



USING INTERACTIVE TEACHING METHODS IN INCLUSIVE EDUCATION

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ABSTRACT

This article examines various interactive methods, such as role-playing games, used with students in inclusive education and their impact on the social and psychological development of children. It also explores, using scientific, theoretical, and practical approaches, the positive impact of effective communication and a supportive environment on the personal development of children with diverse needs.

Nowadays, special attention is being paid to the field of inclusive education in Uzbekistan. It is considered the most priority task of organizing education. special attention is paid to the principles of humanity, universal human values, and tolerance. Inclusive education and primary basic correctional classes in general education schools are organized in accordance with the age and individual characteristics of children, their level of mental development, and their health and neuropsychiatric health. In this type of education, a barrier-free, adapted educational environment is created for students with special educational needs at school, using special tools and methods, involving special educators.

Today, practical experience has been accumulated in many countries of the world in introducing a collaborative environment in the inclusive education system. Countries such as Italy, Norway, and Sweden have fully integrated children with special needs into general education institutions and have achieved the closure of special correctional schools. However, countries that accept children with special needs into the general education system are not exempted from the responsibility of providing additional educational services aimed at correcting and compensating for deficiencies in their physical and mental development [1]. In a number of countries, such as the USA, Great Britain, and Denmark, the choice of school type is determined by law, and parents must confirm the choice of type of education in writing, and in some cases, justify it.

In inclusive education, involving children in a team through collaborative work plays an important role. The tools that most quickly involve children in this are role-playing games, and organizing communication between them through this is important for the child to acquire the necessary skills. Communication is the process of people entering into relationships with each

other during their various activities arising from the needs of joint activities. That is, the activities that each person performs in society (play, study, work, creativity, etc.) include forms of interaction and interaction [2]. Because any work requires complex cooperation, such as people finding a common language with each other, transmitting various information to each other, and exchanging ideas. Therefore, the place of each person in society, the success of their work, and their reputation are directly related to their ability to communicate. The experiences and worldview acquired in the family and other institutions play an important role in a child's entry into social relationships.

In general, the process of socialization builds on the previous one at each stage, and its quality is determined by the success of the previous socialization. The socialization of any person (individual) begins primarily with the family, which is the basis of the cooperative environment, which occupies a leading place among the activities carried out by people and satisfies the most important need in a person - the need to live in society and consider oneself an individual.

According to AVPetrovsky, socialization occurs in 3 stages:

- 1.Flexibility
- 2.Individuality
- 3.Integrative

Socialization is a continuous process that continues from the birth of a child to the formation of a personality and in subsequent periods. The initial socialization process is important for the child, as it serves as the basis for all subsequent interaction processes [3]. That is, childhood falls on the 1st stage, the adaptation stage. At this time, children master elementary norms and rules, social roles, simple forms of activity.

The following exercises can be used in games to develop the movement of a student's articulation organs in kindergarten, preparatory and primary grades of school:

1. Shovel game. In this game, the tongue is extended wide, relaxed, and placed on the lower lip. The teacher must monitor that the tongue does not tremble.

2. Bowl game. The mouth is opened wide, the tongue is extended and raised. The tongue is brought towards the upper teeth. But it does not touch them.

3. The tube game. The tongue is extended wide. The two sides of the tongue are folded upwards. You can also perform blowing exercises with the resulting tube.

4. In the clock game, the tongue is extended long and thin, then the tongue is moved from the right corner of the mouth to the left corner.

5. In horseplay, the tongue is sucked towards the roof of the mouth and then released. The tongue then makes a clicking sound.

6. Delicious jam game. The tongue is stuck out wide, the upper lips are licked, and then taken back into the mouth[4].

7. A number of games can also be used, such as "Galtak" and "Boyokchi". These exercises should be named and the conditions of the game explained, and then performed.

"Shovel ". Among the articulation exercises conducted with preschoolers and students of preparatory and primary grades, the game "Shovel" is of particular importance. This exercise not only creates the basis for accurate pronunciation of sounds, but is also an important tool for training, controlling and strengthening the muscles of the tongue. The content of the exercise is as follows: In the game "Shovel", the child is asked to stick out his tongue in a wide

position and place it on the lower lip in a relaxed manner. The tongue should be fully protruding, it should be free and motionless, without trembling.

Exercise procedure:

1. The child should sit upright and straight, with their head not tilted forward, and their back supported.
2. The mouth is opened and the tongue is slowly pushed out.
3. The tongue is extended in a wide position - the tip of the tongue is placed on the lower lip.
4. The tongue is held in a relaxed position for 5-10 seconds.
5. In this case, the teacher or speech therapist monitors the child's tongue for immobility, tremors, and correct positioning.
6. If the tongue trembles or the muscles tense, the child is given a short rest and the exercise is repeated.

This exercise should be presented to children in the form of an interesting game. For example: "Let's make a shovel! This shovel should be very still. It shouldn't sway in the wind!". "Whose shovel will stay still the longest? Let's have a competition!". The exercise can be enlivened by using interesting characters - a teddy bear, a bunny, a sun. Such an exercise relaxes the muscles of the tongue and reduces tension, strengthens the articulation organs, creates the basis for the child to pronounce sounds more clearly, develops concentration and motor coordination.

Combining exercise with play increases the child's speech activity, gives him enthusiasm [5]. This method is especially effective in an inclusive educational environment, when working with children with different levels of development. In such exercises, it is important to properly regulate breathing. For this, it is effective to use exercises such as: inhaling through the nose (mouth) and exhaling through the mouth (nose) (2-3 times), inflating a balloon, whistling, smelling a flower, and blowing cotton, paper, butterflies, and flowers. These exercises develop self-confidence in the child, respect for peers, and a sense of interconnectedness, and form the skills of working together.

In most cases, in the field of socio-communicative development of state requirements for education, such requirements as socialization, the formation of rules of communication and etiquette in children, teaching them to behave in the family and society are established. The means of socialization of preschool children of 5-6 years old are cultural objects and the social environment, socio-aesthetic situations, socially active methods. In the socialization of children, it is necessary to form spiritual, moral and socio-cultural values specific to the child's age capabilities. In this terms, the child's personal qualities of sociability, openness and tolerance are the mechanism of socialization.

Thus, working with children in the classroom using various interactive methods forms their social development skills, such as assessing the wrong actions of their peers, addressing adults and expressing their opinions to them. This process is necessarily mastered as a result of long-term educational activities, for which it is important to adhere to the principles of the child-student and teacher, student-child and team. Establishing such a system will positively change the attitude of a child involved in inclusive education towards the environment, peers, and others, and will pave the way for the child to mature as a well-rounded individual in the future.

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