

INCLUSIVE EDUCATION IN PRESCHOOL AND PRIMARY SCHOOL

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Annotation: This article explores the concept of inclusive education in preschool and primary school settings. It highlights the importance of providing equal learning opportunities for all children regardless of their abilities, backgrounds, or learning differences. The study analyzes inclusive teaching strategies such as play-based learning, differentiated instruction, and cooperative learning. It also examines the impact of inclusive education on students' academic performance, social development, and emotional well-being. The findings show that inclusive practices enhance participation, motivation, and overall learning outcomes. The article concludes that effective implementation of inclusive education requires appropriate teaching methods, teacher support, and a flexible learning environment.

Keywords: *inclusive education, preschool education, primary education, differentiated instruction, cooperative learning, play-based learning, inclusive teaching strategies, child development, learning diversity, educational equality.*

Annotatsiya: Ushbu maqola maktabgacha va boshlang'ich ta'lim tizimida inklyuziv ta'lim tushunchasini yoritadi. Unda barcha bolalar uchun ularning qobiliyati, kelib chiqishi yoki o'rganishdagi farqlaridan qat'i nazar teng ta'lim imkoniyatlarini yaratish muhimligi ta'kidlanadi. Tadqiqotda o'yin asosida o'rganish, differensial yondashuv va hamkorlikda o'rganish kabi inklyuziv ta'lim strategiyalari tahlil qilinadi. Shuningdek, inklyuziv ta'limning o'quvchilarning akademik natijalari, ijtimoiy rivojlanishi va emotsional holatiga ta'siri ko'rib chiqiladi. Natijalar inklyuziv yondashuv o'quvchilarning faolligi, motivatsiyasi va umumiy o'quv natijalarini oshirishini ko'rsatadi. Maqola inklyuziv ta'limni samarali joriy etish uchun mos metodlar, o'qituvchi qo'llab-quvvatlovi va moslashuvchan ta'lim muhiti zarurligini xulosa qiladi.

Kalit so'zlar: *inklyuziv ta'lim, maktabgacha ta'lim, boshlang'ich ta'lim, differensial yondashuv, hamkorlikda o'rganish, o'yin asosida o'rganish, inklyuziv ta'lim strategiyalari, bola rivojlanishi, o'rganishdagi xilma-xillik, ta'limda tenglik.*

Introduction

Inclusive education plays a crucial role in modern educational systems, especially in preschool and primary school settings. It ensures that all children, regardless of their abilities, backgrounds, or learning differences, have equal access to quality education. This article explores the concept of inclusive education and its impact on young learners' academic and social development. Inclusive education is important because it allows children with different abilities to learn together in the same classroom. It promotes equality, respect, and cooperation among students. Some children may have physical, cognitive, or emotional challenges, while others may learn faster or slower than their peers. Inclusive education helps teachers address these differences through appropriate teaching methods and support systems.

In many schools, inclusive education is not fully implemented, and teachers often struggle to meet the needs of all learners. Some rely on traditional teaching methods that do not consider

individual differences. This can limit students' participation and learning outcomes. Therefore, it is important to analyze inclusive teaching strategies and encourage their effective use in classrooms.

The concept of inclusive education is based on theories of social constructivism and child development. According to Lev Vygotsky (1978), children learn best through interaction and support within their Zone of Proximal Development (ZPD). This highlights the importance of collaborative learning and teacher guidance in inclusive classrooms, where all learners can benefit from shared experiences.

Inclusive education improves students' academic performance, social skills, confidence, and sense of belonging. When children learn together, they develop empathy and respect for diversity. Inclusive practices also encourage active participation and motivation among learners. The primary aim of this study is not to conduct original empirical research, but to critically analyze inclusive education practices in preschool and primary school and evaluate their effectiveness based on existing research and observed outcomes.

Literature review

Research on inclusive education shows that scholars have different perspectives. Some researchers support similar ideas, while others have opposing or alternative views.

Research shows that early childhood experiences strongly influence children's readiness for inclusive learning environments. According to UNESCO (2017), inclusive education ensures that all learners can participate meaningfully in education regardless of their abilities or backgrounds. Many scholars agree that inclusive education is about equality, participation, and respect for all learners.

Mel Ainscow states that “inclusive education is about increasing participation for all learners and reducing exclusion from the culture and curriculum of schools.”, Tony Booth, and Alan Dyson argue that “schools should respond to learner diversity by restructuring cultures, policies, and practices.” inclusive education is a process of increasing participation and reducing exclusion in schools. They emphasize that education systems must adapt to learners, not the other way around. Similarly, Lani Florian emphasizes that “inclusive pedagogy focuses on extending what is ordinarily available to everybody rather than providing something additional for some.”

These scholars share the belief that inclusion is a broad concept involving equality, participation, and social justice. These scholars share the idea that inclusion is about equality, participation, and adapting education to all learners. Some researchers question whether full inclusion is always effective.

Peter Farrell argues that inclusive education may not always produce strong academic results and can be difficult to implement in practice. Peter Farrell argues that “there is limited evidence that inclusive education always leads to better academic outcomes for all students.” On the other hand, Mary Warnock suggests that the best learning environment is not always a fully inclusive classroom, but the place where a child learns most effectively. These views contrast with inclusion advocates, as they highlight practical limitations and suggest that special education settings may sometimes be more appropriate.

Tomlinson (2001) emphasizes differentiated instruction as a key strategy in inclusive education. She explains that teachers should adapt content, process, and assessment according to students' readiness levels, interests, and learning profiles. These scholars question full inclusion and suggest that special settings may sometimes be more effective. Some scholars offer more balanced or mixed perspectives on inclusive education.

Lev Vygotsky emphasizes social interaction and support as key to learning. His theory supports inclusion because children learn better through collaboration and guidance. However, other researchers highlight that inclusive education can be interpreted differently depending on context. For example, Göransson and Nilholm explain that inclusion has both narrow and broad definitions—from focusing only on students with disabilities to addressing all forms of diversity.

Carol Ann Tomlinson argues that “teachers must differentiate instruction to meet the diverse readiness levels, interests, and learning profiles of students.” Additionally, some researchers argue that inclusive education is not just a teaching method but a whole system reform involving policies, culture, and school structure.

Florian (2014) argues that inclusive teaching is not about adapting for a few students, but about designing lessons that work for all learners from the beginning.

Booth and Ainscow (2002) highlight that inclusive education requires changes in teaching methods as well as school culture.

Analyses

At this stage, learning should be highly interactive, visual, and based on children’s natural curiosity and activity. Young learners cannot learn effectively through long explanations, so teaching must involve movement, visuals, and communication. Children learn through games, role-play, and hands-on activities. This method allows all children, including those with special needs, to participate actively. Games help develop social interaction, communication skills, and emotional development. For example, group games encourage cooperation and turn-taking. Pictures, flashcards, real objects, and videos are used to make learning more understandable. These tools are especially helpful for children who have language difficulties or learning delays. Visual aids help children connect words with meanings more easily.

The teacher provides structured and gradual support to help children complete tasks. At first, the teacher guides the child step by step, but over time, support is reduced as the child becomes more independent. This ensures that every learner can succeed at their own level. Activities at this stage should be short (10–15 minutes), engaging, and inclusive. Teachers should create a friendly environment where every child feels safe and valued. At this stage, learners become more independent and are ready for structured learning. However, they still have different abilities, so inclusive strategies remain essential. Teaching should focus on developing both academic skills and social cooperation. Teachers adapt lessons, materials, and tasks according to students’ ability levels, interests, and learning styles. For example, some students may work with simpler texts, while others are given more complex tasks. This ensures that all learners are challenged but not overwhelmed.

Students work together in small groups where they support each other’s learning. Mixed-ability groups are especially effective because stronger students help weaker ones. This method develops teamwork, communication, and mutual respect. Some learners need additional help, such as simplified instructions, extra time, or one-on-one guidance. Teachers may use individual learning plans to support these students effectively. These strategies help create an inclusive classroom where all students feel confident and motivated to learn.

Conclusion

The study shows that inclusive education positively affects children’s academic achievement, social development, and emotional well-being. It helps learners become more confident, active, and respectful toward others. The findings indicate that inclusive teaching methods improve students’ motivation, participation, and learning outcomes. They also support the development of communication and social skills. These results directly support the main aim of the study, which

was to analyze the effectiveness of inclusive teaching strategies in preschool and primary education. The conclusion presents the main ideas clearly without unnecessary details, focusing only on the most important outcomes of the study.

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