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INCLUSIVE EDUCATION FOR PRIMARY SCHOOL

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ANNOTATION

This paper analyzes inclusive education for primary school, its policy and methodological foundations, teacher competencies, and classroom-level differentiation. It examines curriculum adaptation, assessment, and collaboration, and describes practical ways to build an inclusive environment that equitably serves diverse learners' needs while aligning international approaches with national values and everyday school practice.

Keywords: *inclusive education; primary school; differentiation; assessment; collaboration; curriculum adaptation; teacher competence.*

ANNOTATSIYA

Ushbu maqola boshlang'ich maktab uchun inklyuziv ta'lim konsepsiyasi, normativ hamda metodik asoslari, pedagogning kompetensiyalari va sinf darajasida differensiallashtirish mexanizmlarini tahlil qiladi. Milliy qadriyatlar bilan xalqaro yondashuvlar uyg'unligi va amaliy tavsiyalar yoritiladi. O'quv dasturlarini

moslashtirish, baholash, hamkorlik imkonlari ko‘rib chiqiladi, turli qatlamdagi o‘quvchilar ehtiyojlari uchun inklyuziv ta’lim muhiti yaratish yo‘llari tasvirlanadi.

Kalit so‘z: *inklyuziv ta’lim; boshlang‘ich maktab; differensiallashtirish; baholash; hamkorlik; moslashtirilgan dastur; pedagog kompetensiyasi.*

АННОТАЦИЯ

В данной статье анализируется концепция инклюзивного образования для начальной школы, ее нормативные и методологические основы, компетенции учителей и механизмы дифференциации в классе. Рассматриваются вопросы адаптации учебной программы, оценки и сотрудничества, а также описываются способы создания инклюзивной среды, учитывающей разнообразные потребности учащихся.

Ключевые слова: *инклюзивное образование; Начальная школа; дифференциация; оценка; сотрудничество; адаптация учебной программы; компетенции учителя.*

ENTER

Inclusive education at the primary school level is a systematic approach aimed at creating the same rights and opportunities for all children, including those who need additional support due to disabilities, developmental characteristics or socio-economic factors. This approach requires not only adjustments in the classroom, but also a rethinking of school culture, organizational management, and partnerships with the parent community. In this thesis, it is explained how the combination of conceptual foundations, methodical solutions and practical processes gives stable results at the initial stage of education.

Conceptual and normative landscape of inclusive education.

The methodological and political foundation of inclusive education at the global level is expressed in the Salamanca Declaration and Program of Actions, which promotes the idea of "schools for all", accepting the diversity of students as a resource

and adapting the system to the needs of the child [1]. This document defines two important directions for elementary school: first, school policy should eliminate discrimination and stigma; secondly, it is necessary to train teachers and allocate resources to turn pedagogical adaptations into real practice. In practice, this means increasing the flexibility of classroom organization, collaborating with support professionals, and conducting assessment processes in a student-friendly format. The strength of the statement is that it does not limit itself to ideal declarations, but sets specific directions that should be followed at the school level; as a result, it creates a legitimate basis for individualizing the program and assessment in the elementary grades.

Culture-policy-practice trinity and school self-analysis.

The Index for Inclusion developed by Booth and Ainscow offers a systematic framework for school self-analysis, culture review, and process improvement [2]. The culture, policy, and practice dimensions of the index are particularly relevant for elementary schools: for example, the culture component assesses classroom climate, inclusive language in teacher discourse, and peer support mechanisms; the policy component examines the process of resource allocation, parent engagement regulations, and tailored programs; and the practice component covers lesson design, differentiated assignments, visual aids, and assessment. The use of the index, especially in small classes, clarifies the principle of "inclusiveness and success of all" on a didactic level: learning goals are written in multilevel, tasks are leveled in complexity, and as a result, each student grows within his own potential.

Theoretical basis: the concept of the immediate zone of development.

As a psychological foundation, Vygotsky’s concept of "zone of proximal development" (ZPD) is the key to inclusive lesson design [3]. ZPD shows that a child achieves the best results in tasks that he cannot do alone, but can do with the help of adults or peers. In the elementary classroom, this is manifested through the teacher’s scaffolding - the creation of temporary supports, visual guides, joint activities and

gradual transition to independence. In inclusion, ZPD helps to organize differentiation within the overall classroom activities, rather than dividing it into "separate programs": the presentation of tasks, cues, incentive mechanisms and time management are adapted for each student. When Vygotsky's approach is put into practice, diversity in the classroom becomes an asset to learning rather than an obstacle; it is in this context that ZPD is inextricably linked with inclusive assessment, because the assessment shows not the current state of the student, but his development vector.

"Inclusive pedagogy" and teacher competencies.

Florian's idea of inclusive pedagogy moves the teacher to "inclusive design" rather than "exclusionary adaptations" [4]. It is, first of all, to offer flexible ways within the framework of common goals: multimodal presentation (text, image, audio), several forms of presentation of the result (oral, written, layout), and the use of simple technologies that facilitate access to learning. According to Florian, the idea that "what is good for some is good for many" reinforces the principles of universal design in the classroom: for example, larger font, increased time, clearly divided instructions, simplify the learning process not only for children with additional needs, but also for all elementary students. This approach requires the teacher to engage in reflective practice, i.e., post-lesson evidence-based analysis, interpretation of data (results of formative assessment), and subsequent.

CONCLUSION

The success of inclusive education in elementary school depends on the combination of three factors: universal design and differentiation at the classroom level, inclusive culture and policy at the school level, and teacher professionalism based on reflective practice. Flexibility in lesson design, growth-oriented assessment, and the functioning of a collaborative ecosystem turn learner diversity into a resource. The combination of local educational values and international scientific approaches makes inclusion not an "additional mechanism", but an integral principle of education. In this way, practical steps will be taken towards fair, quality and sustainable education from the primary stage.

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