

ORGANIZING "CARE" GROUPS IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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ABSTRACT: This article discusses the content, organizational and pedagogical foundations, and practical significance of the activities of "Care" groups established in preschool educational institutions based on Resolution No. 46 of the Cabinet of Ministers of the Republic of Uzbekistan. The study analyzes the impact of "Care" groups on the development of children with special needs and provides conclusions on their effective organization.

АННОТАЦИЯ: В данной статье рассматриваются содержание, организационно-педагогические основы и практическое значение деятельности групп по уходу, созданных в дошкольных образовательных учреждениях в соответствии с Постановлением № 46 Кабинета Министров Республики Узбекистан. В исследовании анализируется влияние групп по уходу на развитие детей с особыми потребностями и приводятся выводы об их эффективной организации.

ANNOTATSIYA: Mazkur maqolada O'zbekiston Respublikasi Vazirlar Mahkamasining 46-sonli qarori asosida maktabgacha ta'lim muassasalarida tashkil etilayotgan "G'amxo'rlik" guruhlari faoliyatining mazmuni, tashkiliy-pedagogik asoslari va amaliy ahamiyati yoritilgan. Tadqiqotda "G'amxo'rlik" guruhlarining alohida ehtiyojli bolalar rivojlanishiga ta'siri tahlil qilinib, ularni samarali tashkil etish bo'yicha xulosalar berilgan.

Keywords: Care groups, inclusive environment, children with special needs, individual approach.

Ключевые слова

Группы по уходу, инклюзивная среда, дети с особыми потребностями, индивидуальный подход.

Kalit so'zlar

"G'amxo'rlik" guruhlari, inklyuziv muhit, alohida ehtiyojli bolalar, individual yondashuv.

INTRODUCTION

Today, creating equal conditions for all children in the preschool education system, especially involving children who need special attention in the educational process, is one of the priority directions of state policy. Resolution No. 46 of the Cabinet of Ministers of the Republic of Uzbekistan dated January 25, 2024, legally consolidates this process and provides for the organization of "Care" groups in preschool educational institutions.



LITERATURE REVIEW

This Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On Measures to Improve the System of Organizing Education and Rehabilitation of Children with Special Educational Needs" provides an opportunity to organize the educational process taking into account the peculiarities of children's health, mental and physical development. Accordingly, the purpose of the article is to scientifically and methodologically analyze the pedagogical essence of "Care" groups and the experience of organizing them.

RESEARCH METHODOLOGY

The activities of the "Care" group are organized for the purpose of short-term education, upbringing and care of children (children with special educational needs) who have physical, mental, sensory or mental disabilities, but according to their health condition are not allowed to study in specialized preschool educational organizations, specialized and inclusive groups in combined-type preschool educational organizations, specialized schools and boarding schools, general education organizations for studying in an inclusive environment, specialized special technical schools for persons with disabilities.

Children aged 3 to 7 years with the following disabilities are admitted to "Care" groups organized in specialized multidisciplinary preschool educational organizations:

- severe and profound intellectual disability;
- schizophrenia, profound emotional-volitional disorders;
- children with mental or intellectual developmental disabilities with frequent recurrent generalized epileptic seizures;
- severe forms of psychopathy and psychopathic conditions of various causes;
- deaf-blind.

The following methods are used during the research:

- analysis of normative-legal documents;
- pedagogical observation;
- comparison and generalization;
- study of preschool educational institutions' activities.

The activities of "Care" groups organized in preschool educational institutions were taken as the object of research. The subject of the research consists of the content and organizational forms of the educational process carried out in these groups.

RESULTS AND DISCUSSIONS

The research results showed that the activities of "Care" groups lead to the following positive results:

- ensuring the child's social experience enrichment, taking into account their specific characteristics;
- shaping the child's personality and developing their creative abilities;
- helping the child's development according to their age, capabilities, abilities and needs;
- helping families in shaping, educating and adapting children to society;



- forming self-care skills in children;
- creating a "social respite" opportunity for parents.

Also, it was determined that organizing activities in short sessions and on a play basis increases children's interest. The collaborative activities of educators, defectologists, psychologists and medical staff ensure the effectiveness of the educational process.

The obtained results showed that "Care" groups are an important component of inclusive education. Through these groups, an individual approach is provided to children with special needs, and problems in their development are identified early.

Pedagogical practice shows that if the activities of "Care" groups are planned and carried out systematically, the possibility of adapting children to subsequent inclusive or general groups increases. This confirms the effectiveness of Resolution No. 46.

CONCLUSION & RECOMMENDATIONS

In conclusion, "Care" groups organized on the basis of Resolution No. 46 of the Cabinet of Ministers are an effective form of supporting children with special needs in the preschool education system. These groups ensure the comprehensive development of children and serve their adaptation to society.

In the future, it would be appropriate to methodologically further enrich the activities of "Care" groups and strengthen the system of training specialists.

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