

**METHODOLOGY OF WORKING WITH PRIMARY SCHOOL STUDENTS (IN THE
CONTEXT OF INCLUSIVE EDUCATION)**

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Abstract: Inclusive education has become a key priority in modern educational systems, aiming to provide equal learning opportunities for all children regardless of their physical, cognitive, emotional, or social differences. In primary education, inclusive practices are particularly important, as this stage forms the foundation of children's academic, social, and emotional development. The present article examines the methodology of working with primary school students in the context of inclusive education. The study focuses on pedagogical approaches, instructional strategies, and classroom management techniques that support the effective inclusion of children with special educational needs in mainstream primary classrooms. A theoretical and methodological analysis of contemporary research, inclusive teaching models, and best practices was conducted. The findings emphasize the importance of differentiated instruction, individualized educational planning, collaborative teaching, and a supportive learning environment. The article highlights the role of teachers' professional competence and attitudes in ensuring successful inclusive education. The results may be useful for primary school teachers, teacher educators, and educational policymakers seeking to improve inclusive practices in primary education.

Keywords: inclusive education, primary school students, teaching methodology, special educational needs, differentiated instruction, inclusive classroom.

Introduction

Inclusive education is widely recognized as a fundamental principle of modern educational policy and practice. It is based on the idea that all children, regardless of their abilities, disabilities, or learning differences, have the right to learn together in a common educational environment. Inclusive education promotes social justice, equality, and respect for diversity, while also contributing to the holistic development of every learner. Primary school represents a crucial stage in a child's educational journey. During this period, children acquire basic academic skills, develop social competencies, and form attitudes toward learning and school. For students with special educational needs, inclusive primary education plays a vital role in fostering social integration, self-esteem, and academic progress. However, effective inclusion requires the use of appropriate teaching methodologies that address the diverse needs of learners. Working with primary school students in inclusive settings presents both opportunities and challenges for teachers. Educators must adapt instructional content, teaching methods, and assessment strategies to accommodate individual differences. Therefore, the development and implementation of effective methodologies for inclusive primary education remain an important area of educational research and practice. The purpose of this article is to analyze the methodology of working with primary school students in the context of inclusive education and to identify key pedagogical strategies that enhance learning outcomes and social inclusion.

Literature review

Research on inclusive education has expanded significantly over the past decades. According to UNESCO, inclusive education is a process of addressing and responding to the

diversity of learners' needs by increasing participation in learning and reducing exclusion within education systems.

Several scholars emphasize that inclusive education in primary schools requires a shift from traditional, teacher-centered instruction to learner-centered and flexible teaching approaches. Florian and Black-Hawkins (2011) argue that inclusive pedagogy focuses on extending what is ordinarily available to all learners, rather than creating separate provisions for students with special needs.

Differentiated instruction is widely regarded as one of the most effective methodologies in inclusive classrooms. Tomlinson (2014) highlights that differentiation involves modifying content, process, products, and learning environments to meet students' diverse needs. In primary education, this may include using visual aids, hands-on activities, flexible grouping, and varied assessment methods.

Collaborative teaching and teamwork among teachers, special educators, psychologists, and parents are also identified as essential components of inclusive practice. Studies show that cooperation enhances the effectiveness of individualized support and contributes to a positive classroom climate.

Despite the recognized benefits of inclusive education, research indicates that many teachers face difficulties due to limited training, lack of resources, and insufficient methodological support. This underscores the need for systematic methodological guidance for working with primary school students in inclusive settings.

Methodological Framework Of Inclusive Education In Primary School

Principles of Inclusive Teaching

The methodology of working with primary school students in inclusive education is based on several key principles:

Equality and accessibility: All students have equal access to educational content and activities.

Individualization: Teaching is adapted to individual abilities, needs, and learning styles.

Participation: Every child is actively involved in the learning process.

Supportive environment: A positive, respectful, and safe classroom atmosphere is maintained.

These principles guide teachers in planning and implementing inclusive instruction.

Differentiated Instruction

Differentiated instruction is a central methodological approach in inclusive primary classrooms. Teachers modify instructional strategies according to students' readiness levels, interests, and learning profiles. For example, tasks may vary in complexity, and students may be given choices in how they demonstrate their learning.

Individualized Educational Planning

Individualized Education Plans (IEPs) are essential tools for supporting students with special educational needs. IEPs outline specific learning goals, instructional strategies, accommodations, and assessment methods tailored to each student. In primary education, IEPs should be flexible and regularly reviewed to reflect students' progress.

Classroom Management and Learning Environment

Effective classroom management is crucial in inclusive settings. Teachers should establish clear routines, use positive reinforcement, and promote cooperative learning. The physical environment should be accessible and organized to support diverse learners.

Teaching Methods and Strategies

Interactive and Active Learning Methods

Active learning methods, such as group work, games, role-playing, and project-based learning, are particularly effective in inclusive primary classrooms. These methods encourage collaboration, communication, and peer support.

Use of Visual and Multisensory Approaches

Many primary school students benefit from visual and multisensory teaching methods. The use of pictures, charts, videos, manipulatives, and digital tools helps students better understand and retain information.

Assessment and Feedback

Assessment in inclusive education should be formative and supportive. Teachers should use diverse assessment methods, including observation, portfolios, and performance-based tasks. Constructive feedback helps students recognize their strengths and areas for improvement.

Results and discussion

The analysis of inclusive education methodologies indicates that successful work with primary school students depends on the integration of pedagogical flexibility, individualized support, and collaborative practices. Differentiated instruction and individualized planning significantly improve students' academic engagement and participation. Inclusive methodologies also contribute to positive social outcomes. Primary school students learn to respect diversity, develop empathy, and build cooperative relationships. However, the effectiveness of inclusive education largely depends on teachers' professional competence and access to methodological resources.

The findings suggest that continuous professional development and institutional support are necessary to enhance teachers' ability to implement inclusive methodologies effectively.

Conclusion

Inclusive education in primary school requires a well-structured and flexible methodology that addresses the diverse needs of learners. Working effectively with primary school students in inclusive settings involves differentiated instruction, individualized educational planning, supportive classroom management, and collaborative teaching practices.

The article concludes that inclusive methodologies not only support students with special educational needs but also enhance the overall quality of education for all learners. Strengthening methodological support and teacher training is essential for the successful implementation of inclusive education in primary schools.

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