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The Role And Responsibilities Of The Preschool Educational Institution Leader In Implementing Inclusive Education

Turgunov Nurmukhammad

Researcher at Namangan State University, Uzbekistan

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Abstract: This article analyzes the role and responsibilities of the preschool educational institution leader in implementing inclusive education. The importance of the leader's strategic decision-making, adaptation of the educational environment, preparation of pedagogical staff, and their professional development for the effective establishment of an inclusive education system in preschool institutions is examined. The article also highlights the leader's organizational responsibility in fostering cooperation with society, establishing active communication with parents, and successfully implementing the inclusive approach. The study provides an in-depth analysis and recommendations on the leader's comprehensive role in the effective organization of inclusive education.

Keywords: Preschool educational institution leader, inclusive education, leader's role, preparation of pedagogical staff, adaptation of the educational environment, cooperation with society, communication with parents, organizational responsibility, inclusive approach.

Introduction: The education system of the Republic of Uzbekistan is one of the rapidly developing and competitive sectors on a global scale. In recent years, especially in the preschool education system, reforms have been carried out with the aim of expanding children's access to education and ensuring their comprehensive development. From this perspective, the implementation of inclusive education stands out as one of the most pressing tasks aimed at providing every

child with the right to education based on their abilities. The government of Uzbekistan has undertaken several initiatives to develop inclusive education[1]. In particular, in 2020, "Guidelines for the Implementation of the Inclusive Education System in Preschool Education" were developed, and it was determined that by 2025, inclusive education would be widely implemented in all preschool education institutions. By 2024, the inclusive education system had been introduced in 530 schools across Uzbekistan. The full implementation of this process in preschool educational institutions will ensure equal educational opportunities for all children. Additionally, special attention is being paid to the training and professional development of pedagogical staff to foster inclusive education. For instance, over the past two years, more than 10,000 pedagogical staff have undergone specialized courses on inclusive education. This enables the application of an individualized approach tailored to the unique needs of each child in the educational process. However, the role of the head of a preschool education institution in implementing an inclusive education system is invaluable. The head plays a central role not only in introducing pedagogical approaches but also in ensuring compliance with existing laws and regulations, adapting the educational environment, and training pedagogical staff. The head of a preschool education institution not only organizes the learning process but also fosters cooperation with society and parents, raising awareness of the benefits of inclusive education. Additionally, heads are responsible for making critical decisions regarding the provision of necessary infrastructure, educational materials, and technological resources in educational institutions[2]. For the successful implementation of an inclusive approach in Uzbekistan's preschool education system, it is essential to improve the qualifications of educational institution heads, strengthen the material and technical base of schools, and enhance cooperation with the community. To this end, various reforms are being carried out by the state. An example of this is the development of guidelines and recommendations for adapting preschool educational institutions to inclusive education from 2020 to 2025. Through these reforms, the goal is to assist heads in acquiring the necessary skills and to create the necessary infrastructure for the successful implementation of inclusive education. Our objective is to conduct an in-depth analysis of the role and responsibilities of preschool education institution heads in effectively establishing inclusive education, as well as to develop recommendations for addressing existing shortcomings in the system. Moreover, the development of an inclusive education system contributes to fostering equality, mutual understanding, and respect among children in society. In turn, this plays a crucial role in promoting justice, equality, and sustainable development within the community[3].

The main tasks of the head of a preschool educational institution in implementing inclusive education: The implementation of inclusive education in preschool institutions is one of the most relevant trends in modern pedagogy, aiming to create equal opportunities for all children, including those with disabilities or various developmental needs. In this context, the role of the institution's head is crucial, as they are responsible for organizing the educational process, adapting the educational environment, improving staff qualifications, and ensuring effective cooperation with the community[4]. First of all, the head must thoroughly understand the essence of inclusive education and develop a clear strategy for implementing this system within the institution. This strategy must comply with national policies and regulations, while also taking into account the specific conditions of the institution. In the process of adapting the educational environment, the head must focus on adjusting the infrastructure and material-technical base to meet the needs of children with disabilities. Specifically, ensuring accessible pathways, specialized educational and play equipment, sensory rooms, and adapted learning materials contributes to the effectiveness of inclusive education. Another important task of the head is preparing the teaching staff for inclusive education and enhancing their qualifications. This process involves organizing specialized seminars, professional development courses, and training sessions, as well as collaborating with experienced specialists. Moreover, caregivers and support staff need to undergo psychological and pedagogical training to develop the necessary skills for working with children with disabilities. Additionally, the head should focus on fostering communication with the community to create a supportive environment for inclusive education. It is crucial to engage with parents, informing them about the advantages and methods of inclusive education. Providing psychological counseling, special educational programs, and organizing collaborative events helps strengthen the inclusive environment. Furthermore, the head should establish partnerships with both government and non-governmental organizations to attract grants, projects, and other funding sources that can enhance inclusive education conditions. Studying international best practices, introducing advanced methodologies into practice, and conducting regular monitoring of educational quality are also essential tasks of the institution's head. The tasks of the head of a preschool institution in implementing inclusive education are

multifaceted, encompassing pedagogical, organizational, social, and financial aspects. Through the development of a proper strategy, effective management, and close collaboration with the community, inclusive education can be successfully implemented, providing every child with the opportunity to receive quality education[5].

The relevance of implementing inclusive education in preschool institutions: Currently, the importance of inclusive education is increasing in various sectors of society. In particular, the implementation of inclusive education in preschool institutions is one of the most pressing issues of today. Inclusive education is a system that ensures the right of all children, including those with various physical, intellectual, and emotional needs, to receive education. This educational model offers tailored learning opportunities based on children's individual needs and creates equal opportunities for them. Today, the development of inclusive education is seen not only at the state level but also as a responsibility of every member of society. This is because ensuring the right to education according to each child's abilities contributes not only to their personal development but also strengthens the principles of equality and justice in society[6]. The education system in Uzbekistan, including preschool education, has taken significant steps and reforms to implement inclusive approaches. One of the fundamental principles of human rights is providing equal educational opportunities for every child. Inclusive education fully aligns with this principle. The relevance of implementing inclusive approaches in preschool education lies not only in improving the pedagogical process but also in facilitating the social integration of children. By studying and learning together in preschool education, children learn to understand and respect each other. This, in turn, helps ensure equality in society in the future. The role of leaders in ensuring the relevance of implementing inclusive education in preschool institutions is invaluable. Leaders need to develop pedagogical strategies, create the necessary infrastructure, improve the qualifications of teachers, and enhance cooperation with the community to successfully implement inclusive education. Moreover, applying inclusive approaches in preschool education ensures that educational staff acquire new approaches and methodologies. Therefore, improving the qualifications of teachers and introducing them to inclusive education methodologies is an important task. Additionally, the relevance of implementing inclusive education is not only related to the educational process but also to strengthening the material and technical base of preschool institutions. It is necessary to create a comfortable and safe learning environment for children, providing educational materials and technical tools that meet each child's needs. This is one of the fundamental conditions for effectively organizing inclusive education. From this perspective, the implementation of an inclusive education system in preschool institutions is an essential step to enhance the efficiency of the educational process and ensure social adaptation in society. Successfully carrying out this process will contribute not only to the development of children but also to the progress of society as a whole[7].

Methods for implementing inclusive education in preschool educational institutions: Today, the development of inclusive education is one of the important issues aimed at ensuring the right of every child to receive education. Inclusive education refers to integrating all children, including those with physical, mental, psychological, or social needs, into the general education system. To implement inclusive education in preschool institutions, several important directions exist. First, to introduce inclusive education, strong legal and organizational foundations are essential. National policies and legal documents should support the development of inclusive education at the preschool level, specific programs should be developed, and the material-technical base of institutions should be strengthened. In addition, teachers and educators must undergo special training in accordance with the principles of inclusive education. Developing their knowledge and skills in special pedagogy, psychology, and defectology will ensure effective education for all children. Second, adapting the infrastructure of the institution to the requirements of inclusive education is crucial. Creating a comfortable environment for children with physical disabilities, such as installing ramps, providing special educational equipment, and ensuring access to audio and visual materials, is necessary. Using modern pedagogical technologies and interactive games to cater to the individual needs of each child enhances the inclusive environment further. Third, effective cooperation with families is one of the key factors in successfully implementing inclusive education. Parents should continuously communicate with the institution, taking into account the individual characteristics of their children, and work together with educators. For this purpose, special seminars, training sessions, and counseling centers should be organized for parents. Fourth, social adaptation and psychological support services must be established. It is important for psychologists and speech therapists to work to maintain the psychological balance of children and ensure their social adaptation[8]. With their assistance, it is possible to facilitate the educational process for children through

an individual approach. To effectively implement inclusive education in preschool institutions, it is necessary to strengthen legal foundations, improve the qualifications of educators, develop infrastructure, enhance cooperation with families, and establish psychological support services. These measures will create an opportunity for each child to fully realize their potential and receive quality education[9].

CONCLUSION

The responsibilities of the head of a preschool institution in implementing inclusive education are multifaceted, requiring the integration of pedagogical, organizational, social, and material-technical aspects. The leader must ensure the adaptation of the educational environment, the improvement of teacher qualifications, the development of cooperation with parents and society, and collaboration with state and non-governmental organizations to ensure the effectiveness of inclusive education. Additionally, to successfully implement inclusive education, the institution's management must focus on introducing advanced methodologies, utilizing international experience, and conducting regular monitoring. As a result, every child will have the right to quality education based on their abilities and achieve social integration.

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