

## Features of inclusive preschool education

*Khayumova Dilsora Nuraliyevna,*

*Doctoral student of the T.N. Kari Niyazi Uzbek*

*Scientific Research Institute of Pedagogical Sciences, Uzbekistan*

**Abstract.** *An inclusive educational space is based on the provision of variable forms of education for children with disabilities. Inclusion is the process of developing the most accessible education for everyone in educational institutions, the formation of learning processes with the setting of adequate goals for all students, the process of eliminating various barriers for the greatest support of each student and the maximum disclosure of his potential. Therefore, it is necessary to structure the work in such a way that children with developmental problems, starting from a very early age, are covered by inclusion.*

**Key words:** *Inclusive educational space, point inclusion, partial inclusion, full inclusion option, kindergartens, correctional approaches in teaching, individual training programs, inclusive kindergarten.*

The development of the problem of inclusive preschool education shows that the main direction in the activity of the kindergarten is to include children with disabilities in the collective of usually developing peers and adults on the rights of “equal partners”. In this case, the pedagogical search consists in finding those types of communication or creativity that will be interesting and accessible to each of the group members. The teacher only creates conditions in which the child can develop independently in interaction with other children. In the classroom, games and exercises are selected taking into account individual training programs. In this model, developmental and corrective approaches to training can be harmoniously combined. Work experience shows that children who attended an inclusive kindergarten are capable of further successful inclusion in society. According to the level of the child's inclusion in the educational process, the following types of inclusion are conventionally designated: point, partial, full. Point inclusion is the inclusion of a child in a peer group only on holidays, briefly in games or on a walk. Partial inclusion - presupposes the inclusion of a child in a half-day or incomplete week, for example, when a child is in a peer group, mastering the educational material directly in the course of individual work, but participates in art classes, physical culture, music, etc. together with other children. An option for full inclusion is a visit by a child with disabilities to an age group in a full-day mode on their own or with an accompaniment. The child is engaged in all classes together with peers. In this case, tasks of various levels of complexity, additional games and exercises are selected.

At the present stage of the formation of inclusive education, it is necessary to rely on the experience of integrative education, which by this time has developed in specialized institutions that have accumulated experience in working with children with special educational needs, since there are specialists here, special conditions and methods have been created that take into account the individual characteristics of children. These institutions should be seen as a resource for those who want to get involved in inclusion. Special measures should be considered to establish interaction between general education and specialized institutions. In the modern educational situation, we are now faced with a wide variety of starting conditions for inclusive education. The Federal State Educational Standard provides a great opportunity for the transition to joint education of healthy and children with disabilities. The introduction of the Federal State Educational Standard is aimed at providing children with disabilities with the competencies they need for successful socialization in modern society. The concept of modernization of Russian education defines the priorities of educational policy in the field of special (correctional) pedagogy in the form of gradual integration and further socialization of children with

disabilities. Since 2002, the Ministry of Education of the Russian Federation has initiated the development of variable forms of preschool education based on a short-term stay of pupils in a kindergarten. Within the framework of this program, provisions were created on the organization of the Advisory Center, the Early Assistance Service, the Lekoteka, the "Special Child" group, which also provide for the educational integration of children with disabilities. Inclusive education is a natural continuation of the integrated education program and takes into account the conditions created. Today, for inclusive education, there are the following starting conditions: Kindergartens of a compensatory type - children of the same category, specialists, a specially organized subject-developing environment. Kindergartens of a combined type - children of different categories and children of the age norm, specialists, a specially organized subject-developing environment. Kindergartens in which services have been created (Lekoteka, Early Care Services, Advisory Center) - children of different categories, specialists, subject-developing environment. Mass kindergartens with groups of short-term stay: "Special child" - children of different categories and specialists.

Mass kindergartens, in which inclusive groups are created - specialists provided for by the staffing table of general education preschool educational institutions - there are still no legal documents regulating the activities of inclusive groups, including the availability of specialists in the staffing table. For the implementation of inclusive practice in a preschool educational institution of a compensating type, there are different forms of inclusion. For categories of children with a complex defect structure, a form of social inclusion has been developed - the creation of additional educational services on the basis of the kindergarten, where children of the age norm can be involved, events have been organized to include families with children with a complex defect structure in the city's social programs (visits to theaters, museums, circus, organization of contests, festivals in which children can participate, the creation of parent-child clubs, etc.). In a preschool educational institution of a combined type, combined groups have been created, which are an analogue of an inclusive group, for which the state, funding, educational programs are legally determined. All other actions to implement inclusion can be carried out by analogy with a compensating preschool educational institution. In the preschool educational institutions, in which the services have been created, a model is being implemented based on the organization of variable conditions for different children. Depending on the educational needs, such a kindergarten offers families different conditions: individual forms of work with children, child-parent groups, parental consultations, groups for parents, children's groups, both for a short stay and for 10, 12, hours. This model initially presupposes taking into account the individual needs of children and creating a variety of conditions in accordance with them. In such a garden, at the expense of specialists involved in the services, medical, psychological and pedagogical support of children and their parents is provided.

Preschool educational institutions with short-term stay groups "Special child" and others are similar in model to a preschool educational institution with services, since they also offer different educational services depending on the educational needs of children with disabilities. The main thing is that for such groups specialists are envisaged who are able to meet the educational needs of special children. Inclusion in such preschool educational institutions occurs due to the participation of children in common garden activities, mutual visits of groups of children to each other, uniting children in additional education classes in subgroups. Kindergartens that open inclusive groups can hire specialists who will meet the educational needs of children with disabilities. The inclusive group itself should implement multi-level educational programs and programs for the socialization of children. Kindergartens with 2-3 children with disabilities who cannot open inclusive groups by their composition can use the services of specialists from Resource Centers, PHC centers, specialists from specialized preschool institutions, who can provide advice to these preschool educational institutions on diagnostics and drawing up educational plans for children with disabilities. When deciding on the deployment of inclusive practice in an educational institution, the following conditions should be taken into account: - the presence of families with children with disabilities (HH), ready to come to

kindergartens; - the psychological readiness of the head and the staff of the educational institution (or part of it) for inclusion, which includes acquaintance with the basic values, goals and methods of organizing inclusive practice and agreement with them; - availability of the necessary specialists (defectologists, psychologists, speech therapists, tutors) or agreements on psychological and pedagogical support of children with disabilities by specialists from the Centers for Psychological and Pedagogical Development and Correction of PPMS Centers; - availability of special conditions for the education and upbringing of children with disabilities, including without a barrier environment; - the possibility of improving the qualifications of teachers.

The main goal of an educational institution when deploying inclusive practice is to provide conditions for the joint upbringing and education of children with different psychophysical developmental characteristics. Objectives of an inclusive garden: - creating a cozy, comfortable space for everyone - creating an environment conducive to the harmonious development of the individual - formation of a tolerant community of children, parents, staff and social environment - the creation of a pedagogical system at the preschool educational institution, centered on the needs of the child and his family. It is not the child who "fits" into the existing education system, but the education system itself flexibly takes into account the priorities and capabilities of different children, organizing them into a single community - formation of an interdisciplinary team of specialists organizing the educational process. If the kindergarten has decided to include a child with special educational needs in the educational process, then at the first stage, people who take responsibility for this step need to think about what new this or that child will bring with its appearance, what changes this will require from the institution. The arrival of such a child in a kindergarten or school implies the preparation of an educational project, which provides for the characteristics of the child and plans to change the educational environment.

If a child comes with physical disabilities, the entire route of the child's movement through the kindergarten is planned, all regime moments and their provision (going to the toilet, sitting at a desk or at a table, walks, motor activities); pedagogical actions are planned to organize the education and interaction of the child with other children. If a child comes with features of the emotional and volitional sphere, the teacher's activities are planned, in which he must coordinate his methods of managing the group and actions to include this child in the group of children. If the child does not hear the instruction, does not understand how to follow it, follows his urgent needs and does not obey the instructions of the educator, then perhaps the project should include the development and conduct of preliminary training with the child that forms the necessary behavior. If a child comes with mental disorders, it is necessary to think over a program for development and correction, corresponding to his capabilities and the form of organizing multi-level programs when building classes in a group. The individual approach, which is used in the professional activities of specialists - psychologists, speech therapists, defectologists, taking into account the peculiarities of children and selecting special individual means and methods of development for them, has been mastered by educators. The practice of raising children from a frontal approach, where indicators are averaged relative to the age norm, should be restructured taking into account the individuality of the children who make up the group. This requires new competencies from the educator. With the current pedagogical practice of frontal education and upbringing, it is impossible to demand from teachers what they do not know how to do. In order to form new professional competencies, teachers are trained in professional retraining and advanced training courses.

The success of the inclusive practice of educational institutions depends on the solution of a number of problems: - development of an educational program that takes into account state requirements and features of the inclusive process; - creation of methodological support of the educational process: - creation of a variable form for the implementation of inclusive education; - professional development of teachers and specialists; - creation of an interdisciplinary team of teachers and specialists to solve the problems of individual and group diagnostics and the development of

individual and group educational plans; - creation of a subject-developing environment; - development of a new management structure for an inclusive educational institution; - building partnerships with all participants in the educational process. Thus, inclusion is recognized as a more developed, humane and effective education system not only for children with special educational needs, but also for healthy children. Inclusion gives everyone the right to education, regardless of whether or not they meet the criteria of the standard. The preschool organization performs not only educational functions, but also is the main sphere of the child's life. Through respect and acceptance of the individuality of each of them, the formation of a personality takes place, which has its own educational trajectory. At the same time, kindergarten pupils are in a team, learn to interact with each other, build relationships, together with a teacher to creatively solve educational problems. It is safe to say that inclusive education expands the personal capabilities of all children, helps to develop such qualities as humanity, tolerance, and willingness to help. Inclusive education is a fundamentally new system where pupils and teachers work towards a common goal - affordable and high-quality education for all children without exception.

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