

## DEVELOPMENT OF INCLUSIVE EDUCATION IN PRESCHOOL EDUCATION

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### ABSTRACT

*In our nation, public policy consideration is given to the educational system. The organization of an effective preschool education system, the introduction of effective forms and methods of education, and training in the educational process have all been the subject of extensive work over the past few years with the goal of bringing the growing generation in our nation to a healthy and mature age. The research conducted also shows the need to address concerns with attracting qualified pedagogical and administrative staff to the sector, fill preschool institutions with contemporary educational and methodological resources, and ensure that children are covered with preschool education. This article provides feedback and feedback on the development of inclusive education in preschool education.*

**KEYWORDS:** *Preschool Education, Inclusive Education, Development, Improvement, Children, System, Educational Process.*

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### INTRODUCTION

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 in order to further the system of preschool education, ensure that my child receives an equal amount of high-quality preschool education, develop the non-state sector of preschool education services, and more. The vision for the development of the Republic of Uzbekistan's preschool education system through 2030 was defined in this decision.

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, provide opportunities for its equal use. In accordance with the decree of the president of the Republic of Uzbekistan "on approval of the concept of development of the system of public education of the Republic of Uzbekistan until 2030" on April 29, 2019, the concept of development of inclusive education in Uzbekistan was developed in 2020-2025 in order to improve the system of education for children with special.

It was intended to further expand the legal framework governing preschool education, foster the full intellectual, moral, artistic, and physical development of young children, raise the number of kids receiving high-quality preschool education, and create equal access chances. The concept of

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inclusive education in Uzbekistan was developed in 2020–2025 in order to enhance the system of education for children with special needs, as per the president's order "on approval of the concept of development of the system of public education of the Republic of Uzbekistan until 2030" on April 29, 2019.

A "road map" for the realization of the idea of the growth of inclusive education in the public education system in 2020-2021 was created for the years 2020–2025. The establishment of target indicators (indicators) for children with special education needs until 2025 was accepted. It was decided that the concept would be implemented in stages on the basis of a different "roadmap," which would be approved yearly starting in 2022 based on the main directions for the corresponding period, target indicators, and achieved results. The idea is implemented in two steps.

During 2020-2022, improving the regulatory framework in the field of the inclusive education system. Training, retraining and professional development of qualified pedagogical personnel for the inclusive education system. The strengthening of the material and technical base of the institutions where inclusive education is introduced, they are provided with special devices (lifting device, ramp, handrail, etc.), the necessary literature, methodological manuals, equipment and equipment for training in various professions. Introduction of modern information and communication technologies and innovative projects in the field of inclusive education. The right of children with special educational needs to acquire knowledge, the formation of a positive social environment among the population by explaining the essence of inclusive education. Discrimination of children with special educational needs, the implementation of measures aimed at preventing negative treatment of them. Inclusive education system introduction into the activities of individual educational institutions as an experimental test.

During 2023-2025, the inclusive education system is gradually introduced in other general secondary educational institutions. Implementation of measures aimed at ensuring the right of every child with special educational needs to receive inclusive education. In inclusive education, teaching methods are improved, as well as the gradual introduction of the principles of individualization into the educational process. Taking measures aimed at spiritual and moral education of students in the process of inclusive education, their physically healthy and energetic formation. Based on the physical and mental needs of students, as well as the geographical location of educational institutions, the number of specialized state educational institutions for children with special educational needs was determined by optimization.

No of the children's ability or conditions, inclusive education's goal is to give them all a high-quality education. In addition, the inclusivity concept suggests that for children with special needs to have healthy mental and social development, they must live with their families and attend regular school alongside their peers. The inclusive education system ensures that a child in a wheelchair can attend any nearby school and receive special assistance if necessary to learn to read and write. It also ensures that a child who misses a class will receive the necessary support to return to school.

By giving methodological manuals and engaging in explanatory work with parents of children 3-6 years old who are not enrolled in preschool, an alternate approach for preparing them for school instruction was also developed. Alternative preschool curricula and educational systems have been created and implemented using the knowledge of established foreign nations. The

revised programs help kids learn to write and read differently than before, boost their intellectual capacity and logical thinking potential, and better prepare them for school.

An alternative form of education and upbringing is a model for organizing an innovative educational and educational process in the system of preschool education and upbringing. Goals and objectives of the organization of alternative forms of preschool education. Increasing the level of coverage of children with quality preschool education, creating conditions for children not covered by preschool education to comprehensively develop mental, moral, aesthetic and physical in accordance with state requirements, taking into account advanced foreign experience. Qualitative preparation of children for primary education. Ensuring that preschool children living in remote areas and rural areas have equal quality preschool education.

Enhancing the intellectual and technological foundation of state and private preschool educational organizations, as well as the legal entities engaged in the delivery of non-state educational services in the preschool education sector. the development of the child's personality's underlying principles and a curiosity in learning about it. To ensure that everyone has access to free, high-quality preschool education, MTT building may be considered in isolated rural areas, mountainous regions, and inhospitable villages. growth of the non-state preschool education services industry. It is planned to develop alternative preschool programs in places that now lack access to it, especially rural areas, and to take steps to give them the material and technical resources they require. Based on the decision of the Cabinet of ministers "on measures of gradual transition to compulsory one-year preparation of children for primary education" from the 2020-2021 academic year, an experimental project has been implemented to introduce compulsory free one-year preparation of children for primary education, Fergana region and some districts of the capital. A total of 494 groups were created to implement the project.

Experimental groups were created in order to help children who do not go to preschool institutions in preschool education and education, to create the necessary conditions for this. Groups were opened on the basis of state and non-state preschool educational institutions, legal entities providing non-state educational services in the field of preschool education. The importance of inclusive education in the preschool education system lies in the development of mental and physical sensations and movements in a child, ensuring that children with disabilities receive quality education from an early age, including among healthy children. Allows you to discover your opportunity for yourself. Independent movement occurs through the possibility of working together, collaboratively. His worldview expands, his life experience increases.

**In conclusion,** The desire and enthusiasm for reading start to become universal. Unnoticed choices will become available. Special yachts like yachting and solitude are gone. peers who understand their requirements and are not similar to them. Peer concern becomes more apparent. They are raised with encouragement, a desire to assist, and a feeling of humanity. Students are taught to have a positive outlook and to appreciate others, especially those who are different from them. They develop into someone who ignores those in need of illumination. Preschool educational organizations working toward inclusive education are currently growing and getting better every day in our nation.

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