

THE UNIQUENESS OF THE INCLUSIVE APPROACH IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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ABSTRACT:

This thesis analyzes the uniqueness of the inclusive approach in preschool educational institutions. The main principles of the inclusive approach, its pedagogical aspects, its role in institutions and society, as well as its valuable contribution to the education system are discussed. The specific features of implementing the inclusive approach in preschool education and its adaptation to different age groups are considered.

KEYWORDS: Inclusive approach, preschool education, pedagogical principles, education system, inclusive environment, management structures, educational methods, education in society, children's education.

INTRODUCTION

Currently, the main goal of decisions and decrees aimed at developing the preschool education system is to ensure the comprehensive development not only of healthy children but also of children with disabilities. The education system is receiving broad attention from the state, and the development of preschool education is being studied at the state level. This ensures the formation of the initial foundations for the intellectual, physical, physiological, biological, and psychological development of children. Furthermore, there is a need to implement inclusive education in preschool institutions, creating opportunities for children to study with their peers. However, there are some limitations in providing inclusive education for all children. Uzbekistan's education system is undertaking extensive measures to raise a healthy and full-fledged generation. Problems such as the lack of modern educational and methodological materials and qualified teachers in preschool institutions need to be addressed. To improve the preschool education system, provide quality education for all children, and develop the non-governmental sector in the field of preschool education, a decree was adopted on September 30, 2018, by the President of Uzbekistan. This decree includes the development concept for the preschool education system until 2030[1]. The main goal of inclusive education is to ensure quality education for all children, regardless of their abilities or conditions. The principle of inclusive education aims to ensure the social and psychological development of children with disabilities and to provide opportunities for them to study with their peers in regular schools. The inclusive education system creates conditions for children with disabilities to receive education tailored to their needs.

UNICEF is paying special attention to the implementation of inclusive education in Uzbekistan's education system[2].

The importance of inclusive education in the preschool education system. To provide quality education for children with limited capabilities and ensure their equal development alongside other children, preschool institutions not only teach children but also implement various educational approaches. Children with special needs may require assistance from others, so healthy children should also learn to offer help and practical support to children facing similar challenges. In this process, the qualifications of the educator play a crucial role. It is essential to focus on developing the right attitude towards children with special needs, recognizing their right to equal education, and fostering moral qualities such as friendship and readiness to help. In inclusive education, children with special needs learn in the same group, according to their abilities. Special programs should be developed for children with special needs within groups of healthy children in preschool institutions. Education for these children requires a special approach. In inclusive education, ensuring equal rights for all children and collaborating with parents is of utmost importance. During the collaboration with parents, it is crucial to explain to parents of children with special needs that their children have the right to be an integral part of society[3].

The development of inclusive education in the preschool education system. The development of inclusive education in the preschool education system aims to create equal educational opportunities for all children, considering their individual needs. The main principle of this system is that every child should have equal opportunities in education, based on their unique characteristics and capabilities. Inclusive education not only caters to children with physical or mental challenges but also provides education adapted for children from various social and cultural groups. The introduction of inclusive education in preschool institutions plays a vital role in ensuring equality, fairness, and sustainable development in society. The fundamental principles of inclusive education include: all children learning in the same educational environment, meaning that children with disabilities and healthy children learn together[4]. This reduces differences between them, helps them better understand one another, and promotes mutual respect. The principle of adapting the educational process to various needs implies that educators should use teaching methods tailored to the individual characteristics of their students. Inclusive pedagogy requires educators to develop customized teaching methods based on the characteristics and capabilities of each student. The development of inclusive education brings numerous benefits to society. Firstly, it enhances collaboration and mutual understanding skills among children. Inclusive education allows children to learn together, which helps them understand each other better, offer help, and take on social responsibilities. Secondly, inclusive education fosters the social adaptation of children. They build relationships with different social groups, which will help them succeed in social activities in the future. Thirdly, creating equal opportunities for children with disabilities is one of the primary goals of inclusive education. These children receive the necessary support to develop according to their abilities and can find their place in society.

To successfully implement inclusive education, several measures need to be taken. First, the qualification of pedagogical staff must be improved. Educators need to learn the principles,

methods, and tools of inclusive education. This will help teachers organize the educational process effectively and meet the individual needs of the children. Additionally, it is crucial to adapt educational institutions to create the necessary conditions for children with disabilities. These conditions include the physical environment, educational materials, and technologies. It is also essential to involve parents and the community in implementing inclusive education in preschool institutions. Parents should actively participate in their children's education process, and the community should be ready to support this system. Finally, it is necessary to establish a system to evaluate and monitor the effectiveness of inclusive education. These systems will help analyze the quality of education, children's development, and the overall effectiveness of the process. The development of inclusive education in preschool institutions not only improves the quality of education but also ensures justice, equality, and sustainable development in society. If this process is successfully implemented, it will foster social equality, cooperation, and respect among children. Inclusive education is a vital system that contributes to the stability and development of society, ensuring children's development and making society more stable[5].

The efforts made to develop inclusive education in preschool educational institutions in Uzbekistan. In Uzbekistan, reforms aimed at diagnosing and continuously monitoring the physical health of children from an early age, strengthening their health, and ensuring quality education for every child create wide opportunities for the development of inclusive education. Effectively involving children with special needs in the general educational process is one of the important issues in national pedagogy that needs to be addressed today. The strategy for further development of Uzbekistan defines tasks such as "state support for people with disabilities, the development of the system of medical and social assistance for disabled individuals and other vulnerable groups," which includes organizing and improving inclusive education, developing self-assessment technologies for children, and developing methodological recommendations for organizing adaptation and communication[6]. The new "Education Law," which came into force on September 24, 2020, as well as the Presidential Decrees of the Republic of Uzbekistan dated February 7, 2017, on the "Strategy for Further Development of the Republic of Uzbekistan" (PF-4947) and August 1, 2017, on "Measures to Improve the State Support System for Disabled People" (PF-5006), provide a legal foundation for the development of inclusive education, improving the education system for children with special educational needs, and enhancing the quality of educational services[7]. Additionally, to further improve the preschool education system, ensure equal access for children to quality preschool education, and develop the non-governmental sector of preschool educational services, the Presidential Decree of the Republic of Uzbekistan dated September 30, 2018, "On Measures to Improve the Management of the Preschool Education System" was adopted. This decree developed the concept of the development of the preschool education system of Uzbekistan until 2030.

CONCLUSION

The measures taken in Uzbekistan to develop inclusive education are of great importance in ensuring the all-around development of children, strengthening their physical and intellectual health, and creating equal opportunities in the educational process. Legal foundations and

regulatory documents have been developed to effectively implement inclusive education, and new methods and approaches for involving children with special educational needs in the general educational process are being created. The development of inclusive education in Uzbekistan is supported by introducing secular approaches in educating children with special needs, as well as improving pedagogical approaches and management mechanisms. In the future, the development of necessary measures and methods to further improve these processes will enhance the effectiveness of the inclusive education system and provide children with the opportunity to successfully acquire education in all aspects.

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