



## PEDAGOGICAL MECHANISMS FOR DEVELOPING PARENTS' INCLUSIVE CULTURE IN THE CONTEXT OF INCLUSIVE PRESCHOOL EDUCATION

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**Annotation.** This article talks about the pedagogical conditions, directions and factors of the formation of an inclusive culture of the parents in the conditions of inclusive preschool education.

**Key words:** inclusive education, preschool education, pedagogical conditions, inclusive culture.

Inclusive education is gradually becoming an integral component of the evolving education system of Uzbekistan. Based on the principle of “For Human Dignity,” large-scale reforms aimed at ensuring inclusive development—namely, equal rights and opportunities for all segments of the population—are being implemented in the New Uzbekistan [1]. In this context, the emphasis placed on the principles of inclusion in organizing quality preschool education for children with special educational needs reflects the goals of introducing innovative approaches and international indices into this system, and above all, ensuring its humanistic nature and accessibility for everyone.

In the modern world, education is regarded as the main factor of societal well-being, one of the fundamental human rights, and the basis for ensuring other rights. It is also considered an essential condition for peace, tolerance, the realization of human potential, and sustainable development. Inclusive education, in turn, is interpreted as one of the most effective and distinctive ways of fully and qualitatively achieving educational goals for all [2].

Inclusive preschool education creates a foundation for children with special educational needs to receive quality education, to communicate freely with others in



the future, to meet the requirements of the social environment, to develop skills necessary for meeting their daily life needs, and to adapt easily to social life [3]. The implementation of inclusive education has its own specific requirements and conditions, and specialists pay particular attention to its three main aspects: the development of inclusive policy; the advancement of inclusive practice; and the formation of inclusive culture [4]. It is evident that the formation of inclusive culture is one of the key conditions and factors of inclusive education. At the same time, it should be emphasized that the development of inclusive policy and the advancement of inclusive practice are largely carried out through the state's education policy and at the level of higher education management bodies, based on their authority and capacities. For example, today in our country, the legal and organizational foundations of inclusive education in preschool education have been established, long-term strategies, goals, and objectives have been defined, and active work is being carried out in cooperation with international organizations and foreign countries to improve its practical aspects.

Meanwhile, the formation of inclusive culture largely falls within the responsibility of preschool education institutions, which can be explained through their direct and close interaction with parents and the wider community, who are the primary consumers of educational services. The participation of families and parents in the inclusive education process is one of the fundamental principles of inclusive education. Such participation plays a significant role in establishing positive relationships between educational institutions and parents, reinforcing children's achievements in the learning process, and improving the socio-legal foundations of inclusive education through cooperation between families and civil society institutions [5].

The active participation and support of parents in the educational process of inclusive education, being benevolent, depends on the level of inclusive culture formed in the first goal, parents. Inclusive culture is usually understood as such a level of society in which principles such as tolerance, humanity, insolvency, security, mutual understanding, care are consistently valid [6]. Inclusive culture in education, on the other hand, is manifested by the means of selfless cooperation of all participants in the educational process in the way of mutual understanding, correct acceptance, friendly and loving attitude, general goals of Education.



The importance of inclusive preschool education in the formation of inclusive culture is manifested in the following:

- in the formation of the principles of inclusion in society, correct perceptions and benevolence in the public regarding the importance and possibilities of inclusive education;
- in the formation of the right attitudes towards children with special educational needs in society, the perception of their peculiarities as uniqueness, through which various discrimination and restrictions, insecurity and other similar inappropriate attitudes are prevented;
  - in the formation of feelings of tolerance towards children with special educational needs in children developing in moderation from childhood, in the upbringing of the qualities of mutual harmony, harmony and living and working as a team;
  - in turn, in the education of self-confidence, affection and positive attitudes in children with special educational needs, as well as in the formation of love and loyalty to the place where they live, to the people to whom they belong, in the teaching of the generally accepted rules of etiquette and behavior in society, conscious understanding and implementation of noble traditions and values;
- in the formation of the necessary skills and knowledge in order to instill an internal mental incentive to consciously understand and develop one's abilities and talents, to act on an equal footing with others, to become a conscious and active member of the family and society in the future.

And the need for the formation of an inclusive culture in direct parents is one of the pressing issues in today's conditions, which is due to the fact that inclusive education is just entering the educational system of our country; although our people are tolerant and humane, children with special educational needs, the fact that in relation to their peculiarities, such correct visions have not formed in everyone; in the early stages of the introduction of inclusive education, it is necessary to cause mutual misunderstandings and conflicts between children who have special educational needs and are developing in moderation, and this in turn affects the relationship and choice of parents; these include the fact that insufficient experience and methodology for promoting and advising inclusive education in preschool educational organizations did not have time to form.



It is known that preschool educational organizations have a number of methods in which the effectiveness of working with parents has been tested for many years and is clear, among which can be included individual work with parents, teamwork, work in apartments, organizational-visual work, propaganda-propaganda work, pedagogical-psychological advice, public events, etc.

We consider it necessary to give the following recommendations, summarizing the traditional and modern methods of forming an inclusive culture of parents in preschool inclusive education:

First of all, the organization of the right, scientifically based pedagogical-psychological counseling for parents. In this case, parents of children who are developing in moderation or with special educational needs to give them reasonable advice or recommendations on the problems faced by themselves or their children in the entire educational process, questions of interest.

Secondly, through the method of teamwork with parents, to conduct surveys and conversations with them about bargaining, their perception of children with special educational needs, their rights and opportunities for inclusive education, as well as on issues that make them think.

Thirdly, organizing such events as presentations, open days on the activities, goals and plans, opportunities and one-day educational process of an inclusive preschool organization using organizational and visual methods effectively.

Fourth, holding various festive and public events, competitions and competitions with the participation of parents and children, and revealing the unique abilities and capabilities of each child as much as possible in this process.

Fifth, to prepare thematic distributions, booklets and decorate the organization with visual materials based on the internal capabilities of the educational organization for parents.

Sixth, the establishment of a separate "Parent Council" of an inclusive group from parents of children developing in moderation and with special educational needs (on an equal account) and their effective use of their initiatives and ideas in the process of management and education.

In a word, ildam works on the introduction of inclusive education in the preschool education system are being carried out in our country today. At the same time, the role of new research, theoretical and practical developments in its further



improvement in quality and content is clearly felt. Including the formation of inclusive culture in parents, it is natural that one of the important factors determining the prospect of inclusive education still attracts the attention of many theorists and practices.

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