

**ORGANIZATIONAL AND PEDAGOGICAL MECHANISMS FOR IMPROVING THE
MANAGEMENT OF INCLUSIVE EDUCATION IN PRESCHOOL EDUCATIONAL
INSTITUTIONS**

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Abstract: This thesis discusses the organizational and pedagogical mechanisms for improving the management of inclusive education in preschool educational institutions. It substantiates that the effectiveness of inclusive education depends on the purposeful organization of the management process, cooperation among the teaching staff, the creation of a favorable educational environment for children with special needs, the implementation of an individual approach, and systematic collaboration with parents. The thesis also analyzes the importance of managerial competence of preschool administrators, professional readiness of teachers, psychological and pedagogical support, and monitoring mechanisms in developing an inclusive educational environment. It emphasizes the need to integrate organizational, methodological, pedagogical, and partnership-based mechanisms in order to improve the management of inclusive education in preschool institutions.

Keywords: preschool education, inclusive education, management, organizational and pedagogical mechanism, children with special needs, pedagogical cooperation, individual approach, inclusive environment.

**MAKTABGACHA TA’LIM MUASSASALARIDA INKLYUZIV TA’LIM
BOSHQARUVINI TAKOMILLASHTIRISHNING TASHKILIY-PEDAGOGIK
MEXANIZMLARI**

Annotatsiya: Ushbu tezisda maktabgacha ta’lim muassasalarida inklyuziv ta’lim boshqaruvini takomillashtirishning tashkiliy-pedagogik mexanizmlari yoritilgan. Inklyuziv ta’limni samarali tashkil etishda boshqaruv jarayonining maqsadga yo’naltirilganligi, pedagogik jamoaning hamkorligi, maxsus ehtiyojga ega bolalar uchun qulay ta’limiy muhit yaratish, individual yondashuvni ta’minlash hamda ota-onalar bilan tizimli hamkorlikni yo’lga qo’yish muhim omil sifatida asoslangan. Shuningdek, maktabgacha ta’lim tashkilotlarida inklyuziv muhitni rivojlantirishda rahbarning boshqaruv kompetentligi, pedagoglarning kasbiy tayyorgarligi, psixologik-pedagogik qo’llab-quvvatlash tizimi va monitoring mexanizmlarining ahamiyati tahlil qilingan. Tezisda inklyuziv ta’lim boshqaruvini takomillashtirish uchun tashkiliy, metodik, pedagogik va hamkorlikka asoslangan mexanizmlarni uyg’unlashtirish zarurligi ta’kidlanadi.

Kalit so’zlar: maktabgacha ta’lim, inklyuziv ta’lim, boshqaruv, tashkiliy-pedagogik mexanizm, maxsus ehtiyojli bolalar, pedagogik hamkorlik, individual yondashuv, inklyuziv muhit.

Introduction

Inclusive education has become one of the most important directions in the modernization of preschool education systems. In developed countries, the inclusion of children with different developmental, physical, social and learning needs in preschool educational institutions is regarded as a key condition for ensuring equal educational opportunities from early childhood. Preschool age is a sensitive period for the formation of

communication, social adaptation, emotional development and cognitive activity. Therefore, the effective organization and management of inclusive education in preschool institutions requires a scientifically grounded approach.

Inclusive education in preschool institutions cannot be limited to the physical presence of children with special educational needs in the same group with their peers. It requires the creation of an educational environment where every child feels accepted, supported and involved in developmentally appropriate activities. In this process, management plays a decisive role. The head of a preschool institution should coordinate pedagogical, psychological, methodological and organizational activities in order to ensure that inclusion becomes a real educational practice rather than a formal requirement.

The relevance of this issue is determined by the need to improve preschool management mechanisms in accordance with international experience. Developed countries show that inclusive education becomes effective when institutional leadership, teacher training, family participation, multidisciplinary support and continuous monitoring are organized as an integrated system. Thus, the purpose of this thesis is to analyze organizational and pedagogical mechanisms that can improve the management of inclusive education in preschool educational institutions.

Methods

The thesis is based on theoretical analysis, comparative study and generalization of international experience related to inclusive preschool education. The methodological basis of the study includes child-centered, competency-based, activity-based and partnership-based approaches. Theoretical sources on inclusive education, early childhood development, preschool management and pedagogical support were analyzed in order to identify the main mechanisms that contribute to the effective organization of inclusive education.

The comparative approach made it possible to examine common features of inclusive preschool education management in developed countries. Special attention was paid to such aspects as the organization of an inclusive environment, professional readiness of teachers, cooperation with parents, individual support for children, and the role of institutional leadership. The analytical method was used to determine the relationship between organizational conditions and pedagogical outcomes in inclusive preschool practice.

Results and Discussion

The analysis shows that the improvement of inclusive education management in preschool institutions should be based on several interrelated organizational and pedagogical mechanisms. The first mechanism is strategic organizational planning. Preschool management should clearly define the goals, tasks and expected outcomes of inclusive education. This includes the development of internal regulations, adaptation of the educational environment, distribution of responsibilities among staff and creation of conditions for the participation of all children in educational activities. Strategic planning helps transform inclusion from a general idea into a practical institutional process.

The second mechanism is the creation of an inclusive educational environment. This environment should be physically accessible, psychologically safe and pedagogically flexible. Children with special educational needs may require adapted materials, visual support, differentiated tasks, assistive technologies or additional guidance. However, the inclusive environment should not separate them from other children. On the contrary, it should promote communication, cooperation and joint play. In preschool education, play-based interaction is one of the most effective means of social inclusion.

The third mechanism is the professional development of pedagogical staff. Teachers working in preschool institutions should have knowledge about child development, special educational needs, differentiated instruction, emotional support and inclusive communication. In many cases, the success of inclusion depends on the teacher’s ability to adapt activities without lowering educational expectations. Therefore, continuous professional training, methodological seminars, mentoring and exchange of experience are necessary components of inclusive management.

The fourth mechanism is psychological and pedagogical support. Inclusive preschool education requires cooperation among educators, psychologists, speech therapists, special educators and medical specialists when necessary. Such multidisciplinary cooperation helps identify the individual needs of each child and develop appropriate support strategies. Individual educational support should be based on observation, diagnosis, planning, implementation and evaluation. This process allows the institution to respond to the real developmental dynamics of the child.

The fifth mechanism is cooperation with parents. Families are important partners in inclusive education because they know the child’s needs, behavior, interests and difficulties. Effective management should establish regular communication with parents through consultations, meetings, individual recommendations and joint decision-making. When parents are actively involved, the continuity between home and preschool education becomes stronger, and the child receives more stable support.

The sixth mechanism is monitoring and evaluation. Inclusive education management should include regular assessment of the educational environment, teacher activity, child participation and developmental progress. Monitoring is not intended to control teachers only; it is a tool for identifying problems and improving pedagogical practice. Through monitoring, preschool administrators can determine whether children are truly included in group activities, whether teachers need additional support, and whether the institution’s inclusive policy is being implemented effectively.

The experience of developed countries demonstrates that inclusive education is most successful when organizational and pedagogical mechanisms function as a single system. If the institution has accessible infrastructure but teachers are not prepared, inclusion remains ineffective. If teachers are competent but management does not provide resources and support, the quality of inclusive practice decreases. Therefore, the improvement of inclusive education management should be systemic, continuous and evidence-based.

Conclusion

Improving the management of inclusive education in preschool educational institutions requires the integration of organizational and pedagogical mechanisms. Strategic planning, inclusive environment creation, teacher professional development, psychological and pedagogical support, parental cooperation and monitoring are the main mechanisms that ensure the effectiveness of inclusive preschool education. The head of a preschool institution should act not only as an administrator, but also as a coordinator of inclusive culture, pedagogical cooperation and child-centered support.

The analysis shows that inclusive education can be successfully implemented when all participants of the educational process share common goals and responsibilities. In this regard, the experience of developed countries is valuable for improving national preschool education practice. The development of inclusive management mechanisms contributes to



equal opportunities, social adaptation and the full participation of every child in preschool education.

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