

SCIENTIFIC AND PRACTICAL FEATURES OF IMPLEMENTING INCLUSIVE EDUCATION IN PRESCHOOL EDUCATION

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ABSTRACT

This article highlights the theoretical foundations and practical features of implementing inclusive education in the preschool education system. The content of inclusive education, its pedagogical and organizational aspects, the use of individual educational programs (IEP), the development of multidisciplinary collaboration, as well as the necessity of teacher training and professional development, are scientifically analyzed.

Keywords: inclusive education; preschool education; individual educational programs (IEP); multidisciplinary collaboration; teacher retraining; professional development; pedagogical and organizational characteristics; theoretical foundations; practical characteristics; educational innovations.

In the era of globalization, ensuring social justice in the education system and the full integration of children with disabilities into society is becoming increasingly relevant. The Law of the Republic of Uzbekistan “On Education” and the “Concept for the Development of Inclusive Education” define the task of gradually introducing an inclusive approach at all stages of education, including preschool education. Therefore, studying the scientific and theoretical foundations of inclusive education and applying them in practice is of great importance.

Inclusive education is an educational process that guarantees the right of all children, regardless of their physical, intellectual, or social developmental differences, to receive an education. Scientific research emphasizes that inclusive education should be organized based on a learner-centered approach, social justice, and the principles of equal opportunities.

From a theoretical perspective, inclusive education relies on learner-centered approaches, social justice, and equal opportunity principles. However, its effectiveness directly depends on how it is implemented in practice. For this reason, analyzing the practical features of inclusive education from a systematic perspective is of significant scientific value.

First, in the practice of inclusive education, the use of individual educational programs (IEP) is of primary importance. Since each child’s psychophysiological development, abilities, and special needs differ, the educational process must be organized based on a differentiated approach. IEPs ensure the child’s learning pace, independent activity, and social adaptation.

Second, achieving effective results requires multidisciplinary collaboration. The integration of defectologists, psychologists, speech therapists, doctors, and educators enables a comprehensive assessment of child development and the application of appropriate educational and pedagogical strategies. This process provides grounds for viewing inclusive education not only as a pedagogical process but also as a socio-pedagogical system.

Third, one of the key aspects of inclusive education practice is the professional development of teachers. Qualified teachers should not only be knowledgeable in teaching methodology but also be able to understand children's psychological conditions and determine their individual developmental strategies. Therefore, the regular retraining and professional development of teachers is considered a guarantee for the effective implementation of the inclusive approach.

Fourthly, adapting the educational environment is also one of the practical features of inclusive education. In preschool educational institutions, the material and technical base, teaching aids, play equipment, and communicative resources must be adapted to meet the needs of children. This process ensures the child's free participation in educational activities.

Fifthly, the use of interactive and social games increases the effectiveness of inclusive education. Through play activities, children develop socialization, cooperation, and communication culture. In addition, the participation of children with different levels of development on an equal basis during play activities contributes to their psychological integration.

Sixthly, cooperation with parents holds a special place in the practice of inclusive education. The active involvement of parents in the pedagogical process ensures a positive dynamic in the child's development and enhances the effectiveness of teachers' and specialists' activities.

Thus, the practical features of inclusive education require a comprehensive approach, collaboration, and pedagogical innovations. This, in turn, is an important condition for creating equal opportunities for all children in the preschool education system and ensuring their full integration into social life.

In conclusion, the implementation of inclusive education in preschool education serves to introduce the principles of learner-centered pedagogy into practice, to realize the individual potential of each child, and to ensure their full participation in social life. Therefore, the development of inclusive education should be regarded not only as a factor in improving the pedagogical process but also as an essential condition for ensuring social stability and enhancing human capital.

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