

ANALYSIS OF ISSUES OF ORGANIZING THE INCLUSIVE EDUCATIONAL PROCESS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Annotation: *This article analyzes the key issues related to organizing an inclusive educational process in preschool educational organizations. It examines methodological, pedagogical, psychological, and managerial factors that influence the effectiveness of inclusive practices, with special attention to creating supportive learning environments for children with diverse developmental needs. The study also highlights the challenges faced by educators, the importance of interdisciplinary collaboration, and the need for comprehensive policy measures to ensure equal access to quality preschool education for all children.*

Keywords: *inclusive education; preschool organizations; educational process; children with special needs; pedagogical support; learning environment; accessibility; multidisciplinary collaboration*

In our country, attention is being paid to the education system at the level of state policy. Over the past period, large-scale work has been carried out in our country to create an effective system of preschool education aimed at raising a healthy and comprehensively developed younger generation, introducing effective forms and methods of education and upbringing into the educational process. At the same time, the analysis shows the need to solve the issues of ensuring the coverage of children with preschool education, filling preschool educational institutions with modern educational and methodological materials and fiction, and attracting qualified pedagogical and managerial personnel to the sphere[1].

In order to further improve the preschool education system, ensure equal access of children to quality preschool education, and develop the non-state sector of preschool education services, the President of the Republic of Uzbekistan adopted a resolution "On Measures to Improve the Management of the Preschool Education System" dated September 30, 2018. This resolution developed the Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030[1].

It is planned to further improve the regulatory framework in the field of preschool education, create conditions for the comprehensive intellectual, moral, aesthetic, and physical development of preschool children, increase the coverage of children with quality preschool education, and ensure equal access to it. In accordance with the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 "On Approving the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030," in order to develop inclusive education in Uzbekistan, improve the system of education and

upbringing of children with special educational needs, and improve the quality of educational services provided to them, a Concept for the Development of Inclusive Education in the Public Education System for 2020-2025 has been developed.

A "Roadmap" has been developed for the implementation of the Concept for the Development of Inclusive Education in the Public Education System for 2020-2025 in 2020-2021. Target indicators for the development of education for children with special educational needs until 2025 have been approved. It was determined that the Concept will be implemented in stages, starting from 2022, based on a separate "Roadmap" approved annually, based on the achieved results, target indicators, and main directions for the corresponding period[2]. Implementation of the Concept in two stages, including: during 2020 - 2022: improvement of the regulatory framework in the field of the inclusive education system; training, retraining and advanced training of qualified pedagogical personnel for the inclusive education system; strengthening the material and technical base of institutions where inclusive education has been introduced, providing them with special devices (lifting devices, ramps, handrails, etc.), necessary literature, methodological manuals, equipment and inventory for training in various professions; introduction of modern information and communication technologies and innovative projects into the field of inclusive education; formation of a positive social environment among the population by explaining the essence and content of inclusive education, the right to education of children with special educational needs; implementation of measures aimed at preventing discrimination and negative treatment of children with special educational needs; introduction of the inclusive education system into the activities of individual educational institutions as an experiment; Implementation of measures aimed at ensuring the right of every child with special educational needs to inclusive education; improvement of teaching methods in inclusive education and the phased introduction of the principles of individualization into the educational process; taking measures aimed at the spiritual and moral education of students in the process of inclusive education, their physical and healthy formation[3].

The number of specialized state educational institutions for children with special educational needs has been optimized based on the physical and mental needs of students and the geographical location of educational institutions. The task of inclusive education is to provide quality education to all children, regardless of their abilities and circumstances. At the same time, the principle of inclusiveness assumes that children with disabilities should live in a family and receive education in a regular school with their peers in order to have positive mental and social development. The inclusive education system guarantees that a child in a wheelchair can study at any school located nearby, receive special assistance to learn to read and write if they have difficulty in learning, and provide appropriate assistance to a child who has stopped attending classes to return to school[4].

The importance of inclusive education in the preschool education system is the development of mental and physical sensations and actions in a child, ensuring that children with disabilities receive quality education from an early age, including them among healthy children[5].

What does inclusive education give to children with disabilities? - allows them to discover their own potential for themselves - independent movement occurs through the possibility of working together, in cooperation; - their worldview expands, their life experience increases; - their need and interest in learning increases; - They begin to feel the same as everyone else; - Opportunities that were not previously noticed will open up; Features such as alienation and isolation disappear. How does inclusive education affect the lives of healthy children? - They feel their peers who are different from them and their life, their needs; - A sense of care for peers awakens; - The desire to support and help them - a sense of humanity is cultivated; - Students develop a positive attitude towards people around them, towards people with disabilities, mutual respect - They become individuals who do not neglect people in need of help - Currently, preschool educational organizations focused on inclusive education are increasing and improving every day in our country.

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