

METHODOLOGICAL FOUNDATIONS FOR PREPARING FUTURE PRESCHOOL EDUCATORS TO ORGANIZE CORRECTIONAL AND DEVELOPMENTAL WORK ON THE FORMATION OF SOCIAL INTELLIGENCE IN PUPILS WITH SPECIAL EDUCATIONAL NEEDS

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Abstract

The article examines the methodological foundations for preparing future preschool educators to organize correctional and developmental work aimed at forming social intelligence in pupils with special educational needs. The relevance of the topic is determined by the growing need for inclusive preschool education, where the teacher must not only provide care and instruction, but also create conditions for communication, emotional responsiveness, cooperation, empathy and socially appropriate behavior. The study emphasizes that social intelligence in preschool children with special educational needs develops most effectively when pedagogical, psychological, diagnostic and correctional methods are integrated into a unified educational process. Special attention is paid to the professional readiness of future preschool educators, including their theoretical knowledge, practical skills, reflective position, ability to design individual developmental routes and competence in interaction with families and specialists. The article substantiates the importance of practice-oriented training, inclusive pedagogical technologies, observation, play-based methods, social modeling, emotional dialogue, and collaborative activities. The results show that systematic preparation of students in pedagogical universities increases their ability to plan correctional and developmental work, adapt educational tasks to children's individual needs, and support the social development of each child in an inclusive group.

Keywords: Preschool education, future educators, social intelligence, special educational needs, correctional and developmental work, inclusive pedagogy, methodological foundations, professional readiness.

Introduction

МЕТОДИЧЕСКИЕ ОСНОВЫ ПОДГОТОВКИ БУДУЩИХ ВОСПИТАТЕЛЕЙ К ОРГАНИЗАЦИИ КОРРЕКЦИОННО-РАЗВИВАЮЩЕЙ РАБОТЫ ПО ФОРМИРОВАНИЮ СОЦИАЛЬНОГО ИНТЕЛЛЕКТА У ВОСПИТАННИКОВ С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ

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Аннотация

В статье рассматриваются методологические основы подготовки будущих воспитателей дошкольных образовательных организаций к организации коррекционно-развивающей работы, направленной на формирование социального интеллекта у воспитанников с особыми образовательными потребностями. Актуальность темы определяется возрастающей потребностью инклюзивного дошкольного образования, в котором педагог должен не только осуществлять уход и обучение, но и создавать условия для общения, эмоциональной отзывчивости, сотрудничества, эмпатии и социально приемлемого поведения. В исследовании подчеркивается, что социальный интеллект у дошкольников с особыми образовательными потребностями наиболее эффективно развивается при интеграции педагогических, психологических, диагностических и коррекционных методов в единый образовательный процесс. Особое внимание уделяется профессиональной готовности будущих воспитателей, включающей теоретические знания, практические умения, рефлексивную позицию, способность проектировать индивидуальные развивающие маршруты и компетентность во взаимодействии с семьей и специалистами. В статье обосновывается значение практико-ориентированной подготовки, инклюзивных педагогических технологий, наблюдения, игровых методов, социального моделирования, эмоционального диалога и совместной деятельности. Полученные результаты показывают, что системная подготовка студентов педагогических вузов повышает их способность планировать коррекционно-развивающую работу, адаптировать

образовательные задания к индивидуальным потребностям детей и поддерживать социальное развитие каждого ребенка в инклюзивной группе.

Ключевые слова: дошкольное образование, будущие воспитатели, социальный интеллект, особые образовательные потребности, коррекционно-развивающая работа, инклюзивная педагогика, методологические основы, профессиональная готовность.

Introduction

The modernization of preschool education places special emphasis on the development of a child's personality, communication abilities and readiness for interaction in a socially diverse environment. In this context, the formation of social intelligence in pupils with special educational needs becomes one of the important tasks of inclusive preschool pedagogy. Social intelligence allows a child to understand emotions, recognize social situations, respond to the behavior of peers and adults, participate in joint activities, follow basic norms of communication and gradually acquire experience of cooperation. For children with special educational needs, these processes may be complicated by speech, cognitive, emotional, behavioral, sensory or motor difficulties. Therefore, their social development requires purposeful correctional and developmental support organized by professionally trained educators.

The preparation of future preschool educators for this type of work is not limited to the acquisition of general pedagogical knowledge. It requires a methodological system that combines inclusive values, developmental psychology, special pedagogy, diagnostic skills, communication technologies, play-based correctional methods and reflective professional thinking. The educator must be able to observe the child's social behavior, identify difficulties in interaction, plan developmental tasks, adapt educational materials, create emotionally safe situations and cooperate with psychologists, speech therapists, defectologists and parents. Such readiness is especially important in preschool education because early childhood is a sensitive period for the formation of emotional responsiveness, attachment, imitation, role behavior and initial forms of empathy. In the conditions of educational development in Uzbekistan, inclusive education is gradually becoming an integral part of the preschool system. This process increases the responsibility of pedagogical universities for training specialists

who are able to work in groups where children have different developmental opportunities. Future educators should understand that inclusion does not mean only the physical presence of a child with special educational needs in a common group. It means the creation of a pedagogical environment in which each child receives support for participation, communication and personal growth. In this sense, correctional and developmental work should be viewed not as a separate additional activity, but as a natural part of daily educational practice.

The methodological foundations of such preparation include several interrelated approaches. The competency-based approach determines the professional qualities and practical skills that students must master. The personality-oriented approach requires attention to the uniqueness of each child's development. The activity-based approach emphasizes the role of play, communication, movement, creativity and cooperation in social development. The inclusive approach forms respect for diversity, tolerance and the ability to adapt the educational process. The diagnostic and corrective approach provides tools for identifying children's needs and designing appropriate pedagogical support. Together, these approaches create a theoretical and practical basis for preparing future preschool educators.

The problem is also connected with the need to strengthen the practical component of university training. Students often study inclusive education theoretically, but they may experience difficulties when they face real children with special educational needs in preschool institutions. Therefore, teacher training should include case analysis, pedagogical observation, simulation of inclusive situations, development of individual educational routes, practice in preschool organizations and reflection on professional actions. The effectiveness of correctional and developmental work depends on whether the future educator can transform theoretical knowledge into concrete pedagogical decisions.

Thus, the relevance of the research lies in the need to define methodological foundations that ensure the professional readiness of future preschool educators to organize correctional and developmental work on the formation of social intelligence in pupils with special educational needs. This issue has scientific, pedagogical and social significance, because the successful social development of children in preschool age creates the basis for their further education, adaptation and participation in society.

Methods

The methodological basis of the study is built on the integration of theoretical analysis, pedagogical modeling, diagnostic observation and practice-oriented interpretation of the professional training process of future preschool educators. The research is aimed at identifying the conditions, principles and pedagogical mechanisms that ensure students' readiness to organize correctional and developmental work on the formation of social intelligence in pupils with special educational needs. In this context, the methodology is not understood only as a set of research procedures, but also as a system of scientific approaches that determine the content, structure and practical direction of teacher training in the field of inclusive preschool education.

The study relies on the competency-based approach, which makes it possible to define the expected professional results of preparing future educators. Within this approach, readiness for correctional and developmental work is considered as a complex quality that includes knowledge of age and special psychology, understanding of inclusive education principles, ability to diagnose social difficulties, skills in planning developmental tasks, competence in communication with children and parents, and readiness for cooperation with specialists. The competency-based approach allows the educational process in a pedagogical university to be oriented toward practical professional actions rather than only theoretical memorization.

The personality-oriented approach was also used as an important methodological foundation. It requires future educators to perceive each child with special educational needs as an individual with unique developmental opportunities, emotional reactions, communication experience and social needs. This approach is especially significant in preschool education, because children's behavior may not always reflect unwillingness to communicate; it may be connected with speech delay, anxiety, sensory overload, insufficient self-regulation or limited experience of interaction. Therefore, students must learn to analyze the child's behavior pedagogically and humanely, without labeling or simplifying the problem.

The activity-based approach was applied to determine the forms and methods of correctional and developmental work. Since preschool children acquire social experience mainly through play, imitation, joint actions, movement, creative tasks and emotionally colored communication, the formation of social intelligence

should be organized through active participation. Future educators were oriented toward the use of role-playing games, didactic games, story-based situations, pair and group activities, emotional recognition exercises, dramatization, fairy-tale therapy elements, visual support and social modeling. These methods help children understand social roles, express feelings, recognize the intentions of others and practice cooperative behavior.

The diagnostic component of the methodology included pedagogical observation, analysis of children's participation in group activities, identification of communication difficulties, assessment of emotional responsiveness and study of interaction between the child, peers and adults. For future educators, diagnostic work was considered not as a medical procedure, but as a pedagogical tool for planning support. Students were taught to record observable behavior, distinguish between occasional reactions and stable difficulties, and use diagnostic information to adapt educational tasks.

The research also used pedagogical modeling as a method for constructing a training system for future preschool educators. The model included motivational, cognitive, practical and reflective components. The motivational component was directed at forming inclusive values and professional responsibility. The cognitive component included theoretical knowledge about social intelligence, special educational needs and correctional pedagogy. The practical component involved the development of skills for organizing developmental interaction with children. The reflective component encouraged students to evaluate their own pedagogical decisions, identify difficulties and improve their professional behavior.

Practice-oriented methods occupied a central place in the study. Students analyzed pedagogical cases, designed fragments of correctional and developmental activities, prepared individual support plans, simulated communication with children with different developmental needs and discussed possible difficulties in inclusive groups. Such methods made it possible to connect university training with real professional situations. The methodological design of the study therefore ensured a comprehensive analysis of how future preschool educators can be prepared to support the social intelligence of pupils with special educational needs in inclusive preschool practice.

Results

The results of the study show that the preparation of future preschool educators for correctional and developmental work on the formation of social intelligence in pupils with special educational needs becomes effective when it is organized as a holistic pedagogical process rather than as a separate theoretical discipline. The analysis of methodological approaches confirmed that students develop professional readiness more successfully when inclusive values, psychological knowledge, diagnostic observation, practical pedagogical technologies and reflection are combined in the content of their training. This combination allows future educators to understand the child not only as an object of pedagogical influence, but as an active participant in communication and social interaction.

One of the main results is the clarification of the structure of professional readiness required for organizing correctional and developmental work in preschool education. This readiness includes motivational, cognitive, operational-practical and reflective components. The motivational component is expressed in the future educator's acceptance of inclusive values, positive attitude toward children with special educational needs and willingness to create a supportive educational environment. The cognitive component includes knowledge about the essence of social intelligence, the age-specific characteristics of preschool children, types of special educational needs, methods of pedagogical diagnosis and principles of correctional support. The operational-practical component reflects the ability to use games, social situations, emotional exercises, visual materials, cooperative tasks and individualized pedagogical strategies. The reflective component is connected with the ability to analyze one's own actions, evaluate the effectiveness of pedagogical decisions and correct the organization of work according to the child's developmental dynamics.

The study also revealed that the formation of social intelligence in pupils with special educational needs is most productive when correctional and developmental work is included in everyday preschool activities. Isolated exercises have limited effectiveness if they are not connected with natural communication situations. Children acquire social experience more actively during play, joint creativity, routine moments, communication with peers, dramatization, movement activities and emotionally meaningful interaction with adults. Therefore, future educators should be prepared to transform ordinary moments of the preschool day into developmental situations. Greeting, sharing

toys, participating in group games, asking for help, expressing emotions and resolving simple conflicts can become pedagogically significant opportunities for developing social understanding.

Another important result is the identification of the pedagogical conditions that support this process. These conditions include the creation of an emotionally safe environment, adaptation of tasks to individual developmental opportunities, systematic observation of children's behavior, cooperation between educators and specialists, involvement of parents, and the use of visual and play-based support. The emotional safety of the group is especially important because children with special educational needs may experience anxiety, communication difficulties or low confidence in interaction. When the educator maintains a calm, accepting and predictable environment, children are more willing to participate in communication and joint activities.

The research confirmed the significance of practice-oriented training in pedagogical universities. Students who work with pedagogical cases, observe inclusive preschool groups, design correctional and developmental activities and analyze real or simulated situations demonstrate a deeper understanding of professional tasks. They become more capable of choosing appropriate methods, predicting possible difficulties and adapting interaction according to the child's response. The use of case analysis and pedagogical modeling helps future educators move from abstract knowledge to practical decision-making.

The results also indicate that the educator's cooperation with families and specialists is a necessary factor in the development of social intelligence. Parents provide important information about the child's behavior, emotional reactions and communication experience at home, while psychologists, speech therapists and special educators help select appropriate correctional strategies. Future preschool educators should therefore be trained not only to work directly with children, but also to participate in interdisciplinary collaboration. Such cooperation ensures consistency of developmental influence and increases the effectiveness of support for pupils with special educational needs.

Discussion

The discussion of the research results shows that the methodological preparation of future preschool educators for organizing correctional and developmental work should be understood as a multidimensional process. It cannot be reduced to the

study of separate methods or to general knowledge about inclusive education. The formation of social intelligence in pupils with special educational needs requires the educator to combine pedagogical sensitivity, psychological understanding, communicative flexibility and the ability to build a developmental environment. Therefore, the training of future specialists in pedagogical universities must be based on the unity of theory, practice and professional reflection.

A key issue is the interpretation of social intelligence itself in preschool childhood. At this age, social intelligence is manifested not through complex intellectual judgments, but through elementary abilities to understand emotions, respond to the actions of others, participate in joint play, follow simple rules, express needs, show sympathy and regulate behavior in communication. In children with special educational needs, these manifestations may develop unevenly. For example, a child may understand the adult's emotional tone but experience difficulty in verbal expression; another child may want to communicate with peers but lack appropriate behavioral models. This means that correctional and developmental work should be individualized and based on careful pedagogical observation.

The results confirm that the educator plays a central role in mediating the child's social experience. In inclusive preschool groups, the teacher becomes an organizer of interaction, a model of emotional response and a regulator of the social environment. Future educators must learn to create situations in which children with different developmental opportunities can communicate without fear of failure. This requires the use of accessible instructions, visual supports, predictable routines, short cooperative tasks, emotionally positive reinforcement and gradual involvement in group activity. Such methods are especially effective when they are not artificial, but naturally integrated into the daily life of the preschool group.

The discussion also highlights the importance of shifting from a deficit-based view of children with special educational needs to a resource-oriented pedagogical position. A deficit-based approach focuses mainly on limitations, delays and difficulties. In contrast, a resource-oriented approach identifies the child's strengths, interests, emotional responses and available forms of communication. For future preschool educators, this shift is methodologically important because it determines how they design correctional and developmental work. If the educator sees only the problem, the child may become passive and

dependent. If the educator sees developmental potential, pedagogical support becomes more flexible, humane and effective.

Another significant aspect is the need for interdisciplinary cooperation. The educator alone cannot fully solve all developmental tasks related to speech, emotional regulation, sensory adaptation or behavioral difficulties. However, the educator is the person who observes the child in everyday social situations and can ensure continuity of correctional influence. Therefore, the professional training of future preschool educators should include the ability to interact with psychologists, speech therapists, defectologists, medical specialists when necessary, and families. This cooperation helps create a unified developmental route, where all participants understand the child's needs and apply consistent strategies.

The research also demonstrates that practice-oriented university training is a necessary condition for professional readiness. Traditional lectures provide important theoretical knowledge, but they do not always prepare students for real inclusive situations. Future educators need to analyze cases, observe children, design developmental games, discuss difficult pedagogical situations and reflect on their own reactions. Such training helps students understand that correctional and developmental work is not a mechanical application of techniques, but a thoughtful process requiring flexibility and responsibility.

In the context of preschool education in Uzbekistan, this issue has particular significance because inclusive practices are developing together with the modernization of educational content and teacher training. Pedagogical universities should strengthen the connection between academic disciplines, preschool practice and research-based methodological work. The preparation of future educators must form not only knowledge about special educational needs, but also readiness to support the social dignity, participation and emotional well-being of every child. This makes the formation of social intelligence an important indicator of the quality of inclusive preschool education.

Conclusion

The preparation of future preschool educators to organize correctional and developmental work on the formation of social intelligence in pupils with special educational needs is one of the essential directions of modern pedagogical education. The analysis carried out in the article shows that this preparation must

be based on a scientifically grounded methodological system that unites inclusive values, psychological and pedagogical knowledge, diagnostic competence, practical skills and reflective professional thinking. Social intelligence in preschool childhood is formed through emotional contact, imitation, communication, play, cooperation and participation in socially meaningful situations. Therefore, the educator's task is not limited to teaching separate behavioral rules; it consists in creating a developmental environment where the child gradually learns to understand others, express emotions, cooperate with peers and feel accepted in the group.

The study confirms that correctional and developmental work with children with special educational needs should be organized as a continuous and integrated process. It should not be separated from the daily life of the preschool group, because children acquire social experience most naturally in ordinary situations of communication, joint play, routine activities, creative tasks and interaction with adults. Every moment of preschool life can become a condition for developing social intelligence if the educator consciously supports children's communication, helps them recognize emotions, models positive behavior and encourages participation according to individual abilities.

An important conclusion is that the professional readiness of future educators has a complex structure. It includes motivational readiness, expressed in acceptance of inclusive values and respect for the child's individuality; cognitive readiness, expressed in knowledge of preschool development, special educational needs and correctional pedagogy; practical readiness, expressed in the ability to use play-based, communicative, visual and individualized methods; and reflective readiness, expressed in the ability to evaluate pedagogical decisions and improve one's own professional actions. The absence of any of these components weakens the effectiveness of the educator's work and limits the developmental potential of inclusive preschool education.

The methodological foundations identified in the study demonstrate the need to strengthen the practice-oriented character of university training. Future preschool educators should not only study theoretical material, but also analyze pedagogical cases, observe children's behavior, design correctional and developmental activities, create individual support plans and reflect on real educational situations. Such preparation helps students develop professional flexibility and the ability to make responsible pedagogical decisions in inclusive groups. It also

forms their understanding that each child with special educational needs has not only difficulties, but also developmental resources that can be supported through sensitive and competent pedagogical interaction.

The effectiveness of correctional and developmental work also depends on cooperation between educators, families and specialists. The formation of social intelligence requires consistency of influence, because the child's social behavior develops in different environments: at home, in the preschool organization and in communication with peers. Future educators must therefore be prepared for constructive dialogue with parents, psychologists, speech therapists and special educators. Interdisciplinary cooperation allows the educator to better understand the child's needs and select appropriate methods of support.

Thus, the methodological preparation of future preschool educators is a decisive factor in improving the quality of inclusive preschool education. In the pedagogical university, this preparation should be organized systematically, with attention to values, knowledge, skills and reflection. The formation of social intelligence in pupils with special educational needs contributes not only to their communication development, but also to their emotional well-being, social adaptation and future educational success.

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