



PROBLEMS OF INVOLVING CHILDREN IN INCLUSIVE EDUCATION OBSTACLES ON THE WAY TO KINDERGARTENS

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ABSTRACT: - Preschool education is the foundation of an inclusive society, because within its framework, children with disabilities and without disabilities learn, play and grow together. Preschool education increases the chances that the child will receive primary education and then get out of poverty, difficult situations. Since pre-school education is not compulsory, it is much more free than primary education, which gives the opportunity to cooperate with various participants, in particular with the state, non-governmental organizations, the private sector and religious organizations.

KEYWORDS: Inclusive, skill, ergoterapiya, physioterapiya, logoped, Zanzibar, ability, thinking, physical development, social and mental development.

INTRODUCTION

Pre-school education is understood to mean the period from the birth of a child to the age of eight. Preschool education includes a wide range of activities and opportunities. Since many aspects of children's education are considered in the health component, attention in this element is focused on early childhood education, in which the issues of

early childhood education and provision of a kindergarten are addressed. Preschool education is of great importance, because it affects the development of the child.

In the first three years of his life, the child's brain develops at an unprecedented rate, during this period, if the appropriate exercises are not performed, the development flows, and in some cases the

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complete one is left behind. This is exactly what language, the ability to communicate, to think and to develop physically, creates an opportunity in early childhood.

THE MAIN RESULTS AND FINDINGS

Development of the child. The development of the child is the process of reading and learning, each child experiences this process, acquires the basic skills and abilities (the main stages of development) that are necessary in life.

The main areas of Child Development are:

- social and spiritual development, that is, communication by juggling or seeing;
- development in the study, for example, with the help of hands and eyes, to study the environment and perform simple actions;
- speech and language development, for example, communication with the help of words and characters;
- physical development, for example, sitting, standing, walking, running, lifting or drawing objects with the help of hands and fingers.

When talking about the main stages in development, it is implied the skills and abilities that the child should know at a certain age and within the appropriate period, for example, the ability to walk is from such stages, and most children learn walking at an age from 9 months to 15 months. Lag behind development means that the child does not reach the stage that corresponds to his age. The child may lag behind the development of one or more of the above. If such a condition is detected at an early age of the child, it can be assumed that the child is left behind in development by creating learning opportunities and environments for the child. MTT staff should ensure that attention is given to the strengths

of the child with disabilities. It is of great importance not to emphasize the fact that children with disabilities reach a certain stage, since improper application of these concepts can lead to problems.

- Lag behind development is based on the concept of "normal". So, the application of the buttonhole is a fold with a "stamp" pressing on the person.
- The development of children with disabilities may not respond to the concept of "normal". But they live happily, if they are involved in all processes and supported.
- The stages in development are general principles and differ in practice due to culture, gender, nationality, social and economic conditions. Child development depends on many factors, including health, nutrition, care and education. For this reason, it is necessary to approach the development of the child with the involvement of various spheres. For example, programs that focus on nutrition and education are usually more effective than programs that only emphasize this or that issue

Obstacles on the way to kindergartens

Although in one of the countries of Southeast Asia there is a routine examination procedure for children under the age of five, however, no additional assistance would be provided to children who were found to have limited access. The educators of kindergartens did not want to take children with limited opportunities. There were three reasons for this: the table was incredibly rigorously structured, and dealing with a child with disabilities requires additional time; if the child is not well educated and does not gain weight, the coach will not receive a reward; and, finally, only "healthy" children can go to the kindergarten.

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Assistance in the development of inclusive kindergartens

We focus on establishing cooperation with the education sector we must support education that is a child. To give all children the opportunity to study and learn effectively, attention should be paid. By organizing trainings for employees of kindergartens, this can create an environment that takes into account the ability of children to read and learn in different ways and pace. The types of activities promoted are:

- learn through established and free play;
- engage in small groups;
- make equipment for playing and reading from local materials;
- to create comfortable conditions for all, for example, to build pendants, to provide comfort for toilets, to paint different parts of the room for visually impaired children in different colors, to meet state requirements for a comfortable environment;
- use of family members and subordinates assistance in school and classroom to emphasize that the assistance they provide is only available to the child with disabilities and not to the entire classroom;
- monitor children's participation and learning, discuss their strengths further, and set goals that are important to their learning life.

CONCLUSION

As an example, we can say that Zanzibar trainers in kindergartens communicate with a child with limited hearing in sign language. He counts with the help of his fingers, communicates with the help of pictures. The coaches created a song that consisted of movements for the child, so that the child, together with other children, learned to sing

with the help of sign language. He can not yet communicate with adults with hearing impairment, since the sign language in Zanzibar has not developed well. But this is the beginning. The teacher says that the child's ability to communicate in sign language is increasingly improved and his abilities in this regard are developing.

Zanzibar. In some countries and societies, kindergartens are incredibly formal and are based not on the needs of young children but on primary education. In them, the main place is allocated to the teacher, the children have less opportunities to play, the environment in the class is incredibly formal, sometimes the method of memorization is used, not understanding the subjects passed, the hours of classes are long. This approach is inconvenient and unacceptable not only for children with disabilities, but also for most children. Regular reform of the education system is a state responsibility. However, the JAR staff is able to change the conditions, methods of teaching and the program in the kindergarten, and in this way increase the opportunities for children to learn and study. The JAR also plays a big role in attracting children with disabilities to the kindergarten – it guarantees that the child will have access to auxiliary facilities and will be able to use rehabilitation services. The JAR can attract the opinion of specialists on the problems that exist in kindergartens, demonstrate that local resources and people's help will be useful to all. Then the kindergarten coaches become a supporter and promoter of inclusive education, which is a child in the center of attention.

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