



WORLD BULLETIN  
PUBLISHING  
Online Publishing Hub

# World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X

Volume 01, Issue 01, October 2025



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<https://worldbulletin.org/index.php/1>

## IN DEVELOPING PRIMARY SCHOOL TEACHERS' PEDAGOGICAL RESPONSIBILITY THROUGH TRAINING IN THE ORGANIZATION OF INCLUSIVE LESSONS

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### Abstract

The article examines the issue of developing primary school teachers' pedagogical responsibility in the process of organizing inclusive lessons. It analyzes the theoretical and practical aspects of shaping teachers' professional competence, as well as such human qualities as empathy and tolerance, and improving their pedagogical-psychological readiness within the context of inclusive education.

**Keywords:** Inclusive education, pedagogical responsibility, primary school, methodological preparedness, empathy, differentiated approach.

### Introduction

## INKLYUZIV DARSLARNI TASHKIL ETISHGA O'RGATISH ORQALI BOSHLANG'ICH SINFLAR O'QITUVCHILARINING PEDAGOGIK MAS'ULIYATINI RIVOJLANTIRISH

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## Annotatsiya

Maqolada inklyuziv darslarni tashkil etish jarayonida boshlang'ich sinf o'qituvchilarining pedagogik mas'uliyatini rivojlantirish masalasi yoritilgan. Inklyuziv ta'limda o'qituvchining kasbiy kompetensiyasi, empatiya va bag'rikenglik kabi insoniy fazilatlarini shakllantirish, shuningdek, ularning pedagogik-psixologik tayyorgarligini takomillashtirishning nazariy va amaliy jihatlari tahlil qilingan.

**Kalit so'zlar:** inklyuziv ta'lim, pedagogik mas'uliyat, boshlang'ich sinf, metodik tayyorgarlik, empatiya, differensial yondashuv.

## Introduction

In recent years, the implementation of an inclusive approach at all levels of the education system in our country has become one of the most urgent priorities. The core idea of inclusive education is to create equal learning opportunities for all children, including those with special needs. In this regard, a primary school teacher must possess sufficient professional and psychological readiness to effectively organize inclusive lessons. Pedagogical responsibility is the teacher's conscious attitude toward their professional activity, the individual characteristics of students, and their psychological condition. In the context of inclusive education, this responsibility becomes even more significant, as the teacher must apply a differentiated approach when working with diverse groups of children and ensure a comfortable learning environment for each student. Inclusive education is a system that provides learning opportunities for all children, including those with physical or psychological developmental differences [1]. The primary education stage plays a decisive role in the successful implementation of inclusive education, as it is during this period that the fundamental skills of learning, cooperation, and social adaptation are formed. Therefore, enhancing teachers' pedagogical responsibility is one of the key conditions of their professional activity. As V.M. Karimova notes, "pedagogical responsibility is the teacher's deep understanding of their professional duty and a



conscious approach to the individual development of students.” In the context of inclusive education, this responsibility becomes twice as important [2].

In an inclusive learning environment, the teacher is not only a knowledge provider but also a facilitator who supports each child’s individual development path. As emphasized in the research of L.S. Vygotsky, “the teacher’s active involvement in a child’s development directly influences their social adaptation and personal formation” [5]. Thus, the teacher’s pedagogical responsibility is not limited to conducting the lesson but is also connected to ensuring the psychological well-being and social integration of the learner.

In developing the pedagogical responsibility of primary school teachers, it is important to train them in the methodology of organizing inclusive lessons. This process includes several stages:

### **1. Motivational stage**

It is necessary to form a positive attitude towards inclusive education in teachers, develop empathy and tolerance towards children with special needs. Trainings, conversations and real-life experience-sharing sessions play an important role at this stage.

### **2. Knowledge and methodological preparation stage**

Teachers learn to design inclusive lessons, organize lessons based on a differentiated and individual approach, and use pedagogical and psychological diagnostic methods. Through this, they learn to identify the capabilities of each student during the lesson and choose the appropriate pedagogical strategy for him.

### **3. Stage of formation of practical skills**

Teachers learn to conduct inclusive lessons in practical classes, observe and analyze students' activities, and reflect at the end of the lesson. At this stage, an opportunity is created to develop their pedagogical responsibility and professional reflection based on experience.

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|  <b>WORLD BULLETIN<br/>PUBLISHING</b><br>Online Publishing Hub | <b>World Bulletin of Education<br/>and Learning (WBEL)</b> |
| <b>ISSN (E): 3072-175X</b>  | <b>Volume 01, Issue 01, October 2025</b>                   |
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#### 4. Stage of reflection and evaluation

Teachers strengthen their sense of responsibility by evaluating their activities, analyzing successes and shortcomings, and developing a personal development plan. This increases their need for self-development.

M.M. Kholmatova says in this regard: “In preparing a teacher for inclusive classes, practice-oriented training is the main tool that strengthens his professional responsibility”[4]

A teacher working in an inclusive environment needs to know the methods of diagnostic analysis, psychological observation, and an individual approach. This approach enhances the teacher's professional reflection and helps to correctly assess the capabilities of each student.

As Sh.Z. Matupayeva noted, “pedagogical and psychological diagnostics allow the teacher to make scientifically sound decisions when planning inclusive lessons”[3]

#### Conclusion

Training primary school teachers in organizing inclusive lessons is important in developing their pedagogical responsibility. This process not only increases the teacher's professional competence, but also deepens his human qualities - empathy, patience, tolerance and responsibility. As a result, the teacher becomes an active participant in the implementation of the idea of creating equal conditions for every child.

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