

**MODERN FOUNDATIONS OF INCLUSIVE EDUCATION IN PRESCHOOL  
EDUCATIONAL ORGANIZATIONS***Bolziboyeva Norgul Namozovna**Director of the State Educational Service No. 37**of the Beruniy district of the Republic of Karakalpakstan.*

**Abstract:** This article analyzes the scientific and theoretical aspects of inclusive education in preschool educational organizations. In this regard, the solution to this problem was studied pedagogically and specific proposals and recommendations were made.

**Keywords:** Convention on the Rights of the Child, Special Education, Inclusive Education, Inclusive Technology, Inclusive Pedagogy, Home Visit Program.

In any society, there is hope that the younger generation will grow up to be fully developed, perfect people, worthy citizens, and contribute to the development and prosperity of the state. The Convention on the Rights of the Child, which applies to all children of the world, the Law of the Republic of Uzbekistan "On Education", the Law "On Preschool Education and Upbringing" and a number of important regulatory documents state that all children, including children with disabilities in physical or mental development, have the right to work, receive education, and find their place in life. Of course, the adaptation of children with limited opportunities and disabilities to social processes in society is one of the urgent tasks facing the education system. In this regard, Article 3 of the Law "On Preschool Education and Training" states in its regulatory legal act that "...children with special educational needs are children with individual needs who require special attention from the family, teachers, specialists, society and the state, regardless of whether they have disabilities or not." As the state reforms continuous education, preschool education is the main and supporting link of continuous education.

In 1994, UNESCO prepared a document entitled "The Need for Special Education", in which it considered the issues of organizing and improving education for children and young people with special educational needs. In this type of education, the main place is given to rehabilitation issues. The document states: "The purpose of organizing special education for people in need of special assistance is to restore children and adolescents with physical or mental disabilities to society in an independent, equal living environment." Based on the above issues, improving the quality of education in general-type state preschool educational organizations when working with children in need of inclusive education is one of the main goals of the preschool education system. In our country, favorable conditions are being created for the education and upbringing of children with disabilities and their adaptation to social life. In order to adapt them to society, first of all, to restore their health as much as possible, work is being carried out on the basis of the "General Education Project for Children with Disabilities". This mainly involves using the opportunities of inclusive education. As a result, a deeper study of the pedagogical and psychological characteristics of organizing inclusive education, its specific capabilities, identifying problems associated with it, and substantiating aspects of its effectiveness is becoming an urgent scientific problem. Because the inclusive education method creates a convenient opportunity to ensure the full participation of all children in the educational

process, regardless of their mental and physical condition. In particular, it creates opportunities for children with special needs to communicate with others, grow up to meet the requirements of the social environment, acquire skills to meet their daily needs, adapt to life, receive education and upbringing in preschool educational organizations on an equal basis with healthy peers, establish friendly relations with them, master classes on time, and approach tasks responsibly. With this in mind, this article aims to substantiate the specific signs of effectiveness of inclusive education, identify the necessary pedagogical and psychological approaches to establish it in the continuous educational process, starting from the family, preschool educational organizations and ending with higher education. Based on the research and studies conducted, inclusive education technology can be defined as follows: "Inclusive education technology (ITE) is a process of implementing pedagogical and psychological aspects of education in accordance with modern requirements, using a systematic approach, individualized, changing depending on the circumstances, special educational programs, materials, tools and methods for children and young people in need of special assistance in the continuous education system."

The implementation of inclusive education in the preschool education system involves the scientific and theoretical study, analysis and solution of the following problems:

- It is necessary to establish a mechanism for social support for children in need of inclusive education in the home environment, in conjunction with local civil institutions (neighborhood, local government administrators);

- It is necessary to develop new educational technologies and programs for the implementation of alternative options for home education (Home Visits Program);

- I believe that it is necessary to introduce tutoring positions in preschool educational organizations for children in need of inclusive education in home conditions and submit a proposal to the state governing body and the Ministry of Preschool Education on this issue.

Regarding the first issue, it would be appropriate if preschool educational organizations, together with local civil institutions (neighborhood, local government administrators), establish a social support mechanism for children in need of inclusive education in home conditions, with full state monitoring of families with disabled children, providing them with social loans (interest-free) in addition to their own alimony, and integrating them into society through targeted spending and redirection. For example, in Germany, one of the world-famous companies, Mercedes-Benz, has a large assembly line where only people with disabilities work. These disabled people have been fully protected by the state since childhood and have been given the conditions and opportunities to work there according to their interests (hobbies). Today, it is more important than ever that social support for people with disabilities be the main goal of our state policy.

On the second issue, the development of new educational technologies and programs for the implementation of alternative options for home education (Home Visits Program) is considered a prerequisite for studying the existing program and introducing it into the educational process of preschool educational organizations. As indicated in the "Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030", approved by our Honorable President Sh. Mirziyoyev on May 8, 2019, he expressed his views on the need to launch this program by 2025 for children with disabilities who live at home but cannot attend kindergarten. In implementing this program, changing the worldviews of children with disabilities or disabilities who live at home today, instilling in them an attitude towards life and a sense of life is certainly one of the main tasks of this state requirement. For this reason, extensive studies are being carried out to study this problem.

Regarding the third issue, the introduction of a tutoring position in preschool educational organizations for children in need of inclusive education at home and the submission of a proposal to the state governing body and the Ministry of Preschool Education on this issue must be carried out in consultation with the Ministry of Finance. In addition, this issue should be discussed on the platform of state-level scientific conferences. Because in order to provide comprehensive support to children in need of inclusive education at home and in general-type state preschool educational organizations, a tutor is needed to form and educate their attitudes towards life, in addition to the educator. Another important aspect is that the tutor constantly expands the field of communication with children in need of inclusive education. Even mentally retarded children can consider the tutor as a better person than their relatives. This can lead to the creation of a healthy positive environment for the development of the child. Of course, this is my subjective point of view. In this regard, it would be advisable to conduct experiments on children living in preschool educational organizations and homes, receiving inclusive education, organize pedagogical and psychological questionnaires, and constantly communicate with their parents. It would be advisable to create a healthy psychological environment between them.

In this regard, the organization of mobile tutoring staff in preschool educational organizations and thereby improving the quality of existing education should be considered as an innovative solution. Another important aspect is that the tutoring staff in preschool educational organizations should be motivated or, conversely, dismissed from their position, based on the principle of positivity of the disabled child in their care. In conclusion, the study of inclusive education is one of the new, most urgent problems in the science of pedagogy and psychology. Based on the study of research works on the problem and their scientific analysis, it became clear that the educational environment of young people with disabilities should always be good, moderate, always receive special attention, and not be left out of the sight of adults. In Western European countries and the USA, scientific theories and directions based on experiments related to human psychological characteristics have emerged. Despite the different interpretations of the human psychic nature, these theories to some extent gave impetus to the development of pedagogical psychology of children with disabilities. In this regard, one can recognize the scientific research of J. Bruner, J. Piaget, A. Vallon, S. Hall, E. Meyerman, K. Buhler, E. Durkheim, D. Locke and others.

For example, the English scientist Jock Locke likens the soul of a newborn baby to a “blank slate”. In his opinion, “What to write on the child’s “blank slate” psyche is up to adults, what kind of person the child will grow up to be, what personal qualities will be formed in him, depends on the experience the child gains from life, the life concepts and ideas that he acquires in the process of communicating with others.”

American psychologist S. Hall says that “Any child repeats phylogenesis in ontogenesis in his individual development, therefore it is necessary to create favorable conditions for children to experience primitive instincts painlessly and easily.” S. Hall, having collected rich material evidence on the basis of his own experiences, puts forward the idea of creating a comprehensive psychological, physiological and knowledge program for the upbringing of a child.

So, education should obey the laws of development. For example, it is useless to teach a child to think logically before logical thinking has developed in him. This is why different stages of education are interconnected, regardless of the specific age at which the child’s corresponding psychological capabilities mature.

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