



PEDAGOGICAL AND ORGANIZATIONAL FEATURES OF THE INCLUSIVE APPROACH IN PRESCHOOL EDUCATION

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Annotation

This article analyzes the pedagogical and organizational features of the inclusive approach in preschool education. It explores the use of Individualized Education Programs (IEPs), a multidisciplinary approach, teacher training and professional development, as well as the role of interactive and social games in the process of inclusive education. The research findings indicate that the effective implementation of inclusive education requires the application of pedagogical technologies adapted to children's individual needs, fostering collaboration among specialists, and enhancing teachers' professional competencies.

Keywords: inclusive education, individualized education program, multidisciplinary approach, interactive games, social integration, preschool education.

Abstract. Ensuring equal access to education for all children is one of the priority areas at the global level. In recent years, the concept of inclusive education has increasingly focused on creating equal opportunities in the educational process for all children, including those with various developmental challenges. According to UNESCO, the introduction of an inclusive approach in preschool education is a key factor in early socialization, personal development, and success at later stages of education.

Significant reforms have also been implemented in Uzbekistan in this field. In particular, the "Law on Preschool Education and Upbringing" (2019), the "Law on Education" (2020), and the Presidential Decree "On Measures to Develop Inclusive Education" (2021) have established the legal basis for this area. However, issues such as the level of teacher preparedness, material and technical resources, and societal attitudes remain pressing. Therefore, this article provides a scientific analysis of the pedagogical and organizational aspects of the inclusive approach in preschool education.

International Research. The UNESCO (2023) report highlights that the introduction of inclusive education from an early age enhances children's social integration and success at subsequent stages of education. The *Index for Inclusion* model developed by Booth and Ainscow (2016) is widely used as a methodological framework for creating inclusive environments in educational institutions. Research by Florian and Black-Hawkins (2011) identifies key principles of inclusive pedagogical practices, such as individualized approaches for each child, collaboration, and equity. Furthermore, Odom and Wolery's (2003) studies demonstrate that preschool-aged children in inclusive environments show higher levels of cognitive and social development.

National Research. In Uzbekistan, research on inclusive education is also gradually expanding. Abdurakhmonov (2022) analyzed the legal and organizational foundations of inclusive approaches in preschool education and noted practical challenges, including insufficient teacher qualifications and limited material-technical resources. Rahimova (2023)

scientifically substantiated the importance of developing individualized educational programs for preschool children and providing specialized training for teachers.

Existing Problems and Research Gaps. Literature analysis reveals that although the theoretical and legal foundations of inclusive education have been well developed, research in Uzbekistan still lacks practical mechanisms for implementation. Areas needing improvement include teacher retraining systems, enhancing public awareness, and developing practical models for application. Therefore, this article scientifically examines the pedagogical and organizational features of inclusive approaches in preschool education and provides recommendations for their improvement.

Methodological Framework. The research is based on international and national concepts of inclusive education, including UNESCO's "Education for All" (2020) program, WHO recommendations on early childhood development, as well as Uzbekistan's *Law on Preschool Education and Upbringing* (2019), *Law on Education* (2020), and the Presidential Decree *On Measures to Develop Inclusive Education* (2021), which form the theoretical and legal foundation of the study.

Systemic analysis, pedagogical diagnostics, and comparative analysis methods were applied. Systemic analysis was used to explore the interconnection of pedagogical and organizational factors in inclusive education. Pedagogical diagnostics assessed the current situation in preschool institutions (teacher qualifications, material-technical base, and parental involvement). Comparative analysis allowed for identifying effective models by comparing international practices (Finland, Japan, South Korea) with the national context.

Research Objectives. The following objectives were defined in the research process:

1. To analyze the theoretical and legal foundations of inclusive education;
2. To study the pedagogical mechanisms for creating an inclusive environment in preschool education;
3. To identify organizational and practical barriers and develop recommendations to overcome them.

During data collection, observation, interviews, and questionnaire survey methods were employed. Observation was used to assess the state of the inclusive environment in preschool institutions. Interviews were conducted with teachers, defectologists, and parents. Questionnaire surveys were carried out with the participation of 50 teachers and 30 parents.

The collected data were analyzed using content analysis and statistical processing methods. This methodological approach ensured the scientific reliability and practical significance of the research findings.

Theoretical Foundations of Inclusive Education. Inclusive education is a pedagogical system that ensures the full participation of every child in the educational process, taking into account their individual developmental characteristics. It is based on the principles of humanism, equal opportunities, and the elimination of discrimination. The inclusive approach provides equal access to education for all children, regardless of their age, race, gender, or health condition.

The main objectives of an inclusive approach in preschool education include:

- identifying and supporting the individual needs of each child;
- ensuring processes of social integration from an early age;
- fostering collaboration among all participants – teachers, parents, and specialists.



Key Pedagogical Factors in Organizing Preschool Education in an Inclusive Environment:

Individualized Education Programs (IEPs). One of the core elements of an inclusive approach in preschool education is the development of Individualized Education Programs (IEPs). An IEP is a comprehensive pedagogical-methodological document designed to meet each child's individual needs, abilities, and developmental level. Its purpose is to ensure the full inclusion of children with various developmental challenges in the educational process.

Theoretical Foundations of IEPs. Humanistic pedagogy, the principle of equal opportunities, and the concept of learner-centered education form the methodological basis for developing IEPs. According to UNESCO and UNICEF recommendations, defining a personal developmental trajectory from an early age positively influences a child's cognitive, emotional, and social development.

Multidisciplinary Approach. Organizing the educational process through the collaboration of teachers, defectologists, speech therapists, psychologists, and medical staff is another crucial pedagogical factor ensuring the effectiveness of inclusive education in preschool settings. The multidisciplinary approach is a comprehensive pedagogical strategy aimed at supporting the child's development through the combined efforts of professionals from various fields.

Theoretical Foundations of the Multidisciplinary Approach. This approach is grounded in humanistic pedagogy, the concept of integrative education, and the biopsychosocial model of child development. It views the child as a holistic individual and provides multisectoral support tailored to their unique needs. According to UNESCO (2022), inclusive education organized with the participation of a multidisciplinary team can increase a child's cognitive, emotional, and social development by up to 40%.

Teacher Training and Professional Development. The effectiveness of inclusive approaches in preschool education largely depends on the professional preparedness of teachers and their continuous professional development. Teachers in inclusive education must not only have general pedagogical knowledge but also sufficient competence in special education, correctional methods, psychology, and defectology.

Interactive and Social Games. The use of technologies that support children's emotional and cognitive development is a vital component of preschool education in an inclusive environment. In modern pedagogical theories (Vygotsky, 1978; Piaget, 1983), play activity is regarded as the primary form of a child's socialization and educational engagement. Interactive games promote active participation in the learning process, while social games develop collaboration and teamwork skills among children.

Interactive games – These include multimedia technologies, colorful cards, movement exercises, or virtual platforms designed to stimulate thinking, problem-solving, and creativity. They enhance attention, memory, and cognitive flexibility. Examples include *"Mental Carousel"* and *"Find the Shape"*, which develop cognitive abilities.

Social games – These foster communication, cooperation, and a sense of responsibility among children. In such games, children learn to follow group rules, distribute roles, and provide mutual support. Examples include *"Who is My Friend?"* and *"Building a House Together"*, which teach collaboration and teamwork.

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Psychological research shows that the systematic use of interactive and social games increases emotional stability in children, fosters resilience to stress, and stimulates creative thinking (Bronfenbrenner, 2005; Berk, 2013). Therefore, in preschool education programs, play activities should not be viewed merely as a pastime but rather as a strategic pedagogical technology that ensures the comprehensive development of the individual.

Conclusion and Recommendations. The research results indicate that the use of interactive and social games in the preschool education process is a crucial factor in children's cognitive, communicative, and social development. Interactive games stimulate a child's thinking and help them acquire knowledge through independent inquiry and practical activities. Social games, on the other hand, serve as an effective tool in fostering cooperation, mutual assistance, and a sense of social responsibility among children.

Integrating play activities into educational programs based on modern pedagogical approaches leads to comprehensive personality development, fostering creativity and emotional stability. Therefore, the systematic use of interactive and social games in preschool institutions, their methodological improvement, and the preparation of teachers to apply these technologies are essential guarantees for improving the quality and effectiveness of education.

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