

**FORMATION OF AN INDIVIDUAL EDUCATIONAL TRAJECTORY IN INCLUSIVE  
EDUCATION: PEDAGOGICAL-PSYCHOLOGICAL APPROACH ON THE EXAMPLE  
OF PRIMARY SCHOOL STUDENTS**

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**Abstract:** This article analyzes the psychological and pedagogical aspects of the organization of inclusive education based on an individual educational trajectory in the primary education system (grades 1-4). The research is based on an analysis of the literature, modern approaches to the effective organization of inclusive education, international experience and the possibilities of its application in local conditions are studied.

**Keywords:** inclusive education, individual educational trajectory, primary education, psychological and pedagogical factors, special educational needs

**ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ФАКТОРЫ ОРГАНИЗАЦИИ  
ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ В СООТВЕТСТВИИ С ИНДИВИДУАЛЬНОЙ  
ОБРАЗОВАТЕЛЬНОЙ ТРАЕКТОРИЕЙ**

**Аннотация:** В данной статье анализируются психолого-педагогические аспекты организации инклюзивного образования на основе индивидуальной образовательной траектории в системе начального образования (1-4 классы). Исследование основано на анализе литературы, изучены современные подходы к эффективной организации инклюзивного образования, международный опыт и возможности его применения в местных условиях.

**Ключевые слова:** инклюзивное образование, индивидуальная образовательная траектория, начальное образование, психолого-педагогические факторы, особые образовательные потребности

**INKLYUZIV TA'LIMDA INDIVIDUAL TA'LIM TRAYEKTORIYASINI  
SHAKLLANTIRISH: BOSHLANG'ICH SINIF O'QUVCHILARI MISOLIDA  
PEDAGOGIK-PSIXOLOGIK YONDASHUV**

**Annotatsiya:** Ushbu maqolada boshlang'ich ta'lim tizimida (1-4 sinflarda) inklyuziv ta'limni individual ta'lim trayektoriyasi asosida tashkil etishning pedagogik-psixologik jihatlari tahlil qilingan. Tadqiqot adabiyotlar tahlili asosida amalga oshirilgan bo'lib, inklyuziv ta'limni samarali tashkil etishning zamonaviy yondashuvlari, xalqaro tajriba va mahalliy sharoitda qo'llash imkoniyatlari o'rganilgan.

**Kalit so'zlar:** inklyuziv ta'lim, individual ta'lim trayektoriyasi, boshlang'ich ta'lim, pedagogik-psixologik omillar, maxsus ta'lim ehtiyojlari

## INTRODUCTION

One of the most important tasks of the modern education system is to provide quality education taking into account the individual characteristics of each student. Of particular importance is the introduction of an inclusive approach at the stage of primary education [1], since it is during this period that skills and motivation for further education are formed. In recent years, a number of regulatory documents have been adopted in Uzbekistan and practical work is being carried out to develop inclusive education [2].

The modern concept of inclusive education involves the creation of an educational environment that can take into account and adapt to the individual characteristics of each child. This is especially important in primary school, where the foundation is laid not only for academic knowledge, but also for social skills, emotional intelligence and the ability to self-study. Despite significant progress in the development of inclusive education, the issue of forming an individual educational trajectory remains one of the insufficiently studied and practically implemented areas that requires further theoretical understanding and practical development.

## METHODOLOGY AND LITERATURE ANALYSIS

A systems-analytical approach was used as the research methodology. The scientific literature, regulatory documents and practical experience from Uzbek, Russian and foreign sources are analyzed.

As Mitchell [6] notes in the theoretical foundations of inclusive education, inclusion is not just placing children with special needs in regular classes, but a process of transforming the entire educational environment. Developing this idea, Smith [8] defines the main principles of inclusive education: an individual approach, a flexible curriculum and an assessment system.

According to the Russian scientist Alekhina [3], the professional competence of the teacher plays a decisive role in organizing inclusive education in elementary grades. Uzbek researcher Karimova [9] identifies the following factors in the formation of an individual trajectory in inclusive education:

- a deep study of the psychological characteristics of the student;
- establishing cooperation with the family;
- creating an adaptive learning environment.

## RESULTS AND DISCUSSION

Based on the literature analysis and theoretical understanding of the problem, key psychological and pedagogical factors that determine the success of the formation of an individual educational trajectory in the context of inclusive education in primary school were identified. Professional training of a teacher acts as a fundamental factor in the successful implementation of an inclusive approach. As Brown [4] notes, a modern teacher should have not only basic knowledge in the field of special pedagogy, but also a whole range of professional competencies, including

mastery of modern pedagogical technologies, differentiated learning skills, the ability to flexibly plan the educational process and the ability to build effective communication with all participants in the educational process.

The next important factor is the creation of an adaptive learning environment that should meet the diverse needs of all students. According to Johnson [5], such an environment implies not only physical accessibility and appropriate technical equipment, but also the creation of a psychologically comfortable atmosphere that promotes the active inclusion of each child in the educational process. Of particular importance is the organization of the classroom space, the selection and adaptation of teaching materials, and the use of auxiliary technical teaching aids. The assessment system in the context of inclusive education requires significant rethinking and adaptation. According to Petrova's research [7], an effective assessment system should be focused on the individual progress of each student, take into account various aspects of development, and use a variety of forms and methods of assessment. It is important that assessment be not only controllable, but also formative, helping the student and teacher to adjust their educational trajectory. A special place is occupied by the factor of interaction between the family and the school. Akramova's research [1] shows that the effectiveness of inclusive education increases significantly with the active involvement of parents in the educational process. This involves regularly informing parents about the child's progress, their participation in planning the educational trajectory, and jointly solving emerging problems. It is important to note that such cooperation should be based on the principles of mutual respect and recognition of the expert role of both teachers and parents in the development of the child. Analysis of practical experience shows that the successful implementation of an individual educational trajectory in the context of inclusive education is possible only with a comprehensive consideration of all the identified factors. At the same time, it is necessary to understand that these factors are interconnected and interdependent: insufficient attention to any of them can significantly reduce the effectiveness of the entire inclusive education system. It is also important to take into account that the implementation of these factors should be systemic and supported at all levels of the educational system - from a specific class to educational policy as a whole. **CONCLUSION**

The conducted analysis of psychological and pedagogical factors of the organization of inclusive education in primary school allows us to formulate a number of important conclusions and practical recommendations. First of all, a comprehensive system of training of teaching staff is needed, including both basic education and regular advanced training in the field of inclusive education. This involves the development and implementation of specialized programs that take into account modern international practices and local experience.

Particular attention should be paid to improving the methodology for developing individual educational programs, which should be flexible and adaptive, taking into account not only the educational needs, but also the personal characteristics of each student. An important aspect is the strengthening of the psychological and pedagogical support service in schools, which should provide comprehensive support for both students and teachers. Finally, it is necessary to introduce effective mechanisms of cooperation between the family and the school, since only through joint efforts can optimal results be achieved in the development and education of each

child. The implementation of these recommendations will significantly improve the effectiveness of inclusive education in primary schools and ensure higher quality education for all students, regardless of their characteristics and needs.

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