the inclusive education process, especially the close cooperation between families and schools. The school is in the process of developing and implementing an individualized education plan for each child with a disability, in the same direction. In order to do that, the role of management is extremely important. How to foster teachers with knowledge, understanding and skills on educating CWD towards an inclusive approach and to make them ready to bring CWD into inclusive education in the classroom? How to create an equal, non-discriminatory, appropriate, and hygienic, safe educational environment to create opportunities for children with disabilities to be integrated in learning, playing, operating and developing? With friends of the same age? How to attract parents who are willing to participate, enthusiastically cooperate with teachers and schools in the work of inclusive education for children with disabilities? That is the concern of educational managers. Early intervention and education for CWD towards

inclusion is an inevitable trend, implemented by most countries in the world, and has important implications in the first 5 years of each child's life in order to stimulate and promote maximizing the development of children with disabilities, creating the best conditions and preparing them for participation in the community and life in the future (Nguyet, 2015). For many years, this activity has received the special attention of the Government and the Government of Vietnam. Along with the ratification and commitment to the implementation of international conventions on children and people with disabilities, Vietnam has enacted a system of legal documents to ensure opportunities and the right to education. The quality and inclusion of inclusive education are the primary means to ensure that all children with disabilities have access to an appropriate education (Hang, 2011).

It is worth noting that educators have attached great importance to inclusive education for children with disabilities. Many measures have been introduced to help the inclusive education of CWD achieve remarkable results. However, there should be a system of scientific research, giving specific concepts, proposing concrete legal measures that can be applied in practice to achieve the goals of education and management. . Education for children with disabilities.

One of the factors contributing to the quality of education for children with disabilities in the direction of inclusion is the measures to support children in the inclusive education process and especially the close cooperation between families and homes. school. in the process of developing and implementing individual education plans for each child with disabilities, towards the set goals. How to foster teachers with knowledge, understanding and skills on inclusive education for CWD and make them ready to bring CWD in inclusive education in the classroom? How to create an equal, non-discriminatory educational environment to create opportunities for children with disabilities to integrate in learning, playing, participating in activities and development? And how to attract parents who are willing to participate, enthusiastically collaborate with teachers and schools in the education of children with disabilities towards an inclusive approach? That is the big question for preschool managers.

6. Conclusion

Early intervention and education for children with disabilities in the direction of an inclusive approach in preschools to implement policies on educating children with disabilities and meeting social needs. For this work, it is necessary to have the guidance and professional support of the Ministry of Education and Training (building policy mechanisms, professional guidance, capacity

building, investment in facilities...); coordination of ministries, branches and administrations at all levels (building policies, guiding documents, operating mechanisms to create favorable legal corridors for the implementation of the new model), on the basis of consensus of student parents, social organizations and schools. The participation of the

whole society, especially the mass media, so that the entire population can understand the meaning, importance and urgency of early intervention and education management of children with disabilities in the direction of an approach. integration in kindergartens in the plain, midland and mountainous regions in the current industrial revolution 4.0.

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BIỆN PHÁP QUẢN LÝ TRẺ KHUYẾT TẬT TẠI CÁC TRƯỜNG MÀN NON THEO HƯỚNG TIẾP CẬN HÒA NHẬP Ở VÙNG ĐỒNG BẰNG, TRUNG DU VÀ MIỀN NÚI TRONG BỐI CẢNH CÁCH MẠNG CÔNG NGHIỆP 4.0 HIỆN NAY

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Tóm tắt

Giáo dục trẻ khuyết tật tại các trường mầm non theo hướng tiếp cận hòa nhập là mô hình đang được triển khai tại các thành phố lớn, vùng đồng bằng, trung du và miền núi của Việt Nam. Việc quản lý trẻ khuyết tật tại các trường mầm non theo hướng tiếp cận hòa nhập ở vùng đồng bằng, trung du và miền núi trong bối cảnh cách mạng công nghiệp 4.0 còn nhiều hạn chế và bất cập. Tác giả bài báo thông qua quá trình nghiên cứu, điều tra khảo sát, phân tích, đánh giá thực trạng và đề xuất hệ thống biện pháp quản lý trẻ khuyết tật tại các trường mầm non theo hướng tiếp cận hòa nhập ở vùng đồng bằng, trung du và miền núi trong bối cảnh cách mạng công nghiệp 4.0 hiện nay.

Từ khóa

Quản lý trẻ khuyết tật; Biện pháp quản lý trẻ khuyết tật theo hướng tiếp cận hòa nhập; Trường mầm non; Vùng đồng bằng, trung du và miền núi; Bối cảnh cách mạng công nghiệp 4.0.