

WAYS TO IMPROVE INCLUSIVE EDUCATION IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract

This article reflects on the relevance of inclusive education on a global scale today, the need to provide quality education to all of them regardless of the ability and condition of the children, the research carried out in this regard. In addition, in order for children with disabilities in inclusive education to have positive mental and social development, it is necessary to live in a family and receive education in preschool educational organizations and schools, along with their peers, therefore, the need to improve the inclusive education system in preschool educational organizations is growing, and ways to improve it are revealed.

Keywords: Education, upbringing, inclusive, inclusion, development, improvement, movement, children with disabilities, healthy generation, integration.

Introduction

In our country, the education system is focused on the level of Public Policy. The preschool period is an important stage in the formation of children as individuals. Creating equal opportunities for all children in society, especially children with limitations in their physical, mental or emotional development, is one of the pressing issues of today. Therefore, the need to improve the inclusive education system in preschool educational organizations is growing. In the practice of world education, the need to create a learning environment flexible to the needs of learners, the use of variative curricula, increases day by day. One of the directions of the United Nations policy on education is to ensure that inclusive education ideas, which provide for the education of children taking into account the diversity of individual educational needs, are widely implemented by the participating states.

UNESCO's programs in the social sciences are aimed at the development of knowledge, standards and intellectual cooperation aimed at ensuring human rights and freedoms. In the implementation of the provisions of the Universal Declaration of human rights, it is important to introduce into practice mechanisms to strengthen the guarantees of gender equality, the right to education.

As the main and decisive stage of the personnel training system in the world, a number of scientific researches are carried out on the organization of preschool, primary education on the basis of innovative technologies, improvement of organizational, methodological components of the educational process, didactic system.



In this respect, it is important to increase the effectiveness of inclusive education by clarifying the theoretical and pedagogical aspects of professional training of educators to work with children with special needs in education.

In ensuring the educational needs of children with disabilities in combination with healthy peers in preschool and primary education on the basis of world standards, inter-organizational cooperation and integrative measures aimed at targeted and practical results are prescribed.

In the conditions of the educational cluster, the role and position of educators in the organization of uniform quality education for all children, increasing the pedagogical literacy of parents and the general public are assumed.

Today the Republic of Uzbekistan is implementing step-by-step reforms in all spheres of life of society in order to establish a socially oriented stable market economy, a strong democratic legal state with an open foreign policy and a civil society. In particular, the issues of educating persons with disabilities in human interests and protection activities in a national and universal spirit among healthy people, providing social assistance, providing material and spiritual support, creating the necessary conditions for their moral, mental, mental and physical maturation, and eliminating the problems that arise when they are ready for Social Society at the level of a mature,

Analysis of thematic literature (Literature review)

A number of scientific and practical experiments are being carried out in our republic on the involvement of children with disabilities in inclusive education. In many states, education in secondary schools is included in the public policy plan in order to develop compensatory opportunities in the maturation of children who need special education, as well as to fully facilitate social adaptation.

The project "Inclusive education in Uzbekistan" was implemented in 2007 by the foundation for support of social initiatives in our republic, the project includes the Ministry of Public Education of the Republic of Uzbekistan, the Ministry of Higher and Secondary Special Education, the Center for assistance to children with disabilities "Umr" in Navoi, the Center for assistance to people with disabilities "Hayat" in Samarkand, the Center "Istiqbolli avlod" in Jizzakh, The Support Center for children and families with "Imkon" opportunities in Termez, the Center for social assistance to children with special needs "Ziyo" in Kokand, Fergana region, the municipalities of target areas, the Embassy of Shvetsaria in Uzbekistan cooperated. In the framework of this project, children with disabilities in some preschool educational institutions, schools, vocational colleges and academic lyceums located in Tashkent, Gulistan, Karshi, Samarkand, Termez, Andijan, Kokand, Nukus, Bukhara, Urgench received educational and educational training in mixed groups based on inclusive technology. Among international experts, the term "Inclusive Education" was officially adopted in 1994 by the Convention on the rights of Persons with disabilities and the Salamanca declaration "On Principles, Policies and Practical Activities in the Field of Education of Persons with Special Needs". The introduction of inclusive education ideas into educational practice in the Republic of Uzbekistan has been strengthened by a number of regulatory legal acts. Despite the widespread use of the terms "inclusion", "inclusive education", the issue of determining



the essence of these concepts remains controversial to this day, which, in our opinion, is associated with every different methodological approach of researchers to this phenomenon.

The evolution of an inclusive approach in education was based on a change in society's understanding of disability: instead of the medical model that provided for the isolation of people with health disabilities that existed until the mid-1960s of the 20th century, the normalization model that lasted until the mid-1980s of the 20th century. This model was intended to integrate people with limited health opportunities into society. Currently, there is a trend towards the transition to a social model in which barriers and problems in the education of a child with limited health opportunities can cause imperfections in the interaction of the educational system of society with people around them. N.V.Borisova, S.A.Prushinsky points out that according to the social model on which inclusive education relies, the cause of disability is not only the disease itself, but also the existing physical (regarding social structures and procedures) and organizational (regarding relationships) barriers, stereotypes and prejudices in society.

S.V.Alexina believes that “inclusion is a social concept that implies the same sense of understanding the goals of humanizing social relations and recognizing the rights of persons with disabilities to receive quality education together”. Inclusive education is defined in the most general way as a new promising strategic direction in which educational policy and practice is most relevant to the foundations of general education. The international experience of the development of an inclusive education system is being implemented from the 1960s to the present as a strategy with the characteristic of a long-term consistent, continuous, step-by-step and integrated approach. An analysis of the experience of introducing Inclusive Education Abroad showed that its development began with the formation of a civil attitude aimed at the implementation of the educational rights of disabled children in different countries, the development of regulatory documents and the discussion of the problems of organizing inclusion in interested circles.

N.N.Malofeyev believes that only after these stages did the transition to the practical implementation of the ideas of inclusive education take place. In the process of introducing inclusive education, the difficulties of organizing an unobstructed environment are not only: the presence of ramps, the one-story design of the school, the re-equipment of common areas of use, the introduction of specialist defectologists into the staffing table, but also “widespread stereotypes and misunderstandings, including socially characteristic difficulties”, consisting in the readiness or rejection of teachers, students. In this regard, the introduction of the ideas of inclusive education into practice implies, first of all, the creation of an inclusive culture of educational opportunity associated with the recognition of the values of inclusion by the school community, the realization of each child's need for development, the need to support individuality, regardless of his “beginning” capabilities. T.Booth and M.Eynskow believes that “it is the foundation of the reforms and transformations that take place, helps to create a safe and uncompromising team that adheres to the ideas of working in cooperation, encourages the development of all its participants, changes the policy and practice of education and training”. Inclusive culture is a component of professional pedagogical culture in terms of professional pedagogical activity and is defined by scientists as “an integrated personal quality that helps to create and master the values and technologies of Inclusive



Education, integrates a system of knowledge, skills, socio-personal and professional competencies, allows the educator to work effectively in the context of inclusive education". Researchers note that "it is fundamentally important for children with disabilities to develop an inclusive culture to be active in taking responsibility for themselves and their parents for educational conditions and outcomes".

"The education system", writes L.S.Vigotsky – "the main task of raising a defective child is to compensate for defects in the child and ensure its integration into life. To do this, it is necessary to create such an educational system so that a child who needs special assistance develops in every possible way in the process of studying." L.S.Vigotsky recognizes the education of children in the general education system who need special assistance in organizing an educational system that harmonizes general and special education.

In Uzbekistan, all conditions have been created for children to mature as a happy, cohesive team. In order to further improve the preschool education system, ensure equal use of quality preschool education of children, to develop the non-governmental sector of preschool services, the decision of the president of the Republic of Uzbekistan "On Measures to Improve the Management of the Preschool Education System" was adopted on September 30, 2018. In this decision, the Republic of Uzbekistan developed the "Concept of Development of the Preschool Education System Until 2030". Decree of the president of the Republic of Uzbekistan "On Measures To Radically Improve The System Of State Support For Persons With Disabilities" dated December 1, 2017, "On Approval of the Concept of Development of the Public Education System of the Republic of Uzbekistan until 2030" dated April 29, 2019, In the content of the decision of October 13, 2020 "On Measures To Further Improve The Educational System For Children With Special Educational Needs" and the tasks set out in other regulatory legal acts, the introduction of adapted types of Educational Service to the disadvantaged segments of the population, a system based on differential approaches.

Annex 1 of Resolution № 638 of the Cabinet of Ministers of the Republic of Uzbekistan is dedicated to inclusive education, and this resolution also cites a list of children admitted to inclusive education. This list also covers the inclusion of children who are lagging behind in mental development with potentially undisturbed possibilities of intellectual development in inclusive education. One of the main cultural trends of the last decade is the issue of the idea of unconditional equality between people, and from this comes the need to fight according to any manifestations of discrimination (discrimination) (race, gender, etc. The era itself dictates to create modern jobs for our children, to take our work to a new level, aimed at ensuring that they occupy a worthy place in life. We will persistently continue the state policy on young people, without deviating at all. Not only will we continue, but we will raise this policy as our top priority to the high level that modern times demand today. Having independent thinking, high intellectual and spiritual potential of our youth, we need to mobilize all the strength and capabilities of our state and society in order to mature and be happy as people who do not empty in any sphere to their peers on a global scale.

Caring about a harmonious person, his work and marriage, spiritual progress is one of the priority issues of our state. Especially great attention is paid by our government to the issues of the lifestyle of the person, who needs help, is mentally and physically weak, provides them with special education, professional orientation and employment. Inclusive education is



entering our society in the formation of an environment of equality, tolerance and interpersonal high culture in the field of Education.

Research methodology (research methodology)

Inclusive education is a system of education that takes into account any needs of all children, respects their rights and abilities, aims to achieve social justice and equality. Beyond that, inclusive education is education that is provided by providing equal opportunities for education in educational organizations for all learners, taking into account the individual educational needs and the diversity of individual opportunities. The development of an inclusive education system is to provide a wide range of opportunities for education and to create the necessary conditions for the success of all children in education, regardless of their individual characteristics, previous achievements, language, culture, social and economic status of parents.

Also inclusive education:

- allows each child with special educational needs to discover their own opportunity for themselves; -to advise families raising children with special educational needs and to raise the level of awareness of parents in the field of education and education of their children, the use of pedagogical technologies, educational methods and tools, to support them psychologically and pedagogically;
- creates a wide range of conditions for independent movement, joint, collaborative work, study; - the worldview expands, life skills are formed; - the motivating force arises and the interests increase; - in a team, he begins to feel the same as everyone else; - features such as lying down, isolation disappear.

The purpose of inclusive education is to create an unhindered adapted educational environment for children with special educational needs, with the involvement of special educators in the school through the use of special tools and techniques, to ensure a quality general secondary education that serves their effective adaptation to society and full-fledged harmonization.

It was envisaged to further improve the regulatory framework in the field of preschool education, create conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children, increase the coverage of children with quality preschool education, ensure the possibility of its equal use.

The task of inclusive education is to provide quality education to all children, regardless of their abilities and condition. At the same time, the principle of inclusiveness implies that children with limited opportunities must live in a family and receive knowledge in an ordinary school, along with their peers, in order to have positive mental and social development. The inclusive education system guarantees that a child in a wheelchair can be educated at any school located nearby, have special help to learn to read and write if they have difficulty mastering, and that a child who fails to attend classes will receive appropriate assistance to return to school.



Analysis and Results (Analysis and results)

The current challenges facing inclusive education are as follows:

- lack of personnel or low special training;
- insufficient pedagogical methodological tools;
- weakness of the material and technical base of preschool educational institutions;
- insufficient understanding has been formed in parents and society, etc.

Ways to improve inclusive education in preschool educational organizations:

- Training and retraining of educators: Organization of professional development in such areas as special pedagogy, defectology, speech therapy;
- Strengthening the material and technical base: introduction of special equipment, toys, sensory rooms, devices for physical development.
- Strengthening cooperation with parents: through seminars, trainings and counseling centers.
- Development of methodological support: development and introduction of methodological manuals suitable for various needs.
- The establishment of social partnership: the implementation of projects in cooperation with non-profit organizations, psychological centers and local authorities.

Summary and recommendations (Summary/Recommendations).

By effectively introducing inclusive education into the preschool system, it is possible to ensure the full-fledged development of each child, to find out the principles of humanism and equality in society. In this regard, a systematic approach supporting public policy, training of qualified personnel and raising social awareness are important.

The goal is not to get results, but to educate and harmonize children, to instill an attitude of tolerance, to encourage children with special educational needs not to be ridiculed or separated.

It is necessary to organize education on the basis of programs that are suitable for opportunities, to assess children with educational needs on the basis of the same program, to explain to healthy children that their specificity is normal. The relevance of inclusive education in the preschool system is the development of mental and physical sensations and actions in a child, providing quality education, including children with disabilities from an early age among healthy children.

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