

International Conference on Advance Research in Humanities, Sciences and Education USA CONFERENCE

https://confrencea.org

February 28th 2023

INCLUSIVE EDUCATION DEVELOPMENT IN EARLY CHILDHOOD.

Ruzmetova Xilola Abdushoripovna
Tashkent State Pedagogical University named after Nizami
Associate professor of the Department of general pedagogy
Toʻraqulova Durdona Baxodirovna
3rd year student of the direction of preschool education.

Annotation: In our country, the educational system is taken into account while making public policy. With the aim of bringing the expanding generation in our country to a healthy and mature age, considerable work has been put into organizing an effective preschool education system, introducing effective forms and techniques of instruction, and providing training in the educational process. The study also demonstrates the need to address issues with recruiting qualified pedagogical and administrative personnel to the field, provide preschools with up-to-date instructional materials, and guarantee that all children receive 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, childhood.

The inclusive education system is gradually implemented in additional general secondary educational institutions between 2023 and 2025, implementation of policies to guarantee each child's right to inclusive education, including those with special needs. Improved instructional strategies and the increasing integration of individualization ideas into the educational process are hallmarks of inclusive education. Taking actions to promote students' spiritual and moral development as part of inclusive education, as well as the development of their physical health and vitality. The number of specialized state educational institutions for kids with special needs was established through optimization based on the physical and mental needs of pupils as well as the geographic location of educational institutions.

The aim of inclusive education is to provide all students with a top-notch education, regardless of their abilities or conditions. Additionally, the inclusion notion contends that children with special needs must attend conventional schools with their peers and live with their families in order to develop mentally and socially normally. A child in a wheelchair can go to any neighboring school and, if necessary, receive extra assistance to learn to read and write thanks to the inclusive education system. Additionally, it guarantees that a student who skips a class will get the assistance they need to get back to class.

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.

A model for structuring an innovative educational and educational process in the system of preschool education and raising is an alternative form of education and rearing. The organization's goals and objectives for alternative preschool education. A higher percentage of kids receiving high-quality preschool education, conditions for kids not receiving it to fully develop their minds, morals, aesthetic sense, and bodies in accordance with state standards, and advanced international 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

ICARHSE

International Conference on Advance Research in Humanities, Sciences and Education

USA CONFERENCE

https://confrencea.org

February 28th 2023

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.

To provide the required conditions for this, experimental groups were formed in order to assist children who do not attend preschool schools with their preschool education. Groups were established based on the legal entities offering non-state educational services in the area of preschool education, state and non-state preschool educational institutions. The development of a child's mental and physical sensations and movements makes inclusive education important in the preschool educational system. By ensuring that children with disabilities receive quality education from a young age, including among healthy children, we can better prepare them for later education. 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, Everyone begins to enjoy reading and express a desire to do so. Choices that go unnoticed will become available. Special yachts like seclusion and sailing are no longer around, peers who are different from them but understand their needs. It becomes evident that peers are worried. They are brought up with positive reinforcement, a desire to help others, and a sense of humanity. Students are encouraged to appreciate others, especially those who are different from them, and to have a positive view on life. They change into someone who is blind to others who are in need of light. In our country, preschool educational groups that promote inclusive education are now expanding and improving daily.

REFERENCES:

- 1. D. Z. Akhmetova, Z. G. Nigmatov, T. A. Chelnokova, G. V. Yusupova and others pedagogy and psychology of inclusive education: textbook. Kazan, 2013.
- 2. Butarina, A. G. on the experience of raising and teaching children with disabilities O. G. Butorina education of schoolchildren, 2010.
- 3. Inclusive practice in preschool education. Modern educational standard V. Volosovets, A. M. Gozmin, V. N. Yarygin. 2011 year. 144 p.
- 4. D.S.Qakharova educational and methodological manual "technology of Inclusive Education" 2014.