

INCLUSIVE PEDAGOGY IN PRESCHOOL EDUCATION: PEDAGOGICAL METHODS AND PSYCHOLOGICAL APPROACHES*Hamidova Dilshoda Haqqul kizi**Lecturer of the Department of Social Sciences, Humanities and
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Annotation: This article discusses the role of inclusive pedagogy in the preschool education system, the pedagogical methods and psychological approaches used. Inclusive education is aimed at ensuring that all children receive quality education on the basis of equal opportunities, and is especially important for children with disabilities, developmental delays, or specific needs. Pedagogical methods are selected based on an individual approach, game-based learning, group work, and multisensory methods. The psychological approach aims to create a comfortable and supportive environment for the child, taking into account their emotional state, social adaptation, and self-awareness. The article also compares the experiences of Uzbekistan and Finland and analyzes how the principles of inclusivity are implemented in both systems.

Keywords: inclusive education, preschool education, pedagogical methods, psychological approach, game-based learning, individual approach, Uzbekistan, Finland, children with disabilities, multisensory methods.

Inclusive pedagogy in the preschool education system is an approach aimed at creating equal educational opportunities for all children, including children with physical or mental disabilities, those in need of social protection, and those from different cultural or linguistic environments. This pedagogical model aims to approach each child in accordance with their individual needs, accepting the differences between children as a positive value. An inclusive approach involves making education accessible and accessible not only to children with disabilities but also to all children with different levels of developmental needs.

Inclusive pedagogy supports the creation of special conditions in preschool institutions, appropriate training of teachers and educators, flexibility of curricula, and social integration among children. In this system, educators organize education based on a differentiated approach, taking into account the abilities, needs, and learning style of each child. Cooperation, mutual respect, tolerance, and unity are considered important values in the educational environment.

Also, the inclusive education system requires close cooperation with parents. Family members are actively involved in the pedagogical process, which has a significant positive impact on children's development. State policy and regulatory frameworks also play an important role in the development of inclusivity - through this, the education system strives to create a fair and inclusive environment for children of all levels.

Inclusive education is also being gradually introduced in Uzbekistan. This sphere is being developed through adapted teaching materials for children with special needs, the participation of speech therapists and defectologists, as well as the expansion of the infrastructure capabilities of preschool educational institutions. Thus, inclusive pedagogy aims to educate a stable, tolerant, and comprehensively developed generation in society.

Pedagogical methods and psychological approaches in the preschool education system are selected based on the age characteristics of children, developmental stages, and individual needs. At this stage, the educational process is organized through games, observation, experimentation, and interactive activities. Pedagogical methods should serve the formation of a child's activity, independent thinking, creative thinking, and social skills.

Among the most commonly used methods are game methods. Through play, a child not only acquires skills, but also understands the environment, expresses themselves, and learns to interact with others. At the same time, the comprehensive development of children is achieved through practical exercises, dramatization, storytelling, music, and art classes. In working with children, visual methods, i.e., using drawings, models, videos, or real objects, are also of great importance, as these methods increase children's imagination and interest.

Psychological approaches are aimed at increasing the level of self-confidence, independence, and social adaptation of children, taking into account their emotional state, inner world, and psychological development. In this process, age-appropriate psychological games, conversations, visual activities, and activities that allow expressing emotions play an important role. A system of working with pedagogical psychologists capable of correctly assessing the state of children and understanding their needs will be established.

Through the combination of pedagogical and psychological approaches, the child's comprehensive development - mental, physical, mental, and social - is achieved. These approaches are based on the principles of identifying and developing the individual abilities of each child, ensuring their growth in a positive environment, and approaching them based on love and attention. In the education system of Uzbekistan, work is being carried out in stages to ensure the quality upbringing and education of preschool children through modern methods and scientifically based psychological approaches.

In addition to pedagogical and psychological approaches in the preschool education system, there are many other approaches used in modern education systems. They serve to form self-awareness, socialization, independent thinking, a creative approach, and critical thinking in children. Below, these approaches are highlighted using the example of Uzbekistan and foreign experience, in particular, Finland.

Uzbekistan's experience: In recent years, large-scale reforms have been carried out in the preschool education system of Uzbekistan. Since 2017, the quality of education has been improved by strengthening the activities of the Ministry of Preschool and School Education. On this basis, several approaches were introduced:

Integrated approach - in this approach, several subjects or fields (art, mathematics, environment, speech) are combined and presented to children in a comprehensive way based on

one topic. For example, within the framework of the theme "Spring," children comprehensively study the theme through nature, colors, emotions, and poems.

Personality-oriented approach - taking into account the individuality of each child, appropriate forms of pedagogical activity are selected. For example, with a child who is calm and immersed in their inner world, calm conversations are conducted, and with a child who is active, active games are used.

Cooperation with the family and society - parents are involved in the educational process, and efforts are being made to ensure the unity of upbringing. Establishing communication with the family, understanding their needs related to the child, is an important part of the activities of teachers.

Finland's experience: The Finnish preschool education system is one of the most advanced in the world. Education here is not mandatory for children, but most attend preparatory programs starting from the age of 6-7. The following approaches are noteworthy:

Game-based learning (play-based learning) - in Finland, the game is the main teaching method. Educators encourage learning based on children's natural interests. Through this, children develop without stress and in a unique way.

Initiative-based approach (child-initiated learning) - children are given the opportunity to make independent decisions, choose the type of activity. Educators provide guidance, but the main role belongs to the child. This method develops responsibility, independence, and inner motivation in the child.

Socio-emotional approach - children's feelings, relationships, and mental state are constantly monitored. Psychological well-being is an important priority. For example, ending each day with children discussing together creates an opportunity for them to express how they felt.

Nature-based learning - children spend most of their time outdoors, in forest schools. He is seen as a teacher of nature and ecological consciousness is developed. This method fosters strong health, physical activity, and a love for nature in children.

The example of Uzbekistan and Finland shows that pedagogical approaches are being formed in accordance with modern needs, cultural values, and social requirements. While Uzbekistan, relying on its national traditions, is gradually implementing world experience, Finland places complete freedom for the child, closeness to nature, and psychological well-being at the center of education. The common goal of both systems is to form a child as a socially, mentally, and emotionally healthy and active person.

In conclusion, the effective implementation of inclusive pedagogy in the preschool education system serves the full realization of the potential of each child through modern methods and psychological approaches. If Uzbekistan is taking consistent steps in this direction, then the experience of Finland shows how to implement inclusivity in practice in a sustainable



way. By following the example of both systems, it is possible to further improve inclusive education and create a quality educational environment for all children.

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