

TECHNOLOGY FOR DEVELOPING SOCIAL ADAPTATION OF PRIMARY SCHOOL STUDENTS IN INCLUSIVE EDUCATION

Muazzam Muzaffarbek qizi Turdimurodova

1st-year Doctoral Student

Jizzakh State Pedagogical University

muazzamturdimurodova6@gmail.com

Annotation. *This article covers the theoretical and practical foundations of the technology for developing social adaptation of primary school students in inclusive education. The article analyzes the stages of adaptation of children with special educational needs to the school environment, types of pedagogical technologies (play-based, project-based, cooperative learning, differentiated instruction), psychological training, and the method of social stories. Additionally, the roles of the teacher and psychologist, the design of the social environment in the classroom, and assessment criteria are presented. The article is intended for pedagogues and psychologists working in inclusive classrooms, methodologists, and researchers.*

Keywords: *inclusive education, primary school, technology for developing social adaptation, special educational needs, pedagogical technology, psychological training, social stories, cooperative learning.*

Due to the widespread implementation of inclusive education worldwide, the issue of developing social adaptation among primary school students has become one of the pressing problems of pedagogy and psychology. The laws of the Republic of Uzbekistan "On Education" and "On the Rights of Persons with Disabilities" define the transition to inclusive education as a priority direction of state policy [1]. From this perspective, this article analyzes the components, stages, methods, and

conditions of the technology for developing social adaptation of primary school students. Social adaptation refers to a child's ability to enter a new social environment for them – the classroom, the system of relationships with the teacher and peers – to master the requirements of this environment and to function successfully within it while preserving their individual characteristics [2]. In the context of inclusive education, this process has specific difficulties, as a child with special educational needs (e.g., speech impairment, musculoskeletal disorders, hearing or visual impairment, autism spectrum disorder, mild intellectual disability, etc.) often faces additional barriers to communication and behavior compared to their typically developing peers in the classroom [3].

By technology for developing social adaptation, we understand a system of pedagogical-psychological tools that is goal-oriented, stage-by-stage, including diagnosis, design, implementation, and analysis phases, aimed at achieving a specific result. This technology is based on the following principles: individual approach, gradual social integration, active participation of peers, collaboration between teacher-psychologist-parents, environmental adaptation, and reinforcement of positive social experiences [4].

The first stage of the technology is the diagnostic stage. At this stage, the psychologist and class teacher jointly determine the initial level of social skills of the child with special needs, their need for communication, anxiety level, attitude towards peers, as well as the overall state of the social environment in the classroom. Observation, questionnaires, sociometry, projective tests, and play methods are used for this purpose [5]. Based on the diagnostic results, an individual social adaptation program is developed.

The second stage is the design stage. Here, the teacher and psychologist jointly define goals, tasks, methods, tools, forms, and timelines. The goal is the full integration of the child into the class community and an increase in their social activity. Tasks include: developing communication skills, teaching behavioral rules, managing emotional states, constructive conflict resolution, cooperating with peers, and normalizing self-esteem [6].

The third stage is the implementation stage of the technology. This is the largest and most important stage, conducted in several directions.

The first direction is pedagogical technologies. These include:

- Cooperative learning technology: students work in small groups, each member contributing. This method allows the child with special needs to participate equally with others [7].

- Differentiated instruction technology: tasks are given at varying levels of difficulty according to the child's abilities, but are thematically connected to the general topic.

- Project-based learning technology: within the framework of small social projects (e.g., "Our Class Rules," "Tree of Friendship," "Let's Play Together"), children learn to interact with each other [8].

- Play-based technologies hold a special place. Although the transition from play to learning as the leading activity occurs at primary school age, play remains a powerful tool for developing social skills. Through role-playing games (e.g., "School," "At the Store," "In the Library," "In the Hospital"), a child tries out different social roles, learns communication rules, and learns to express their feelings [9]. For children with special needs, it is recommended to simplify games, provide additional visual supports (pictures, pictograms, cards), and break the game into stages.

The second direction is psychological technologies. These are primarily group and individual training sessions conducted by a psychologist. Social skills training includes the following topics: greeting and saying goodbye, making requests, refusing, expressing gratitude, waiting for a turn, naming and expressing emotions, understanding others' emotions, asking for and offering help, and behavior in conflict situations [10]. Training sessions are held 1-2 times a week for 20-30 minutes; working with small groups (4-6 children) is more effective.

The Social Stories method is an effective tool developed for children with autism spectrum disorder but now used for other categories of children with special needs. A social story is a short text describing a specific social situation (e.g., "Entering the Classroom," "Playing During Recess," "Asking the Teacher a Question"), explaining in simple language what actions are expected, what other children and the teacher might feel, and how to act correctly [11]. The psychologist reads the story with the child, reinforces it with pictures, and helps apply it in real situations.

The third direction is the technology of designing the classroom environment. Here, the teacher adapts the spatial structure of the classroom, the placement of educational materials, the schedule, and the assessment system. For example, a seat at the first desk, next to the wall, away from the window is chosen for a hyperactive child; a child with hearing impairment sits close to the teacher where they can see their face; wide aisles are left between desks for a child with mobility difficulties [12]. A "Peace Corner" or "Quiet Zone" is also set up in the classroom where a child can go to rest during times of excessive emotional overload.

The fourth direction is the technology of working with peers. In this direction, a "buddy" system is introduced: each week, one or two children

voluntarily help the child with special needs during breaks, mealtimes, or lessons. Children wishing to be "buddies" receive brief training from the psychologist: they are explained the specific characteristics of the child with special needs, how to help, and most importantly, how not to be overly protective [13]. At the same time, during class hours, stories are told about people with various abilities (Olympic champions, scientists, artists), discussing that differences are normal, and every person has their own strengths.

The fifth direction is the technology of working with parents. Weekly short meetings, online communication (messaging, special apps), and monthly seminars are organized. Seminars teach parents of children with special needs how to develop their child's independence, avoid overprotection, react to failures, and strategies for resolving conflicts that arise at school [14]. Parents of typically developing children discuss the principles of tolerance, empathy, and equality.

The fourth stage is the monitoring and analysis stage. Diagnostics are repeated every quarter, re-checking the child's social skills, communication activity, level of acceptance by peers, self-esteem, and anxiety level. Results are compared with previous indicators, and necessary adjustments are made to the technology [15].

Practice shows that as a result of regular and systematic application (for at least one academic year) of the technology described above, positive dynamics in social adaptation are observed in the majority of primary school students with special needs. Children do not shy away from communicating with peers, can express their feelings, are ready to ask for and offer help, and find their place in the classroom. At the same time, qualities such as tolerance, empathy, and social responsibility are formed in the other children.

In conclusion, it can be noted that the technology for developing social adaptation of primary school students in inclusive education is not just a set of pedagogical and psychological tools, but their interconnected, stage-by-stage, and systematic complex. The success of this technology requires support from the school administration, a high level of inclusive competence from the class teacher, methodological preparedness of the psychologist, active participation of parents, and, most importantly, a positive attitude towards the child themselves and a favorable environment [16]. In the future, it is advisable to adapt and test this technology in other schools, for other age groups, and for other categories of children with special needs.

References:

1. Law of the Republic of Uzbekistan "On Education" (September 23, 2020, No. LRU-637).
2. Qodirova F. Inclusive education: theory and practice. – Tashkent: TSPU named after Nizami, 2020. – pp. 45-52.
3. Mitchell D. What Really Works in Special and Inclusive Education. – London: Routledge, 2014. – pp. 78-85.
4. Florian L. Inclusive Pedagogy: A transformative approach // British Journal of Educational Psychology. – 2015. – No. 85. – pp. 25-27.
5. Karimova G. Psychological characteristics of primary school students. – Tashkent: Fan, 2018. – pp. 112-119.
6. Shamshidinova D. Psychological service in inclusive education. – Tashkent: Ministry of Public Education of the Republic of Uzbekistan, 2021. – pp. 67-74.
7. Jumaeva, M., & Mahmudjonov, I. (2022). Foreign language teaching and its importance in the introduction of today's youth to social relations. *Экономика и социум*, (4-2 (95)), 186-189.

8. Johnson D.W., Johnson R.T. Cooperative Learning and Social Interdependence Theory // Theory and Research on Small Groups. – Boston: Springer, 2002. – pp. 9-35.
9. Thomas G. Inclusive Education: Readings and Reflections. – London: Open University Press, 2004. – pp. 112-128.
10. Vygotsky L.S. Play and its role in the psychological development of the child // Questions of Psychology. – 1967. – No. 6. – pp. 62-68.
11. Bellini S. Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism Spectrum Disorders. – Shawnee Mission: AAPC, 2006. – pp. 93-105.
12. Gray C. The New Social Story Book. – Arlington: Future Horizons, 2015. – pp. 15-29.
13. Rix J. Must Inclusion be Special? – London: Routledge, 2015. – pp. 132-145.
14. Nabiullina, L. M., & Akbarova, M. S. Q. (2024). Innovative Technologies as a Tool for Managing Preschool Educational Organizations. American Journal of Education and Evaluation Studies, 1(9), 232-236.
15. Frederickson N., Cline T. Special Educational Needs, Inclusion and Diversity. – London: Open University Press, 2015. – pp. 267-280.
16. Guralnick M.J. Early Intervention for Children with Intellectual Disabilities // Journal of Intellectual Disability Research. – 2017. – Vol. 61, No. 5. – pp. 430-435.
17. Ainscow M., Booth T. Index for Inclusion: Developing Learning and Participation in Schools. – Bristol: CSIE, 2002. – pp. 56-62.
18. Toxtayeva M. Pedagogical-psychological foundations of inclusive education // Public Education. – 2022. – No. 1. – pp. 38-42.

19. Panferova, I. V., & Pak, S. V. (2022). A complex approach to the formation of a safe developmental environment in preschool educational institutions. *European Journal of Research and Reflection in Educational Sciences*, 10(2), 33-41.
20. Набиулина, Л., & Курбанова, Г. (2024). Актуальность вопросов формирования аналитических компетенций у педагогов. *Problems and solutions of scientific and innovative research*, 1(8), 110-115.