

The uniqueness of inclusive approach in preschool educational institutions

Turgunov Nurmukhammad

Researcher at Namangan State University, Uzbekistan

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Abstract: This article analyzes the unique characteristics, essence, and practical application of inclusive approach in preschool educational institutions. It discusses the implementation of inclusive education principles tailored to children's individual needs, creating equal opportunities in the educational process, as well as enhancing the qualifications of educators and developing necessary infrastructure. The article also examines the impact of inclusive approach on children's social adaptation, psychological and physical development, and the mechanisms for effective collaboration with parents and the community. Additionally, the article provides recommendations for the development of inclusive education in the preschool system.

Keywords: Inclusive education, preschool education, pedagogical approach, equal opportunities, individual needs, social adaptation, teacher qualifications, adapting the learning environment, child development, collaboration with the community.

Introduction: The education system of the Republic of Uzbekistan is considered one of the priority areas of state policy. In our country, large-scale reforms are being carried out to develop the preschool education system, aimed at nurturing healthy and well-rounded individuals from the younger generation, as well as introducing effective methods and forms in the educational and upbringing processes. At the same time, issues such as ensuring full coverage of children with preschool education, providing modern educational and methodological materials and artistic literature, and attracting qualified pedagogical and managerial personnel to the sector remain relevant. The term "persons with disabilities" refers to individuals who face limitations in physical, mental, psychological, or emotional development, resulting in certain difficulties in daily life and the need for social assistance and protection [1]. Currently, it is more appropriate to use the terms "persons with disabilities" or "people with disabilities" instead of the term "invalid."

Today, both in Uzbekistan and in many developed countries around the world, the necessary conditions have been created for the education and upbringing of

children with disabilities. Their rights are protected by national legislation and international norms, including the UN Convention on the Rights of Persons with Disabilities [2]. Within the framework of this Convention, the term "persons with disabilities" is used instead of "invalid," as it more accurately reflects the rights and interests of these individuals. The development of inclusive education is of great importance, and the experience of other countries in this area is valuable. For example, in the United States, children with disabilities receive support from specialists such as neurologists, psychologists, speech therapists, special education teachers (oligophrenopedagogues), or vision impairment specialists (typhlopedagogues) from birth. These specialists help children adapt to social life, prepare them for preschool education, and create conditions for successful learning in schools and higher educational institutions. As a result, such children have the opportunity to study in a regular school environment without being separated from their healthy peers. In order to improve the preschool education system and expand opportunities for children to receive quality education, the Decree of the President of the Republic of Uzbekistan dated

September 30, 2018, "On Measures to Improve the Management of the Preschool Education System" was adopted [3]. Based on this decree, the concept of developing the preschool education system of the Republic of Uzbekistan until 2030 was developed, which will contribute to the further development of the sector.

The relevance of the inclusive approach in preschool educational institutions. Currently, the importance of the inclusive approach in preschool educational institutions is recognized as one of the key areas of development in the global education system. The main goal of this approach is to create equal conditions for all children to receive education, including those with various physical, mental, or social developmental needs. Inclusive education is aimed at recognizing the individuality of each child, fully revealing their personal potential, and ensuring successful integration into social life. The relevance of the inclusive approach is primarily associated with changing public perceptions of education and ensuring every individual's right to quality education. Every child has the right to quality education, and inclusive learning allows this right to be practically realized. The experience of developed countries shows that inclusive education is based on the principles of social justice and equality, as well as contributes to the elimination of discrimination among children[4]. The preschool stage plays a key role in shaping a child's personality. Therefore, the introduction of the inclusive approach at this stage has a significant impact on the social and emotional development of children. Joint learning and play among children with different levels of development contribute to the formation of important social skills such as mutual respect, tolerance, and cooperation. Moreover, the inclusive approach is essential for the effective organization of the educational process. This approach requires teachers to have high qualifications, flexible curricula, and the use of modern teaching methods. The implementation of inclusive education in Uzbekistan's education system creates opportunities for maximizing children's potential and nurturing them as active and independent members of society. Furthermore, inclusive education plays an important role in strengthening social partnership systems and family support. Effective collaboration between parents, educators, and social service specialists helps create a favorable and developmental environment for children. As a result, inclusive education occupies an important place in the comprehensive development of children and prepares them for future social life.

Methods of using the inclusive approach in preschool educational institutions. Currently, the use of the inclusive approach in preschool educational

institutions is one of the most important directions in the educational system. The main task of this approach is to create equal educational opportunities for all children, including those with various developmental needs. The main goal of inclusive education is to take into account the individuality of each child, support their social adaptation, development, and effectively contribute to the learning process. This approach requires special attention not only to the organization of the educational process but also to the selection of teaching methods, the improvement of teachers' qualifications, the establishment of effective cooperation with parents, and the creation of an inclusive environment in educational institutions. The basis of the inclusive approach methodology is the individual approach. A thorough analysis of each child's level of development, abilities, and needs is carried out, after which the educational programs are adapted based on these characteristics. Differentiated teaching methods are applied in this process, and educational materials and tasks are prepared according to the individual characteristics of the children. For example, for children with developmental disabilities, visual, auditory, and kinesthetic teaching methods are widely used[5]. In addition, a multidisciplinary approach plays an important role. This approach involves collaboration with defectologists, speech therapists, psychologists, and other specialists. Joint work allows for continuous monitoring of the children's developmental process and making adjustments to the educational process when necessary. Teachers' participation in specialized training courses on inclusive education contributes to more effective application of the methodology[6]. Creating an inclusive environment is also one of the important methodological directions. In educational institutions, the creation of social and psychological support helps children develop in an atmosphere of mutual respect and cooperation. Play-based technologies, team activities, and interactive methods enhance interaction between children, contributing to the development of their social skills. Effective cooperation with parents is also an important part of the inclusive education methodology. Parents, as active participants in the educational process, make a significant contribution to the development of children. Through educational seminars, training sessions, and consultation centers, parents have the opportunity to expand their knowledge of pedagogical approaches and child upbringing. Thus, the implementation of the inclusive approach in preschool educational institutions requires a multifaceted and systematic approach. This approach creates an educational environment adapted to the individual needs of children, opening up broad opportunities for their social, emotional, and intellectual development. At the

same time, strengthening cooperation between teachers and parents and working with professional specialists helps to improve the quality of inclusive education.

Issues of inclusive education development. In Uzbekistan, the government pays special attention to the development of inclusive education for children with special educational needs, having approved a number of important documents in this area. In particular, the procedure for opening basic correctional classes for children with special needs in general education schools has been established. On October 13, 2020, the President of the Republic of Uzbekistan adopted a resolution "On Measures for the Further Improvement of the System of Education and Upbringing of Children with Special Educational Needs." A Concept for the Development of Inclusive Education in the Public Education System for 2020-2025 has been developed [7]. This concept defines priority tasks for providing quality educational services and improving the process of teaching and upbringing children with special needs. The concept is planned to be implemented in two stages, taking into account the physical and mental needs of students, as well as the geographical location of educational institutions. Based on this, the number of specialized state educational institutions, such as schools and boarding schools, will be optimized. The main principle of inclusive education is to ensure quality education for all children, regardless of their abilities and conditions. While special education is organized considering mental or physical limitations, inclusive education adapts to the capabilities and needs of each child. In this process, educational programs are developed in individualized and adapted forms. An important feature of inclusive education is that teachers and students learn from each other, developing cooperation through joint problem-solving. In such an educational process, the role of the family is extremely important. Parents play a key role in strengthening self-confidence, developing skills and abilities, and forming motivation for learning in children with disabilities. Effective interaction with parents in the process of inclusive education has a positive impact on the social adaptation of children. The concept of "inclusive education" mainly refers to the joint education of children with disabilities and healthy children. In accordance with the Presidential Decree of the Republic of Uzbekistan dated April 29, 2019, No. PF-5712 "On the Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan Until 2030", measures have been defined for the development of inclusive education and the improvement of the system of teaching and upbringing children with special needs[8].

Based on this decree, pilot sites were created in five regions of the republic: Tashkent, Khorezm, Samarkand, Namangan, and Surkhandarya regions. Many students were involved in these pilot schools. The introduction of inclusive education has created great opportunities for many families. Parents who previously could not send their children to specialized schools due to economic reasons now have the opportunity to educate them in regular schools under comfortable conditions. This has helped prevent many children from dropping out of the educational process. Inclusive education has a positive impact not only on the academic but also on the educational process. A child is primarily raised in the family and then finds their place in society. Although the family plays an important role in a child's life, society also provides important life lessons. The support of the community and society is significant in enhancing the social activity of children. The main goal of inclusive education is the integration of children with disabilities into society and helping them find their place in life.

Focus on the inclusive approach in preschool educational institutions. In 2022-2023, UNICEF, with financial support from the European Union, contributes to the expansion of alternative models of preschool education in at least 10 institutions in the Surkhandarya region to ensure inclusive education in multiple languages. Additionally, the Islamic Development Bank (ISDB) will assist in developing 50 additional alternative preschool educational institutions from 2023 to 2026. Since 2018, UNICEF has invested about \$2 million to support early childhood education. As a result of these investments, new legislative acts, national policies, and strategic plans have been developed, as well as mechanisms for data collection and quality control. UNICEF has facilitated the revision of curricula, early learning development standards, and teacher training systems to improve the quality of education for young children. The introduction of alternative models has expanded access to educational services. In this process, digital technologies designed for children, parents, and educators have been widely used. As a result, by the beginning of 2022, the government provided quality preschool education to about 2 million children aged 3 to 6 years. Today, the implementation of didactic games in preschool educational institutions is of great importance. Didactic games are one of the most effective learning tools and play a key role in child development. Through play, children learn, acquire new knowledge and skills, which contributes to their intellectual and social development. Didactic games designed for children not only make the learning process engaging but also serve as a primary means of comprehensive child development. These games help

form social skills, develop the emotional sphere, and deepen the understanding of the surrounding world. Moreover, didactic games play an important role in children's speech development. During gameplay, children expand their vocabulary, learn to pronounce sounds correctly, construct grammatically correct sentences, and clearly express their thoughts.

CONCLUSION

The peculiarity of the inclusive approach in preschool educational institutions lies in creating equal opportunities, taking into account the individuality and developmental needs of each child. Inclusive education aims to create a comfortable, supportive, and adaptive learning environment not only for children with developmental difficulties but for all children. This approach requires adapting the pedagogical process, using various teaching methods, teamwork with specialized professionals, and close cooperation with parents. Additionally, creating an inclusive educational environment opens opportunities for the development of social skills in children, strengthening self-confidence, and active participation in society. The effective implementation of the inclusive approach in Uzbekistan's education system will create conditions for quality learning and sustainable development in preschool educational institutions.

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