

PEDAGOGICAL-PSYCHOLOGICAL CHARACTERISTICS OF INCLUSIVE EDUCATION IN PRE-SCHOOL EDUCATION

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Annotation:

According to world experience, admission to preschools is often seen as a disability education in secondary schools along with their peers, but the essence of inclusive education is that knowledge and knowledge are still insufficient in society. The terms “inclusive” and “integrated” are often used interchangeably. But despite the great difference between these concepts in philosophy.

Keywords: inclusive education, special education, children, people with disabilities, general education.

For a very long time, the education of children with special needs in special segregation educational institutions was considered more effective than in general education institutions. By the 1970s and 1980s, the promotion of humanity and non-discrimination around the world had led to a greater focus on children with special needs[3].

The following goals and objectives need to be addressed in an inclusive education system:

- The creation of the necessary psychological and pedagogical, correctional conditions for the education of children and adolescents with disabilities in the educational institution, the implementation of mental development, social adaptation through the implementation of general education programs and correctional work aimed at their opportunities;
- Ensuring the equal rights of students in education;
- meeting the needs of disabled and healthy children with the active participation of society and the family, early adaptation to social life;
- realization of the right of children and adolescents with disabilities to live without separation from their families;
- to form a friendly and loving attitude towards children and adolescents with disabilities in society.

Problems of inclusive education. In many countries, the introduction of inclusive education is not specified in government regulations; Negative treatment of children with disabilities; The problem of invisibility of children with disabilities in the community; The problem of children with disabilities not being seen in school; Financial problems; Adaptation of educational institutions;

Large number of students in the class; Poverty; Discrimination based on gender differences; Addiction of children with disabilities; Emergencies, conflicts, refugees; Personnel issues. The right question is, why should children with disabilities be included in the inclusive education

system? What is the need to move to an inclusive education system by addressing the above issues?

Indeed, solving the problems facing this education system will not be easy.

But there are many benefits to this education system, including:

Inclusive education allows you to get out of the clutches of poverty;

Inclusive education improves the quality of education for all;

Prevents discrimination;

Inclusive education leads to more inclusiveness. Principles of inclusive education:

1. Human dignity does not depend on one's abilities and achievements.
2. Everyone has the ability to think and feel.
3. Everyone has the ability to hear and communicate.
4. Everyone needs each other.
5. Complete and genuine education of a person is possible only through real cooperation.
6. Everyone needs the support of their peers.
7. The success of all learners is not that they cannot do something, but that they can do something.
8. Collaboration enhances a person's life in every way. The inclusive education system includes the following educational institutions;

Pre-school education, general secondary education, secondary special vocational education and higher education. The purpose of these educational institutions is to create an open learning environment by removing barriers between children in their education and vocational training[4].

There are no special programs or textbooks available in preschool. An inclusive education system differs from an integrated education system in its content, goals, objectives, and program of action. A child's lag in upbringing and learning is the result of a child's failure to master mental functions[36]. For example, a child's clothing sequence may be impaired not because of poor memory, but because he or she has not acquired the skills needed to perform the process. In addition to psychoregulation of this mental problem, the child may be presented with pictures depicting the correct sequence of clothing. L.S.VIgotzky argues that the social environment is of paramount importance for children with disabilities[5].

It also likens the development of children with disabilities to a bad root system. "Its thin roots do not match the layers and shape of the nutrient soil. They do not reach the nutrient layers of the soil on their own and enter the dry and toxic layer. It could have flourished under the right conditions, but under normal conditions it did not reach the peak of development and withered he said. Therefore, it is expedient to develop the education system taking into account the specifics of each nation and ethnic group, national traditions, customs, goals of the state and the characteristics of the mental and physical development of students[6].

In children with disabilities, if the adults help the child as much as possible without resisting his or her opinion and independence, the difficulties in the process of forming his or her personality will disappear on their own. Stubbornness, stubbornness, and disobedience in a child with a disability are caused by the over-indulgence of these adults. Psychologist LM Krijanovskaya describes in detail the ways of educating children with disabilities through the methods of psychological correction in the system of inclusive education. In his opinion, the effectiveness of educational work in the system of inclusive education should be closely linked with the cooperation of school psychologists, teachers, educators and parents in achieving good results.

There are still many challenges and barriers to the implementation of inclusive education in the world. These include: Negative attitude; Not to be seen in the community; Financial problems; Physical adaptation; Number of students in the class; Addiction; Discrimination based on gender; Emergencies, conflicts and refugees. Negative attitudes are probably the biggest obstacle for children with special needs to be educated in the general education system.

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