

INCLUSIVE TEACHING SYSTEM IN PRESCHOOL EDUCATION

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ANNOTATION

The article raises the issue of inclusive teaching system in a preschool education. In the course of inclusive education, there is an increase in pedagogical skills, an increase in the pedagogical competence and responsibility of teachers and parents, the educational space of the preschool educational institution is expanding and its social status is increasing.

Keywords: inclusive education, UNICEF, project, 8 principles.

Аннотация

В статье поднимается вопрос об инклюзивном образовании в дошкольной организации. В ходе инклюзивного образования происходит рост педагогического мастерства, повышение педагогической компетентности и ответственности педагогов и родителей, расширяется образовательное пространство ДОО и повышается его социальный статус.

Ключевые слова: инклюзивное образование, ЮНИСЕФ, проект, 8 принципов;

Annotatsiya

Maqolada maktabgacha ta'lim tashkilotida inkluziv ta'lim masalasi ko'tarilgan. Inkluziv ta'lim jarayonida pedagogic mahorat ortib borishi, pedagog va ota-onalarning pedagogic malakasi va mas'uliyati ortib borayotganligi, maktabgacha ta'lim tashkilotining ta'lim maydoni to'g'risida batafsil ma'lumotlar berilgan..

Kalit so'zlar: inkluziv ta'lim, Unicef, loyiha, 8 tamoyillar.

Inclusive (in french inclusif – inclusive, from Lat. include – conclude, include) or included education is a term used to describe the process of teaching children with special needs in general education (mass) schools[1]. Inclusive education is based on an ideology that excludes any discrimination against children, which ensures equal treatment of all people, but creates special conditions for children with special educational needs. Inclusive education is based on an ideology that excludes any discrimination against children, which ensures equal treatment of all people, but creates special conditions for children with special educational needs[7].

There are 8 principles of inclusive education:

1. The value of a person does not depend on his abilities and achievements;
2. Everyone is able to feel and think;
3. Everyone has the right to communicate and to be heard;
4. All people need each other;
5. Genuine education can be carried out only in the context of real relationships;
6. All people need the support and friendship of their peers;

7. For all students, making progress may be more about what they can do than what they can't;

8. Diversity enhances all aspects of human life[8].

UNICEF is working on the inclusion of inclusive education in the education system of Uzbekistan. Inclusive education is aimed at providing quality education to all children, regardless of their abilities and position. The principle of inclusiveness also suggests that children with disabilities should live in families and study with peers in a regular preschool organization in order to receive positive emotional and social development.

In order to develop inclusive education in Uzbekistan, improve the education system and upbringing of children with special educational needs[14], improve the quality of educational services provided to them, as well as in accordance with the Decree of the President of the Republic of Uzbekistan dated April 29, 2019 No. UP-5712 "On approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030"

The Government of Uzbekistan has demonstrated its commitment to integrating children with special needs into general education institutions[9].

The project "Inclusive education for children with special needs in the Republic of Uzbekistan" was implemented from 2014 to 2016 and was designed to provide additional support to the legislative, financial and technical structures of the government in the field of inclusive education development[10].

The project carried out its activities in 3 main directions in 5 geographical regions – in the city of Tashkent, Samarkand region, Namangan region, Khorezm region and Surkhandarya region[13].

Preschool education, general secondary education, secondary specialized vocational education and higher education. The goal of these educational institutions is to create an open learning environment by removing barriers between children in their education and vocational training[11].

There are no special programs or textbooks in preschool institutions. Inclusive, the education system differs from the integrated education system in its content, goals, goals and action program. The child's lag in education and training is a consequence of the child's inability to master mental functions.

The First Lady of Uzbekistan, Ziroat Mirziyoyeva, also stressed the importance of inclusive education in a speech in which she stressed that disability is not a medical problem, but, first of all, a human rights problem[12]. Ziroat Mirziyoeva stressed that one of the main goals and objectives of the Zamin Foundation is to include children with disabilities in all spheres of society, to create conditions for them to be equal members and find their place.

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