

INCLUSIVE EDUCATIONAL ENVIRONMENT AS A FACTOR IN THE SOCIO-PEDAGOGICAL SUPPORT OF PRESCHOOL CHILDREN

Valiyeva Feruza Rashidovna

Institute for Retraining and Advanced Training of Directors and Specialists of Preschool Educational Organizations Head of the Department of “Preschool Education Management”, Doctor of Philosophy in Pedagogical Sciences (PhD), Professor

Abstract. *This thesis highlights the relevant aspects of forming an inclusive environment in the preschool education system and providing socio-pedagogical support for children with special educational needs. Inclusive education is interpreted not as adapting the child to the existing educational environment, but as a comprehensive pedagogical process aimed at adapting the educational environment to the child’s individual needs, abilities and developmental pace. The thesis proposes a staged socio-pedagogical mechanism based on cooperation among the head of the organization, teacher, psychologist, defectologist, speech therapist, parents and the community.*

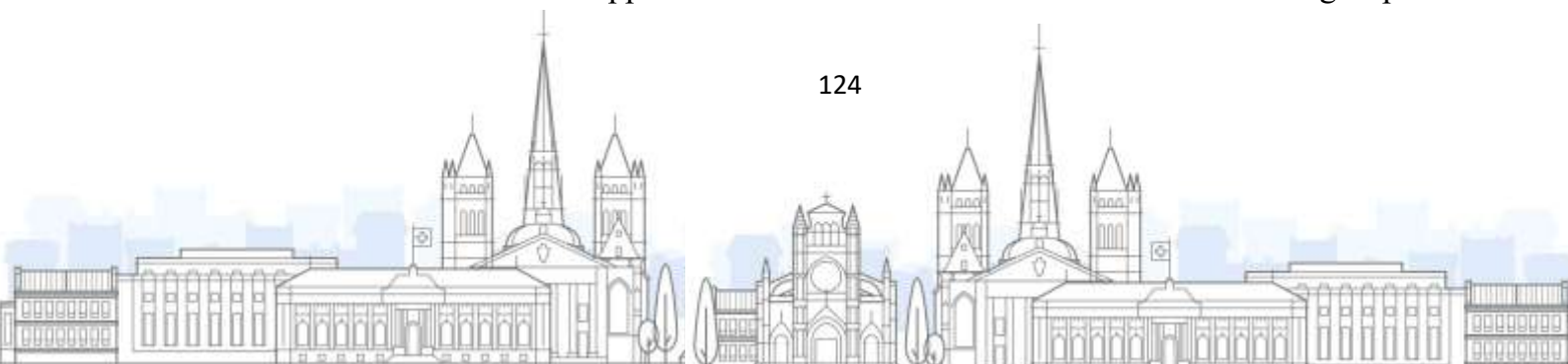
Keywords: *inclusive education, preschool education, inclusive environment, special educational needs, social adaptation, pedagogical cooperation, correctional-pedagogical support.*

Introduction

In global educational practice, inclusive education is recognized as an important approach that ensures every child’s right to education, development and active participation in social life. At the preschool education stage, the formation of an inclusive environment has a direct impact on children’s readiness for the next stages of education, their social activity, communicative skills and personal development.

Preschool age is an important period in the emotional, social, speech, cognitive and psychomotor development of a child. Therefore, supporting children with special educational needs from this stage is one of the essential pedagogical conditions for their successful integration into society.

The Decree of the President of the Republic of Uzbekistan No. PF–152 dated September 30, 2024, identifies improving the quality and effectiveness of preschool education, introducing advanced pedagogical and digital technologies, and developing children’s cognitive, psychomotor, social, communicative and creative competencies as priority tasks. The document also supports the initiative to establish inclusive education groups on



an experimental basis in one general-type state preschool educational organization in each district and city starting from January 1, 2025.

This creates the need to form an inclusive environment in preschool educational organizations, adapt the pedagogical process to children's individual needs and strengthen cooperation among specialists.

Main Part

The essence of inclusive education is not limited to the physical involvement of children with special educational needs in the educational process. Its content includes recognizing each child's unique developmental path, adapting the educational and upbringing process to the child's abilities, and creating a psychologically safe and socially supportive environment.

To effectively form an inclusive environment in a preschool educational organization, a child-centered pedagogical approach is necessary. In this approach, the child is viewed not as a passive participant in the educational process, but as an active subject with individual abilities, needs and developmental dynamics. The pedagogical process should not be aimed at forcing the child to adapt to existing standards, but rather at adapting the educational environment to the child's needs.

One of the main conditions of an inclusive environment is psychological safety. Only when a child feels accepted, valued, understood and supported can their social activity, participation in play and learning activities, communication with peers and self-expression opportunities expand. Therefore, creating a warm, tolerant, trusting and encouraging environment by educators and specialists is a key pedagogical condition of inclusive education.

In inclusive education, the professional competence of the teacher is of particular importance. The teacher should understand the developmental characteristics of the child, identify their strengths, and organize the content of activities and types of interaction in a differentiated way. At the same time, the teacher should gradually involve children with special educational needs in cooperation with peers, play activities and the system of social relations without isolating them from the group.

The Order of the Minister of Preschool and School Education No. 392 dated December 10, 2024, defines the main tasks of state preschool educational organizations where inclusive groups are established. These tasks include providing psychological and pedagogical support to children with special educational needs and their parents, studying local and international best practices, assisting children in mastering educational programs, and widely promoting inclusive education among teachers, parents and the wider population.



These tasks require a comprehensive approach to forming an inclusive environment. In other words, inclusive education is not limited to the activity of an educator or a special specialist. It requires systematic cooperation among the head of the preschool organization, deputy director, teacher, psychologist, defectologist, speech therapist, parents and the community.

The role of management is also important in creating an inclusive environment. The head of a preschool educational organization should consistently coordinate material and technical conditions, human resources capacity, methodological support, work with parents, the activities of specialists and the monitoring system. Inclusive education should be considered not as a separate direction, but as an integral part of the organization's overall development strategy.

Cooperation with the family is central in supporting children with special educational needs. Parents are the child's first educators and main emotional support. If parents correctly understand their child's developmental characteristics and establish trusting relationships with teachers and specialists, the child's adaptation to the educational environment becomes more effective. Therefore, preschool educational organizations should organize counseling hours, individual conversations, training sessions, open activities and regular information exchange on the child's developmental dynamics.

Working with the children's group is also important in forming an inclusive environment. The social adaptation of a child with special educational needs largely depends on the attitude of peers. Therefore, such social and moral qualities as tolerance, mutual assistance, cooperation, understanding and respect should be developed among children. Games, role-playing situations, small-group activities and creative tasks are effective tools for forming positive relationships among children.

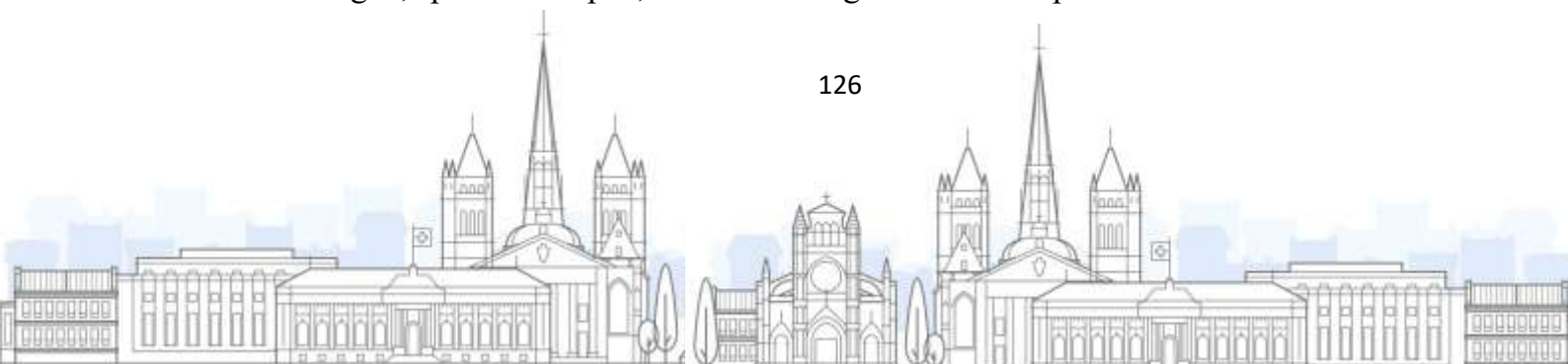
The socio-pedagogical mechanism for forming an inclusive environment in preschool education can be expressed through the following stages:

The first stage is diagnosis. At this stage, the child's developmental condition, educational needs, level of social adaptation and family environment are studied.

The second stage is adaptation. The educational environment, group room, content of activities, games, visual aids and pedagogical approaches are adapted to the child's needs.

The third stage is psychological and pedagogical support. Practical assistance is provided to the child, parents and teachers by the psychologist, defectologist, speech therapist and other specialists.

The fourth stage is the organization of cooperation. Regular communication and clear distribution of responsibilities are established among the teacher, psychologist, defectologist, speech therapist, head of the organization and parents.



The fifth stage is monitoring and correction. The child's developmental dynamics are analyzed, and, if necessary, the individual work plan is improved.

This staged mechanism helps to organize inclusive education not as a formal process, but as a scientifically grounded, purposeful, consistent and result-oriented pedagogical system.

Conclusion

In conclusion, the formation of an inclusive environment in preschool education is an important socio-pedagogical mechanism that ensures the effective involvement of children with special educational needs in the educational and upbringing process, their social adaptation and personal development. An inclusive environment should be viewed as an educational space based on care, acceptance, trust, support and an individual approach.

The effectiveness of inclusive education depends on adapting the educational environment to the child's needs, ensuring professional cooperation among teachers and specialists, actively involving parents in the process, forming a tolerant atmosphere among children and regularly monitoring developmental dynamics.

Thus, the formation of an inclusive environment in preschool education serves to create a humane, tolerant, socially active and developmental educational environment not only for children with special educational needs, but for all pupils. This is directly related to the main goal of modern preschool education — to reveal the potential of every child and prepare them for social life.

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