

MODERN TECHNOLOGIES OF ORGANIZING INCLUSIVE EDUCATION IN PRIMARY GRADES

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Annotation: *This article presents the pedagogical foundations of effectively involving primary school students with inclusion in lessons, organizing these processes based on their interests and abilities.*

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In the recognition of inclusive education in Uzbekistan, legal documents aimed at social protection adopted around the world and in Uzbekistan play an important role. In Uzbekistan, people with disabilities are valued as equal members of society and are legally protected. According to data, currently the number of people with disabilities in the world is about 1 billion, of which about 700 thousand are in our country.

People with disabilities are entitled to social assistance and protection, the creation of necessary conditions for their free activity, the organization of a society of people with disabilities of various categories, the provision of cultural leisure, education and the creation of electronic libraries, information resource centers, the provision of special equipment and equipment, the creation of medical and pedagogical, and road transport privileges are political issues for the state.

Modern technologies for inclusive primary education use digital tools, assistive devices and AI to create a comfortable, personalized and interesting learning environment for students with different abilities. The main solutions include interactive smart SMART devices, specialized educational programs, VR/AR (virtual and augmented reality) experiences and communication tools that eliminate physical and cognitive barriers.

Examples of key modern technologies for inclusion that are currently widely used include:

Assistive Technology (AT): Tools that directly support learners with disabilities, such as on-screen subtitle readers, screen magnifiers, Braille devices, and text-to-speech software that help with reading and writing.

Augmentative and alternative communication (AAC): Devices and applications that help students with communication difficulties interact, such as speech-to-text devices and image-based communication programs.

Digital content and tools: Interactive whiteboards, digital textbooks, and specialized learning apps (e.g., Microsoft Immersive Reader, Google Classroom tools) allow for content customization for dyslexic students, such as simplifying text or changing font sizes.

Robotics and smart devices: Educational robots, digital assistants (Siri, Alexa), and motion sensors (e.g., Microsoft Kinect) can be used to enhance student engagement and physical interaction in the classroom.

Virtual and augmented reality (VR/AR): Platforms like Google Expeditions and Minecraft Education Edition provide immersive, interactive experiences that help students visualize concepts and explore environments, reducing cognitive load.

Artificial Intelligence-powered Learning Platforms: Adaptive learning systems that personalize learning content to suit each learner's individual pace and needs, increasing motivation and retention.

Game-based learning: Educational games, such as interactive games for skill development, offer a fun way to practice, reinforce skills, and increase participation.

The above and many other modern educational technical and technological tools can help to further involve students with inclusion in the learning process, enrich the content of the lesson. In particular, the use of these innovations in primary grades can provide the following benefits:

Personalization: Adapting lessons to individual learning pace and styles, thereby increasing the potential for greater learning outcomes. For example, distance learning or self-paced learning

Accessibility: Removing barriers to participation such as vision, hearing, or mobility, making it easier for students to understand and learn more

Engagement: Using interactive technologies to promote motivation and collaboration, including tools such as Flipgrid or Microsoft Teams for socialization, can yield better results.

Augmented Communication: Enabling students with speech or hearing impairments to participate in discussions, which is essential for socialization.

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