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## **METHODOLOGICAL POSSIBILITIES OF AN INDIVIDUAL APPROACH IN ORGANIZING INCLUSIVE MATHEMATICS LESSONS IN PRIMARY GRADES**

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### **Abstract**

This article examines the methodological possibilities of an individual approach in organising inclusive mathematics lessons in primary grades. It proposes practical arrangements for identifying learning needs, adapting task presentation, providing graduated assistance, and assessing mathematical understanding through accessible response formats. Particular attention is given to maintaining clear learning objectives while addressing differences in language, communication, processing time, and prior knowledge. Examples demonstrate how concrete materials, visual representations, flexible grouping, and contextualised problems can support participation. The discussion addresses primary education in Uzbekistan and the professional preparation of future teachers at pedagogical universities. The article is conceptual and methodological; it reports no intervention or measured learning outcomes. Its contribution is an adaptable framework for lesson planning and subsequent classroom evaluation.

**Keywords:** Inclusive education, primary mathematics, individual approach, adapted tasks, mathematical understanding, concrete materials, flexible grouping, formative assessment, teacher preparation.

### **Introduction**

## **BOSHLANG‘ICH SINFLARDA INKLYUZIV MATEMATIKA DARSLARINI TASHKIL ETISHDA INDIVIDUAL YONDASHUVNING METODIK IMKONIYATLARI**

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### Annotatsiya:

Mazkur maqolada boshlang'ich sinflarda inklyuziv matematika darslarini tashkil etishda individual yondashuvning metodik imkoniyatlari ko'rib chiqiladi. O'quv ehtiyojlarini aniqlash, topshiriqlarni taqdim etish shaklini moslashtirish, bosqichma-bosqich yordam ko'rsatish hamda matematik tushunchalarni anglash darajasini o'quvchilar uchun qulay javob shakllari orqali baholashga doir amaliy usullar taklif etiladi. Til, muloqot, axborotni qayta ishlash uchun zarur vaqt va avvalgi bilimlardagi farqlarni hisobga olgan holda aniq o'quv maqsadlarini saqlashga alohida e'tibor qaratiladi. Misollar orqali predmetli materiallar, ko'rgazmali tasvirlar, moslashuvchan guruhlash va hayotiy vaziyatlarga asoslangan masalalar o'quvchilarning ishtirokini qanday qo'llab-quvvatlashi mumkinligi ko'rsatiladi. Muhokamada O'zbekistondagi boshlang'ich ta'lim hamda pedagogika oliy ta'lim muassasalarida bo'lajak o'qituvchilarni kasbiy tayyorlash masalalari yoritiladi. Maqola konseptual va metodik xususiyatga ega bo'lib, unda pedagogik tajriba yoki o'lchangan o'quv natijalari keltirilmaydi. Uning ahamiyati darslarni rejalashtirish va keyinchalik sinf sharoitida baholash uchun moslashtiriladigan metodik asosni taqdim etishdan iborat.

**Kalit so'zlar:** Inklyuziv ta'lim, boshlang'ich sinf matematikasi, individual yondashuv, moslashtirilgan topshiriqlar, matematik tushunchalarni anglash, predmetli materiallar, moslashuvchan guruhlash, shakllantiruvchi baholash, o'qituvchilarni tayyorlash.

### Introduction

Inclusive mathematics education requires teaching arrangements that enable pupils with different learning needs to participate meaningfully in shared classroom activities. In primary grades, children develop understandings of number, operations, measurement, and shape through experiences that connect mathematical language with actions and representations. Difficulties may arise from unfamiliar vocabulary, written instructions, inaccessible materials, or limited opportunities to explain reasoning. These barriers should be distinguished from difficulties understanding the mathematical concept itself.

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An individual approach addresses such differences through informed adjustments to instruction, assistance, pacing, and response formats. It does not necessarily require a separate curriculum for every pupil. Instead, teachers identify a common learning objective and provide appropriate routes towards it, recording any intentional changes to expected outcomes separately. This distinction helps preserve mathematical expectations while making participation accessible.

In Uzbekistan, lesson planning can draw on existing textbooks, familiar everyday situations, and materials available within schools. Implementation nevertheless depends on teachers' ability to observe learning, select suitable adaptations, and evaluate understanding consistently. For pedagogical universities, these abilities represent practical priorities in preparing primary teachers. This article therefore examines methodological possibilities for organising inclusive mathematics lessons through individualised support, offering classroom examples and assessment considerations without claiming effectiveness from an intervention not conducted.

### **Main part**

An individual approach begins with identifying how each pupil engages with mathematical tasks. Teachers can use brief conversations, practical activities, and observation to examine number recognition, quantity comparison, operation selection, and explanation. Evidence should describe performance within a particular task rather than assign permanent ability labels. A pupil who struggles to read a problem may solve it after hearing the wording. Another may calculate accurately but require help explaining the relationship involved. These distinctions guide support and prevent language or writing difficulties from being interpreted automatically as limited mathematical understanding.

Learning objectives determine which adaptations are appropriate. When the objective is understanding addition, pupils may combine objects, interpret pictures, or explain an expression orally. When the objective is practising a written calculation procedure, written performance remains relevant and requires suitable assistance. Teachers should distinguish changes that improve access from changes that alter the expected mathematical outcome. Reading

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instructions aloud, enlarging print, or allowing additional processing time may preserve the objective. Replacing a reasoning task with simple copying changes what pupils are expected to learn and should be documented accordingly.

Concrete materials and visual representations provide opportunities to connect actions with mathematical symbols. For example, pupils can combine five counters with three counters, represent the quantities in a drawing, and relate both representations to the expression  $5 + 3 = 8$ . Movement between representations should remain flexible rather than follow an inflexible sequence. Some pupils need to return to objects when encountering unfamiliar problems, while others can work directly with symbols. Materials should clarify the mathematical relationship; decorative features or excessive visual information may distract attention from the intended concept.

Instructions can be presented in manageable stages, supported by examples or simple visual cues. Teachers might ask pupils to identify known quantities, determine what must be found, select an operation, and check the answer. Assistance should respond to observed need and decrease when appropriate. Guiding questions can support reasoning without supplying the solution. Flexible pairs and small groups offer opportunities to explain strategies and compare representations. However, peers should not complete another pupil's work. Each child needs a meaningful role and opportunities to demonstrate understanding, including through accessible communication or practical action. Assessment should examine reasoning alongside accuracy and distinguish independent performance from supported performance. A calculation error may coexist with an appropriate strategy, whereas a correct answer may result from guessing. Brief follow-up questions help clarify understanding. Comparable criteria should be maintained when pupils use different response formats to address the same objective. In pedagogical universities, students can practise adapting textbook tasks, designing accessible materials, and analysing classroom observations. Subsequent implementation should consider preparation time, class size, resources, and pupil experience. The proposed arrangements require empirical evaluation before claims about improved achievement or participation can be justified. Evaluation should also examine whether support promotes growing independence, preserves appropriate

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challenge, and enables pupils to apply mathematical understanding beyond the adapted activity. Such evidence would inform refinement of the approach across different primary classroom contexts.

## Conclusion

An individual approach offers a practical basis for organising inclusive mathematics lessons around clear objectives and accessible participation. Its methodological possibilities include contextual observation, adapted instructions, concrete and visual representations, flexible assistance, and varied response formats. These arrangements should address identified barriers while preserving the mathematical purpose of each task. Changes to expected outcomes require explicit planning and corresponding assessment criteria.

Teachers need to examine understanding rather than rely solely on written accuracy, speed, or visible confidence. Recording assistance and reviewing progress across tasks can inform subsequent decisions. For pedagogical universities in Uzbekistan, professional preparation should include opportunities to design adaptations, analyse pupil reasoning, and reflect on supervised practice. This article presents methodological proposals rather than verified intervention outcomes. Further research should investigate feasibility, participation, independence, and learning across diverse classroom conditions, providing evidence for refinement and responsible implementation of individualised support in primary mathematics education within everyday school practice settings.

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