



## " Development of an inclusive education system in preschool education "

Saidova Shahlo Akmalovna

Bukhara State University Pedagogical Institute  
Master's degree in preschool education

### ABSTRACT

In this article, the work being done to educate children with disabilities, the new education system introduced in our country, ie the improvement of the inclusive education system, and the introduction of this education system in preschool education was mentioned.

### Keywords:

Inclusive Education, Wheelchair, Education, Teaching Methods.

*In our country, attention is paid to the education system at the level of state policy.* Over the past period, the country has developed an effective system of preschool education aimed at bringing up the younger generation in a healthy and comprehensive maturity, the introduction of effective forms and methods of education and upbringing in the educational process. extensive work has been done. At the same time, the analysis is aimed at ensuring the coverage of children with preschool education, filling preschool education institutions with modern teaching materials and literature, attracting qualified teachers and management staff to the field. indicates the need.

A person with a disability is a person who has been declared disabled in the manner prescribed by law and is in need of social assistance and protection in connection with the restriction of life activities as a result of impairment of physical, mental, psychological and emotional activity. The term "disabled" is now an obsolete and rude word. It is therefore appropriate to refer to such persons as "persons with disabilities" or "persons with disabilities". Today, Uzbekistan, like many other countries, provides opportunities for children with disabilities to receive education and medical

treatment, and the rights of such people and children are enshrined and protected by law. International standards of the UN Convention on the Rights of Persons with Disabilities, as well as the Law on the Rights of Persons with Disabilities, which provides for the use of the term "person with a disability" instead of the word "person with a disability" serves to represent the rights and interests of the above categories of persons in our country. On April 22, 2008 the law "On social protection of the disabled in the Republic of Uzbekistan" was adopted. This law expired on January 16, 2021, in accordance with which on October 15, 2020, Resolution No. ZRU-641 "On the Rights of Persons with Disabilities" was adopted. and the document was also published in Braille for the visually impaired. On October 13, 2020, the President adopted Resolution No. PQ-4860 "On measures to further improve the education system for children with special educational needs." This document was published in the National Database of Legislation and came into force on October 14, 2020.

According to the document, a concept for the development of inclusive education in the public education system in 2020-2025 and a "Roadmap" for its implementation in 2020-2021

will be developed. This concept is planned to be implemented in 2 stages, in the 1st stage (2020-2022) to create conditions for inclusive education, training of specialists, creation of social, normative base, equipping schools with the necessary teaching aids.

In the second stage (2023-2025), the gradual introduction of the system of inclusive education in general secondary education, the implementation of measures such as.

Inclusive education is the provision of equal access to education in educational institutions for all students, taking into account the diversity of special education needs and individual capabilities. This law allows children with disabilities to receive an equal education with their peers.

UNICEF is working to integrate inclusive education into the education system of Uzbekistan. The task of inclusive education is to provide quality education to all children, regardless of their abilities and status. At the same time, the principle of inclusion implies that children with disabilities should live in a family and be educated in a regular school with their peers in order to have positive mental and social development. The inclusive education system allows a child in a wheelchair to attend any school in the vicinity, to have special assistance in learning to read and write if he or she is having difficulty learning, and for a child who is absent from school. guarantees appropriate assistance to return to school.

The introduction of the education system always requires adherence to certain rules and principles. The introduction of inclusive education is based on the following principles:

- 1) Recognition of inclusive education.
- 2) The principle of inclusive education open to all.
- 3) The principle of the existence of a connection.
- 4) The principle of decentralization.
- 5) The principle of a comprehensive approach to inclusive education.
- 6) The principle of flexibility in inclusive education.
- 7) The principle of qualification.

The principle of recognition of inclusive education

The essence of this principle is that since 1990, a number of declarations and decisions have been made worldwide on the education of children with special needs in the system of general education institutions. They are recognized by many countries around the world. But there are still many problems with their implementation. In some countries, the education of children with disabilities is not included in general education laws or decisions. But recognizing inclusive education is not just about legislation. The fight against discrimination and social stigma is paramount. That is, advocacy among the population, recognizing inclusive education, is a priority.

The importance of inclusive education in the preschool education system is to develop the child's mental and physical feelings and behaviors by ensuring that children with disabilities receive quality education from an early age by including them in the list of healthy children. What does inclusive education provide for children with disabilities?

- allows to discover its potential for itself
- independent movement occurs through the possibility of working together;
- worldview expands, life experience increases;
- increases the need and interest in reading;
- He starts to feel the same as everyone else;
- Unprecedented opportunities open up;
- Private yachts, such as sleeping and solitude, are lost. How does inclusive education affect the lives of healthy children?
- Feel their peers and their lives and needs;
- Awakens a sense of care for peers;
- Support them, strive to help -fost a sense of humanity;
- Students develop a positive attitude to people around them, people with disabilities, mutual respect
- They become people who do not ignore people in need
- At present, the number of preschool educational institutions in the country focused on inclusive education is growing and improving.

**References:**

1. Resolution of the President of the Republic of Uzbekistan on approval of the Concept of development of the system of preschool education of the Republic of Uzbekistan until 2030 PQ-4312 08.05.2019
2. Resolution of the President of the Republic of Uzbekistan on measures to further improve the system of education for children with special educational needs -4860 13.10.2020
3. D.Z. Axmetova, Z.G. Nigmatov, T.A. Chelnokova, G.V. Yusupova et al. Pedagogy and psychology of inclusive education: uchebnoe posobie. - Kazan, 2013
4. Butorina, O. G. Ob opyte vospitaniya i obucheniya detey s ogranichennymi vozmojnostyami zdorovya / O. G. Butorina // Vospitanie shkolnikov, 2010
5. Inclusive practice in preschool education. Sovremennyy obrazovatelnyy standart / T. V. Volosovets, A. M. Kazmin, V. N. Yarygin. - M.: Mozaika-Sintez, 2011. - 144 p.