

ORGANIZATION OF INCLUSIVE GROUPS IN STATE PRESCHOOL EDUCATION ORGANIZATIONS

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ABSTRACT

This article discusses the new system of education in our country, the improvement of the system of inclusive education, and the introduction of this system of education in preschool education, the adoption of new decisions and decrees to develop the system of inclusive education, it is said that the tasks are loaded.

KEYWORDS: *Education, Upbringing, Inclusive Groups, Development, Improvement, Action, Preschool Education.*

INTRODUCTION

In our country, attention is paid to the education system at the level of public policy. Over the past period, a wide range of work has been carried out on the organization of an effective system of preschool education aimed at bringing the growing generation to a healthy and comprehensively mature age, introducing effective forms and methods of education and training into the educational process in our country. At the same time, the analysis carried out shows the need to provide coverage of children with preschool education, fill preschool institutions with modern educational and methodical materials and artistic literature, and attract qualified pedagogical and managerial personnel to the sphere.

In order to further improve the pre-school education system, ensure equal use of quality preschool education of my child; develop the non-public sector of preschool education services, as well as the resolution of the president of the Republic of Uzbekistan "on measures to improve the management of the preschool education system" on September 30, 2018 was adopted. In this decision, the concept of development of the pre-school education system of the Republic of Uzbekistan until 2030 was developed.

It is planned to further improve the normative-legal framework in the field of preschool education, create conditions for the comprehensive, moral, aesthetic and physical development of preschool children, increase the coverage of children with quality preschool education, ensure their equal access to it.

In accordance with the decree of the president of the Republic of Uzbekistan dated April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan up to 2030", in order to develop inclusive education in Uzbekistan, improve the system of providing education and training to children with special educational needs, and improve the quality.

In 2020-2025, the "road map" was developed on the implementation of the concept of inclusive education development in the system of public education in 2020-2021. Target indicators (indicators) of the development of children's education with special educational needs until 2025-th year were approved.

It was determined that the concession would be carried out step by step on the basis of a separate "road map", which will be approved annually from the year 2022, based on the results achieved, the target indicators and the main directions intended for the respective period.

The implementation of two stages of conception, including:

During the years 2020 - 2022:

- Improvement of the regulatory framework in the field of inclusive education system;
 - Training, re-training and professional development of qualified pedagogical personnel for inclusive education system;
 - The material and technical base of the institutions where inclusive education is introduced is strengthened, they are special devices (lifting device, pandus, handle and others), provision of necessary literature, methodical manuals, equipment for training in various professions;
 - Introduction of modern information and communication technologies and innovative projects in the field of inclusive education;
 - Formation of a positive social environment among the population by explaining the right of children with special educational needs to acquire knowledge, the essence of inclusive education;
 - Discrimination of children with special educational needs, implementation of measures aimed at preventing them from being treated negatively;
 - Introduction of the inclusive education system into the activities of separate educational institutions as a test of experience.
- Over the years 2023 - 2025:
- Step-by-step implementation of the inclusive education system in other secondary education institutions;
 - Implementation of measures aimed at ensuring the right of every child with special educational needs to receive inclusive education;
 - The methods of teaching in inclusive education will be improved and the principles of individualization of the educational process will be introduced gradually;
 - To take measures in the process of inclusive education aimed at moral and moral education of students, their healthy and energetic formation;

- Optimization of the number of specialized state educational institutions for children with special educational needs has been determined based on the physical and mental needs of students and the geographical location of educational institutions.
- The purpose of developing an inclusive education system is to provide an equal opportunity for learning and to create the necessary conditions for all children to succeed in education regardless of their individual characteristics, previous educational achievements, language, and culture, social and economic status of parents.
- The priorities of the development of the inclusive education system are:
- Training, retraining and professional development of pedagogical personnel for inclusive education system;
- Implementation of inclusive education programs in higher educational institutions in the direction of pedagogy, improvement of educational materials on the methods of inclusive education;
- Development of modern theories of inclusive education, creation of the Centers for training, retraining and professional development of teachers working in the inclusive education system, as well as creation of conditions for acquiring the basis of individual-oriented approaches to education;
- Create educational and methodological complexes and popular publications for teachers, readers, parents, specialists of public organizations, inclusive education for the general public;
- Step-by-step increase in the quality of teachers, in particular the number of teachers with a master's degree, in secondary education institutions with the introduction of the inclusive education system;
- In the introduction of inclusive education, first of all, attention should be paid to the teaching of children with special educational needs in secondary schools, which are located in remote areas, the number of pupils is low;
- Formation of an independent system of assessment of the quality of inclusive education and establishment of additional pedagogical education services for children with special educational needs;
- Development of a standardized program of training of leading personnel in the field of public education, introduction of training courses for the implementation of inclusive education;
- To increase the efficiency and coverage of the system of professional development and retraining of teachers working in secondary education institutions with the introduction of the inclusive education system by establishing distance courses;
- To increase the admission parameters of higher educational institutions in the direction of "Special pedagogy" education, on the basis of the recommendation of the Ministry of Education to introduce the determination of target admission indicators for applicants in remote areas in need of pedagogical staff;

- Improvement of professional support and cooperation with young teachers in secondary education institutions, where inclusive education system is introduced, taking into account the growth of their service position;
- It was planned to develop and introduce into practice methodological recommendations for pedagogical staff on the application of innovative technologies in inclusive education and training of children with special educational needs.

"At the moment, inclusive education issues are the focus of attention of politicians, scientists, parents and teachers", - David Blanket said. In place of another important information, inclusiveness in most countries of the world is considered as a natural stage of the development of the educational system. Thus, on December 13, 2006, the UN General Assembly approved the Convention on the rights of Persons with disabilities, aimed at protecting the rights and dignity of these persons. In the context of education, this international document established a new stage of development in the Universal Declaration of international law - Human Rights (1948) from the declaration on the right of each person to education to the obligation of the UN member states to ensure the realization of this right. Disabled health care (HIA), including through inclusive education. The concert entered into force on May 3, 2008. By 2011, 147 UN member states had signed it. Currently, 99 states have ratified this international document. The content of the principle of recognition of inclusive education is that since 1990, several world-wide declarations and decisions have been adopted on the teaching of special needs children in the system of secondary schools. They were recognized by many countries of the world. But to date, there are many problems with the introduction of them into life.

In some states, however, the issue of education of disabled children is not included in it when laws or decisions are made regarding general education. But the recognition of inclusive education will not only be associated with the issuance of the law. The most important thing is to fight against discrimination (separation of people) and social prejudice. That is, recognizing inclusive education, it is the first priority to carry out propaganda work among the population. Another sad case is this - in the last twenty years of treatment, significant work has been carried out on the teaching of special needs children in the system of secondary schools. But the implementation of the inclusive education system is mainly on the scale of cities, and in rural areas, still children with special needs are excluded from education, or parents in villages have difficulties to provide their disabled child with access to special institutions in urban areas. Therefore, the involvement of children with special needs in inclusive education should be ensured that it covers all children with special needs in all regions. Reforms can manage the practice of educational goals, but they cannot directly manage their pedagogical practice. For this reason, in order for the reforms to be effective, they must be well discussed and considered by the administrators of the educational system, as well as those who practice it. On the example of developed countries, too, it is necessary to acquire a lot of practical knowledge and skills, including the use of modern techniques in practice and the promotion of these methods directly with them in the processes of training young personnel, as the cause of significant results. 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 inclusiveness implies that children with limited opportunities should live in a family so that they have a positive psychological and social development and should acquire knowledge in a normal school together with their peers. The inclusive education system guarantees that a child in a wheelchair will receive education in any

school located nearby, will have special assistance in learning to read and write if he is suffering from mastering, and the child who has not attended the lessons will be provided with appropriate assistance in order to return to school.

The importance of inclusive education in the system of preschool education is that quality education by including children with disabilities among healthy children from their early youth is the development of mental and physical feelings and actions in a child, ensuring that he receives.

What does inclusive education give to children with disabilities?

- Allows you to discover the opportunity for yourself;
- Independent movement occurs through the possibility of working together, in cooperation;
- Worldview increases, life experience increases;
- Increased attention and interest in studying;
- Begins to feel the same as with all;
- Opens previously unnoticed options;
- Disappears special yachts, such as boarding, isolation. How does inclusive education affect the life of healthy children?
- Peers who are not like them and feel their life, their needs;
- A sense of care for their peers awakens;
- To support them, to strive for help-a sense of humankind is brought up;
- Positive attitude to people around them, to those with disabilities, mutual respect is brought up in students
- People in need of help turn into a person who does not suffer
- Pre-school education in our country, aimed at inclusive education organizations are increasing and improving day by day.

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