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Annotation: This article discusses the theoretical and practical aspects of organizing preschool teachers' preparedness for inclusive education. It highlights the importance of developing the professional competencies of teachers working in inclusive educational environments, as well as enhancing their pedagogical, psychological, and methodological knowledge and skills for working with children who have special educational needs. The article emphasizes the necessity of applying an individualized approach in the educational process and organizing effective teaching and upbringing activities by taking into account the developmental characteristics of children. In addition, the article describes ways of creating an inclusive educational environment, improving teachers' professional skills, and developing their competencies through the use of modern pedagogical technologies and innovative teaching methods.

Keywords: Inclusive education, teacher, pedagogical competence, professional competencies, special educational needs, pedagogical approach, educational process, innovative methods, inclusive environment, education quality.

INTRODUCTION Today, inclusive approaches in the education system are becoming increasingly important. The main goal of inclusive education is to effectively involve children with special educational needs in the general educational process and to expand their opportunities for learning and development. At the same time, creating an inclusive environment is not limited to considering only the needs of children; it also requires a high level of professional training and competence from educators.

Educators' preparedness for inclusive education includes not only the development of their pedagogical knowledge and methodological skills, but also psychological readiness and the ability to apply an individual approach to each child. Therefore, the process of developing pedagogical competencies is of great importance, as it directly affects the quality of education and the level of children's personal development.

It is important to study the organization of educators' preparedness for inclusive education and the process of developing their competencies, as well as to create an effective inclusive environment through the application of modern pedagogical technologies and methods.

LITERATURE REVIEW AND METHODS Numerous studies have been conducted on the issues of inclusive education and the preparation of educators. For example, pedagogical literature from Russia, United States, and various European countries widely discusses the theoretical foundations of inclusive education, as well as its principles and approaches. In addition, pedagogical methods for working with children with special educational needs and ways of developing educators' competencies have also been analyzed.

The effectiveness of inclusive education depends on educators' preparedness in the following areas: pedagogical knowledge and skills, psychological readiness, the ability to apply an individual approach, and the ability to use modern innovative methods and technologies.

The following methods are used in studying this topic:

Analytical method – scientific literature, research articles, and existing studies are analyzed; current approaches to educators' preparedness and competencies are examined.

Empirical method – questionnaires, interviews, and observations are used to evaluate educators' practical preparedness and their activities within an inclusive environment.

Comparative method – inclusive education systems and pedagogical approaches in different countries are compared.

Practical method – educators' competencies are developed through pedagogical tasks, projects, and training sessions, while their professional skills in the inclusive process are enhanced.

The system of preparing educators for inclusive education and developing their competencies is studied in an effective and systematic way, existing problems are identified, and appropriate solutions are developed.

RESULTS AND DISCUSSION The research findings showed that educators' preparedness for inclusive education and their competencies directly influence children's success in the educational process. The analysis of surveys, interviews, and observations revealed that although educators possess a high level of pedagogical knowledge and methodological skills, their psychological preparedness and ability to apply an individual approach in practice are insufficient in some cases. This leads to difficulties in working with children who have special educational needs.

Educators' general pedagogical knowledge, as well as their skills in organizing the educational process and applying teaching methods, are sufficiently developed. At the same time, the implementation of innovative pedagogical technologies in practice depends on individual preparedness, and it was found that there is no unified standard applicable to all educators.

Educators have knowledge about understanding and adapting to children's individual developmental characteristics. However, in some cases, their skills in dealing with complex behaviors and socio-emotional problems are insufficient. This may hinder effective performance in an inclusive environment.

Individual approach and methodological competencies

The study demonstrated that although educators are willing to apply an individual approach, additional knowledge and skills are required in selecting and adapting pedagogical methods appropriate to the developmental characteristics of children with special educational needs.

According to the discussion results, improving educators' preparedness for inclusive education requires a systematic and comprehensive approach. The main directions include the following:

Integration of theoretical and practical knowledge: strengthening educators' pedagogical and psychological knowledge through practical classes, seminars, and training sessions.

Development of an individual approach: forming skills for assessing children's developmental characteristics and applying appropriate teaching methods.

Use of innovative methods: enriching the educational process through modern pedagogical technologies, interactive methods, and digital resources.

Mentorship and professional collaboration: developing competencies through cooperation with experienced educators, continuous consultations, and exchange of experience.

The findings indicate that the systematic implementation of inclusive education training programs enhances educators' professional competence and expands opportunities for creating an equal and high-quality educational environment for children. At the same time, the development of competencies plays a decisive role in ensuring the effective functioning of an inclusive environment.

CONCLUSION The results of the conducted research demonstrated that educators' preparedness for inclusive education and their professional competencies directly influence the quality of the educational process and the personal development of children with special

educational needs. Although educators' pedagogical knowledge and methodological skills are sufficiently developed, it was found that psychological preparedness, the ability to apply an individual approach, and the skills required to implement innovative methods in complex pedagogical situations have not yet been fully formed.

The findings indicate that a systematic and comprehensive approach is necessary for the development of educators' competencies. This approach can be achieved through the integration of theoretical knowledge with practical skills, the enhancement of psychological preparedness, the application of individualized approaches, and the use of modern pedagogical technologies and innovative methods.

Furthermore, the creation of an inclusive environment and adaptation to it are closely connected with educators' professional competence. This process contributes to improving the quality of education, expanding children's developmental opportunities, and ensuring equal opportunities for all learners. Thus, the preparation of educators for inclusive education and the development of their competencies are considered key factors in creating a high-quality, effective, and equitable educational environment in the modern education system.

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