



## THE ROLE OF INCLUSIVE EDUCATION IN DEVELOPING A CULTURE OF HUMANITY IN PRESCHOOL CHILDREN

Kholmirzaev Shavkatjon Abdulazizovich  
Teacher of the Department of Preschool Education  
Methodology, Namangan State University

### Annotation

The article is devoted to the formation of a humane culture in preschool children in the context of inclusive education, which plays an important role in improving the quality of education in preschool education.

**Keywords and concepts:** inclusive education, correctional pedagogy, logical thinking, culture, development of phonemic awareness.

### Introduction

In our country, educating the younger generation in accordance with modern requirements has been one of the constant priorities of state policy. The head of our state Sh. In his Address to the Oliy Majlis of December 29, 2020, Mirziyoyev called for the implementation of large-scale reforms based on the idea that "the new Uzbekistan will start from the school threshold, the education system.", it was strongly emphasized that all efforts and opportunities should be mobilized for them to grow up to be physically and mentally healthy, patriotic people. In improving the conditions and opportunities created for the education of the younger generation, special attention is paid to the problems of children with special educational needs.

In particular, the Law of the Republic of Uzbekistan "On the Rights of Persons with Disabilities" states that persons with disabilities at all levels have the right to receive lifelong learning and to participate in the life of society and the state in order to be educated in educational institutions and to develop their abilities to the fullest.

And ensure the creation of the necessary conditions for vocational training, retraining and advanced training ". In the pre-school education system, which is the first and most important link in education today, the main task of educational institutions in this area is "the use of individual educational programs for children, including children with special needs, as well as timely inclusive education and upbringing. This will allow for the widespread introduction of the principles, forms and methods of inclusive education in the field.

The main idea of inclusive education is to make society more humane and to give people with special educational needs the right to co-education. "Inclusion in education is an inclusion in society and one of the humane ideas in its development" ideas are now also leading the way in the theory of inclusive education and are identifying leading trends in research in this area.

In the explanatory dictionary of the Uzbek language, the concept of "humanist" means "caring for people, loving people, pursuing human goals" described as Hence, the culture of humanism consists of



the qualities manifested in a person who has such qualities. Formation of a culture of humanity in children in the conditions of inclusive education in preschool educational institutions is carried out for the following purposes:

**First**, humanism is one of the leading values among universal human and national values, and humanistic culture is one of the main components of individual culture. The fact that any culture is shaped from childhood plays an important role in the future development of the individual.

**Second**, in the context of inclusive education, one of the first necessary socio-spiritual conditions is humanity. As long as the humane environment is not sufficient, inclusion will not be effective enough either.

**Third**, in the organization of preschool education, the relationship between children of different levels of development "migrates" directly through children to larger social environments - the family and society, and finds its own expression in them. Fourth, the potential of the humane environment in children in the preschool environment is psychologically more important for the quality and effectiveness of joint education of children at different levels. it is also important for their future lives. Current issues of inclusive education: problems and their solutions

**Fifth**, the process does not take place within a single preschool organization, but rather within the family, neighborhood, and community requires the direct participation and intervention of individuals. As a result, not only the subjects of education, but also the scope of the objects will be expanded. We will try to explain our ideas with some examples. It is known that the experience of developed countries in the introduction of inclusive education, first of all, raises the issue of the correct formation of public opinion in this regard.

It is no exaggeration to say that today all the countries that have made significant strides in inclusive education have reached this level through the support and goodwill of the general public. The main consumer of preschool education services is the child, the child's participation in the educational process, the satisfaction of educational needs directly affects the attitude of parents, their choice. Since inclusive education is a vital necessity, a child's simple but at the same time realistic relationship will have an impact on the formation of parents' perceptions of the system and their assessment of its quality and effectiveness.

This includes the formation of a correct understanding and perception of inclusive education in parents of children with special needs and children with special educational needs. Two or three people in one group had separate learning needs

Finding an answer to the question of how the presence of children affects developing children in the rest of the norm is one of the most important and constant issues for the head of the preschool organization, educators and psychologists. There is no denying the importance of establishing a healthy



humane socio-psychological environment among children, first of all, in accordance with the characteristics of their age, psychological and mental development.

The fact that a child with a special educational need is properly accepted by his peers is a mere value of humanity.

rather, it demonstrates its importance and relevance as one of the mechanisms of quality education. Below we found it necessary to cite some methods related to the formation of a culture of humanity in a large group of pupils of the organization of preschool education.

Ways to work with parents: Each child is unique to the parents explaining that it is a universe, that it has its own characteristics, that the developmental defect is different in the society of this child Roundtables, trainings with the participation of experts, advocacy activities, spirituality - Carrying out of educational and sports actions, creation and distribution of methodical manuals and recommendations.

The correct concepts, knowledge and skills formed in the parents in this regard are naturally reflected in the children. Methods of working with children: "Be my friend", "Friendship is the highest virtue", "I am my friend" in order to form and develop feelings of respect for their peers, friendship, harmony, teamwork, compassion, based on the age and psychological characteristics of children Conversations, fairy tales, story discussions, team intellectual and creative competitions, in particular, children's games and sports, taking into account the opportunities of children. It is advisable to hold competitions. The difference between these activities and traditional activities is that in developing the methodology of their organization, special attention should be paid to the integration of children with special educational needs into the group. At the same time, it is natural that there is no difference between children with special educational needs and those who are developing normally, but it is important for both parties should have.

Based on the above, the following recommendations can be made for the formation of a humane culture in children in inclusive groups of preschool education: effective use; - formation of a team mood and environment among children in the group; - prevention of isolation and isolation of children with special educational needs in different situations by their normally developing peers.

Approach with special psychological and pedagogical skills and work in optimal solutions for both parties; - Development and implementation of short-term and long-term pedagogical, psychological programs for the formation of a culture of humanity

Increase - Current issues of inclusive education to achieve the widest possible coverage of parents in these programs: the humanities of inclusive education through the achievement of problems and their solutions, the organization of special trainings for parents, roundtables and consultations building public confidence.

Since inclusive education is a humane education, it is natural that the formation of a humane culture in children using the opportunities of this education will increase the role and importance of inclusive education not only in preschool education, but in society as a whole.



In conclusion, the formation of a culture of humanism in children in the context of inclusive education plays an important role in improving the quality of education in preschool education and can be studied as one of the specific research problems in pedagogy and psychology.

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