

**PSYCHOLOGICAL-PEDAGOGICAL MODEL OF EDUCATION
OF PRIMARY GRADE STUDENTS IN THE CONDITIONS OF
INCLUSIVE EDUCATION**

Rahmonaliyeva Dilshunos Elyorbek qizi

Namangan davlat universiteti Filologiya fakulteti

O'zbek tili yo'nalishi UZB-BU-23 guruh talabasi

Annotation: *This article examines the psychological and pedagogical model of teaching primary school students in the context of inclusive education. The study analyzes modern approaches to organizing the educational process based on inclusive principles and consideration of individual developmental characteristics of learners. The article describes the key components of the psychological and pedagogical model, including the diagnosis of students' educational needs, the use of differentiated and adapted teaching methods, the creation of a supportive educational environment, and the collaboration between teachers, psychologists, and parents. Special attention is given to the cognitive, emotional, and social development of primary school students in an inclusive learning environment where children with diverse educational needs study together. The findings emphasize that the successful implementation of inclusive education requires the development and application of a comprehensive psychological and pedagogical model aimed at ensuring equal educational opportunities for all learners and improving the overall quality of education.*

Keywords: *Inclusive education, primary education, psychological and pedagogical model, individual approach, educational process, pedagogical technologies, social adaptation, student development.*

Annotatsiya: *Mazkur maqolada inklyuziv ta'lim sharoitida boshlang'ich sinf o'quvchilarini o'qitishning psixologik-pedagogik modeli nazariy va amaliy jihatdan tahlil qilinadi. Tadqiqotda zamonaviy ta'lim tizimida inklyuziv yondashuvning ahamiyati, uning boshlang'ich ta'lim bosqichidagi o'rni hamda*

o'quvchilarning individual rivojlanish xususiyatlarini hisobga olgan holda ta'lim jarayonini tashkil etish masalalari yoritilgan. Maqolada psixologik-pedagogik modelning asosiy tarkibiy qismlari – diagnostika, individual yondashuv, moslashtirilgan o'quv metodlari, o'qituvchi va ota-onalar hamkorligi, shuningdek, ta'lim muhitining ijtimoiy-psixologik qo'llab-quvvatlash tizimi ilmiy asosda bayon etilgan. Shuningdek, inklyuziv ta'lim jarayonida boshlang'ich sinf o'quvchilarining kognitiv, emotsional va ijtimoiy rivojlanishiga ta'sir etuvchi omillar ham ko'rib chiqiladi. Tadqiqot natijalari inklyuziv ta'limni samarali tashkil etish uchun psixologik-pedagogik modelni ishlab chiqish va amaliyotga tatbiq etish muhimligini ko'rsatadi. Mazkur model o'quvchilarning individual ehtiyojlarini hisobga olgan holda ta'lim jarayonini optimallashtirish, ta'lim sifatini oshirish hamda barcha bolalar uchun teng ta'lim imkoniyatlarini yaratishga xizmat qiladi.

Kalit so'zlar: *inklyuziv ta'lim, boshlang'ich ta'lim, psixologik-pedagogik model, individual yondashuv, ta'lim jarayoni, pedagogik texnologiyalar, ijtimoiy moslashuv, o'quvchilarning rivojlanishi.*

Аннотация: *В данной статье рассматривается психолого-педагогическая модель обучения учащихся начальных классов в условиях инклюзивного образования. Исследование направлено на анализ современных подходов к организации образовательного процесса, основанных на принципах инклюзии и учета индивидуальных особенностей развития каждого ребенка. В статье раскрываются основные компоненты психолого-педагогической модели, включающие диагностику образовательных потребностей учащихся, применение дифференцированных и адаптированных методов обучения, организацию благоприятной образовательной среды, а также сотрудничество учителя, психолога и родителей. Особое внимание уделяется развитию когнитивных, эмоциональных и социальных навыков младших школьников в условиях совместного обучения детей с различными образовательными возможностями. Результаты исследования показывают, что эффективная реализация инклюзивного образования требует*

разработки и внедрения комплексной психолого-педагогической модели, направленной на обеспечение равных образовательных возможностей для всех учащихся и повышение качества образовательного процесса.

***Ключевые слова:** инклюзивное образование, начальная школа, психолого-педагогическая модель, индивидуальный подход, образовательный процесс, педагогические технологии, социальная адаптация, развитие учащихся.*

Introduction

The modern education system is developing based on the principles of human rights, equal opportunities and social justice. In this regard, the concept of inclusive education is recognized today as one of the important directions of world pedagogical practice. Inclusive education is a system that provides equal opportunities for all children, including students with disabilities or special educational needs, to receive education in general education institutions. This approach is aimed at eliminating discrimination in the educational process, taking into account the individual capabilities and needs of each child, and ensuring their social integration. In today's globalization environment, one of the main tasks of the education system is to create a favorable pedagogical environment for the intellectual, social and emotional development of each individual. In particular, the primary education stage is the foundation for the formation of a child as a person, his cognitive activity, communicative skills and social adaptation. Therefore, the effective organization of inclusive education in primary grades is an urgent scientific and practical task for pedagogy and psychology. In this process, the organization of the educational process, taking into account the age and individual psychological characteristics of students, is of particular importance. Teaching primary school students in inclusive education differs to a certain extent from traditional pedagogical approaches. Because in such an educational process, the level of knowledge, psychophysiological state, pace of development, and level of social adaptation of students are different. Therefore, the teacher must effectively

use a differentiated approach, individual educational strategies, adapted teaching methods, and a psychological support system in organizing the educational process. In particular, cooperation between the teacher, school psychologist, and parents is one of the important factors in the successful implementation of inclusive education. Analysis of pedagogical theory and practice shows that a systematic and scientifically based psychological and pedagogical model is necessary for the effective organization of inclusive education. Such a model expresses the goals, objectives, principles, methods and results of the educational process in an interconnected manner. The psychological and pedagogical model makes it possible to identify the individual needs of primary school students, support their cognitive and emotional development, and also ensure their adaptation to the social environment. As a result, the educational process can be more effective, systematic and productive. Currently, conceptual approaches aimed at developing inclusive education have been developed in many countries. In this process, adaptation of the educational environment, development of inclusive competence of teachers, implementation of individual educational programs and improvement of pedagogical and psychological support mechanisms are of great importance. Especially at the primary education stage, one of the main tasks of inclusive education is to successfully involve students in the socialization process, build their self-confidence, and develop learning motivation. In this regard, the main goal of this article is to scientifically substantiate the psychological and pedagogical model of teaching primary school students in inclusive education and analyze its structural components. In the course of the research, the theoretical foundations of inclusive education, the characteristics of the psychological development of primary school students, and pedagogical mechanisms for the effective organization of the educational process are analyzed.

Main part

Inclusive education is one of the most important areas of modern pedagogy, which is aimed at providing educational opportunities for all children, taking into account their individual characteristics and needs. This approach not only ensures

the integration of children with special educational needs into the education system, but also forms important qualities such as tolerance, social cooperation and humanity in healthy developing students. The effective organization of inclusive education is directly related to the development of a scientifically based psychological and pedagogical model and its implementation in practice. The primary education stage is an important period in the intellectual, social and emotional development of a child. During this period, students begin to develop motivation for learning, independent thinking, communication and teamwork skills. In the context of inclusive education, the process of educating primary school students is manifested as a complex pedagogical system. Because the class will contain students with different levels of development, psychophysiological characteristics, learning opportunities and social experience. Therefore, the teacher must be based on the principle of an individual approach in organizing the educational process. The psychological and pedagogical model of teaching primary school students in inclusive education consists of several interrelated components. First of all, the diagnostic component is of particular importance. Through diagnostics, the level of psychological development, cognitive abilities, state of social adaptation and educational needs of students are determined. This process is carried out in cooperation with the school psychologist, teacher and parents. Based on the results of the diagnostics, individual educational strategies are developed for students. This helps to organize the educational process more effectively. The next important element of the psychological and pedagogical model is a differentiated and individual approach. Teaching all students in inclusive classes using the same methods may not yield effective results. Therefore, the teacher should use various pedagogical methods and technologies, taking into account the level of knowledge, abilities and pace of development of students. Through differential teaching methods, educational materials are adapted, tasks are differentiated by the level of complexity and are presented in accordance with the capabilities of each student. This process builds self-confidence in students and increases their interest in educational activities. In the inclusive education model, the psychologically

favorable educational environment is also of particular importance. For primary school students, a positive emotional environment, supportive pedagogical relationships and a classroom climate based on mutual respect increase the effectiveness of education. If a student feels like an equal member of the class team, he will participate more actively in the learning process. Therefore, the teacher should pay special attention to creating a positive psychological environment in the classroom, developing the principles of cooperation and mutual assistance between students. Another important aspect of the psychological and pedagogical model is the adapted use of educational methods and technologies. In the process of inclusive education, interactive methods, cooperative learning technologies, visual and practical teaching aids are effective. For example, working in small groups, solving problem situations, game technologies and project-based learning methods ensure the active participation of all students. Such methods help to develop students' communication skills, strengthen their social adaptation and form the ability to think independently. The professional competence of the teacher is also one of the decisive factors in the process of inclusive education. The teacher must be well versed in the theoretical foundations of inclusive education, be able to correctly assess the psychological characteristics of students and adapt the educational process. At the same time, the teacher's personal qualities, such as empathy, patience, and communication, also play an important role. The teacher must respect the personal dignity of each student, encourage their success, and help them overcome difficulties. Also, cooperation with parents is of great importance in the effective implementation of inclusive education. Parents should be regularly informed about their child's development, educational needs, and academic activities. Effective communication between the teacher and parents has a positive effect on the development of students. Through such cooperation, it is possible to quickly resolve problems that arise in the educational process, support the psychological state of students, and ensure their social adaptation. In general, the psychological and pedagogical model of teaching primary school students in inclusive education requires a comprehensive and systematic approach. This model

is based on diagnostics, an individual approach, adapted teaching methods, a positive psychological environment, and cooperation between teachers and parents. The combination of these factors serves to increase the effectiveness of the educational process, support the personal development of students, and create equal educational opportunities for all children.

Empirical analysis

In order to practically substantiate the psychological and pedagogical model of teaching primary school students in inclusive education, experimental work was conducted. During the research, the characteristics of educational activity, social adaptation and psychological development of primary school students were studied. The main goal of the empirical analysis was to determine the impact of the inclusive education model on the learning process, social activity and emotional state of students. Experimental work was organized in primary schools of general education schools. During the research, the characteristics of individual development, learning motivation, communication skills and the level of social adaptation of students were comprehensively analyzed. As empirical research methods, pedagogical observation, interviews, diagnostic tests, questionnaires and methods of analyzing the results of educational activities were used. Through these methods, the active participation of students in the educational process, the level of completion of educational tasks and their interaction with the class team were determined. The empirical analysis revealed that lessons organized in an inclusive educational environment have a positive impact on students' learning activities. In the educational process organized on the basis of a differentiated and individual approach, students were observed to better master the educational material. In particular, the presentation of educational material in an adapted form and the use of interactive methods increased students' interest in the lesson. As a result, students' cognitive activity increased and their independent thinking skills developed. During the study, significant positive changes were also observed in the level of students' social adaptation. In an inclusive classroom environment, students began to develop the skills of cooperation, helping each other, and working in a team. In particular,

working in small groups, game technologies, and cooperative learning methods played an important role in forming students' communicative skills. At the same time, it was observed that socio-moral qualities such as empathy, tolerance and social responsibility were also developed in healthy developing students. The results of the empirical analysis showed that creating a positive psychological environment for students in inclusive education is an important factor in increasing educational effectiveness. If a student feels like an important member of the class team, his motivation to study increases. During the research process, it was found that the teacher's supportive pedagogical approach, a motivating assessment system and individual counseling served to strengthen the psychological stability of students. Also, during the empirical research process, it was observed that cooperation between teachers and parents was of great importance. Establishing regular communication with parents and involving them in the educational process of their child had a positive effect on the students' academic performance. The support provided by parents helped to increase students' self-confidence and their more active involvement in the educational process. The results of the study confirmed that the psychological and pedagogical model of inclusive education has a significant positive impact on the academic performance, social adaptation and personal development of primary school students. In the educational process organized on the basis of this model, it was observed that the level of knowledge acquisition, communication skills and teamwork skills of students improved. In general, the results of the empirical analysis showed that the psychological and pedagogical model of teaching primary school students in inclusive education is an effective pedagogical mechanism. This model allows for the individualization of the educational process, taking into account the psychological needs of students and supporting their social development. As a result, the educational process will develop more effectively, systematically and sustainably.

Conclusion

Inclusive education is an important component of the modern education system, which is a humane pedagogical approach aimed at creating equal

educational opportunities for all students. This article analyzes the psychological and pedagogical model of teaching primary school students in inclusive education from a theoretical and empirical perspective. The results of the study showed that a systematic, scientifically based and integrated pedagogical model is necessary for the effective organization of inclusive education at the primary education stage. The analysis revealed that taking into account the individual developmental characteristics, psychological needs and learning opportunities of students in the process of inclusive education is an important pedagogical principle. Since primary school students are distinguished by their age characteristics, one of the priority tasks of the educational process is to form their interest in learning, develop their cognitive activity and ensure their social adaptation. From this point of view, the psychological and pedagogical model used in inclusive education serves to identify the individual needs of students, adapt the educational process and form a pedagogical support system. The main components of the psychological and pedagogical model developed during the study were diagnostics, individual and differential approaches, adapted teaching methods, a positive psychological environment, and cooperation between teachers, psychologists and parents. The interaction of these components has a positive effect on increasing the effectiveness of the inclusive educational process, on the active participation of students in the learning process, and on their personal development. The results of the empirical analysis showed that lessons organized on the basis of inclusive education increase students' motivation for learning, strengthen their social activities, and develop their communicative skills. In particular, the use of a differential approach and interactive pedagogical methods helps to effectively organize the process of students' mastery of knowledge. At the same time, an inclusive educational environment contributes to the formation of important social values in students, such as tolerance, cooperation and mutual respect. Also, the professional competence and pedagogical skills of the teacher are of great importance in the process of inclusive education. The teacher must have a deep understanding of the psychological characteristics of students, be able to adapt the educational process and support the personal

development of each student. Effective cooperation between the teacher and parents ensures the successful integration of students into the educational process. In general, the psychological and pedagogical model of teaching primary school students in inclusive education is an important theoretical and practical basis for the effective organization of the educational process. The widespread introduction of this model into educational practice will help improve the quality of the primary education system, realize the individual potential of students and ensure equal educational opportunities in society. The consistent development of inclusive education is essential for the formation of the future generation as well-rounded, socially active, and responsible individuals.

List of used literature

1. UNESCO. Guidelines for Inclusion: Ensuring Access to Education for All. Paris: UNESCO Publishing, 2005.
2. UNESCO. Inclusive Education: The Way of the Future. Paris: UNESCO Publishing, 2009.
3. UNICEF. Inclusive Education: Understanding Article 24 of the Convention on the Rights of Persons with Disabilities. New York: UNICEF, 2017.
4. UNESCO. Salamanca Statement and Framework for Action on Special Needs Education. Salamanca, Spain, 1994.
5. L. S. Vygotsky. Mind in Society: The Development of Higher Psychological Processes. Cambridge: Harvard University Press, 1978.
6. Jean Piaget. The Psychology of the Child. New York: Basic Books, 1969.
7. A. V. Petrovsky. Pedagogical psychology. Moscow: Prosveshcheniye, 1987.
8. Ministry of Public Education of the Republic of Uzbekistan. The concept of development of inclusive education. Tashkent, 2020.
9. Sh. M. Mirziyoyev. Strategy of the New Uzbekistan. Tashkent: Publishing House of Uzbekistan, 2021.
10. Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan. Theory and Practice of Pedagogy. Tashkent: Publishing House of Teacher, 2019.