

**CREATING AN INCLUSIVE ENVIRONMENT IN PRESCHOOL EDUCATION:
OPPORTUNITIES, CHALLENGES, AND SOLUTIONS**

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Annotation: This article highlights the relevance of inclusive approaches in the preschool education system, the main challenges encountered during their implementation, and effective ways to address them. Inclusive education ensures the right of every child to receive equal and quality education based on their individual abilities. Therefore, adapting preschool-aged children to an inclusive environment, as well as the socialization and development of children with special needs, is considered an important issue.

Keywords: inclusive education, opportunity, children with special needs, collaboration, standards, challenges and solutions, concept, roadmap, material and technical resources.

Аннотация: В данной статье освещается актуальность инклюзивных подходов в системе дошкольного образования, основные проблемы, возникающие в процессе их реализации, а также эффективные пути их решения. Инклюзивное образование обеспечивает право каждого ребёнка на равный и качественный доступ к обучению с учётом его индивидуальных возможностей. Поэтому адаптация детей дошкольного возраста к инклюзивной среде, а также социализация и развитие детей с особыми образовательными потребностями рассматриваются как важные задачи.

Ключевые слова: инклюзивное образование, возможность, дети с особыми образовательными потребностями, сотрудничество, стандарты, проблемы и решения, концепция, дорожная карта, материально-техническая база.

In global educational practice, the need to create a flexible learning environment that meets learners' needs and to use variable educational programs is increasing day by day. One of the key directions of the UN's education policy is to ensure the widespread implementation of inclusive education ideas by member states, which implies providing education that takes into account the diversity of children's special educational needs. UNESCO's programs aimed at ensuring human rights and freedoms are being directed toward modernizing standards, norms, and intellectual cooperation focused on ensuring safe and accessible education for children and adults with special educational needs.

Implementing mechanisms that ensure openness of education for all and promote gender equality is becoming increasingly important in achieving the principles of social equality outlined in the Universal Declaration of Human Rights.

In recent years, the development of inclusive education has become one of the priority directions of state policy in the Republic of Uzbekistan. A number of important legal documents have been adopted in this regard, and large-scale reforms are being implemented in the education system. With the adoption of Resolution No. PQ-4860 dated October 13, 2020, "On measures to further improve the system of education and upbringing for children with special educational needs" [1], the Concept for the Development of Inclusive Education in the Public Education System for 2020–2025 [2] and the corresponding "Roadmap" for its implementation were approved.

Furthermore, amendments made to the Law "On Education" [3] ensured the provision of inclusive education and upbringing for children with special educational needs in educational institutions. These reforms have further strengthened the need to introduce modern innovative approaches in the management of inclusive education.

Today, ensuring the successful integration of children with special needs into the educational process through digital technologies, adapted curricula, and interactive teaching methods is considered one of the most pressing issues.

The opportunities offered by inclusive education consist of several key aspects.

First of all, inclusive education enables all children to participate in the learning process within the same environment, fostering social interaction among them. This prevents children with disabilities from social isolation and helps them communicate with their peers on an equal footing, express their ideas, and find their place within a group. In this way, inclusive education promotes social tolerance, reduces stereotypes, and strengthens the protection of human rights in society.

A second important opportunity is the expansion of individualized instruction. Every child has their own learning style, abilities, and needs, and inclusive education seeks to adapt the educational process by taking these differences into account. Educators can tailor lessons to children of different levels by using modern pedagogical methods and technologies. This helps children acquire knowledge and skills more deeply and increases the overall effectiveness of the educational process. For example, the use of specialized learning materials, audio and visual aids, as well as the development of individualized education plans, forms an essential part of inclusive education.

Thirdly, inclusive education serves as a driving force for the development of educational institutions themselves. In order to ensure inclusivity, institutions invest more in modern infrastructure, specialized equipment, and professional development for educators. As a result, the quality of education improves, and teachers gain greater opportunities to apply innovative pedagogical approaches. At the same time, inclusive education strengthens public trust in the education system, as it demonstrates that every child has the right to receive equal and quality education.

The main goal of inclusive education is to provide high-quality education to all children regardless of their physical, intellectual, social, or cultural differences. This approach brings positive changes not only for children with disabilities, but also for society as a whole. Inclusive education contributes to achieving social justice and sustainable development. By learning alongside their peers, every child gains the opportunity to actively participate in social life.

In preschool educational institutions of Uzbekistan, several key challenges exist in implementing inclusive education:

Insufficient preparedness of pedagogical staff. Many educators and methodologists lack adequate theoretical and practical knowledge for working in an inclusive environment.

Lack of adapted educational programs. Sufficient instructional materials and flexible curricula tailored to the needs of children with special needs have not yet been fully developed.

Low awareness among parents and the community. In some cases, parents hesitate to send their child to a regular preschool because they do not understand how joint learning with other children will be organized.

Insufficient material and technical resources. Some preschool institutions lack specialized equipment, rehabilitation tools, and dedicated rooms for speech therapy and psychological support.

Ways to address the challenges. To effectively implement inclusive approaches in preschool education, the following practical recommendations are essential:

Regular training and retraining of pedagogical staff.

It is necessary to organize short-term courses and training sessions on inclusive methodology for educators.

Development of adapted curricula and materials. The individual characteristics and needs of each child must be taken into account.

Enhancing cooperation with parents. It is important to conduct extensive awareness-raising activities about the benefits of inclusive education and to actively involve parents in the process.

Strengthening the material and technical base of preschools. Preschool institutions should be equipped with specialized devices, speech therapy and psychological rooms, as well as rehabilitation facilities.

Increasing state and public support. It is essential to intensify social campaigns and promotional activities aimed at fostering a positive attitude toward children with special needs.

In conclusion, inclusive education is one of the key steps toward building a fair and equitable society. Through such an educational system, all children are able to fully realize their potential. Regardless of their abilities, every child should have a rightful place in society. Therefore, the development of inclusive education must be supported at the level of state policy. Through inclusivity in education, it is possible to raise future generations in the spirit of tolerance, empathy, and social cohesion.

References

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