

**PSYCHOLOGICAL APPROACH TO DEVELOPING PRIMARY SCHOOL
TEACHERS' READINESS FOR IMPLEMENTING INCLUSIVE EDUCATION**

Nazokat Moxirovna Toyirova

Lecturer, Asia International University

E-mail: toyirovanazokat5@gmail.com

Abstract

This article examines the issue of developing primary school teachers' readiness to implement inclusive education from a psychological perspective. The role of psychological preparedness in the effective organization of teachers' professional activities within inclusive settings is analyzed. Teachers' readiness for inclusive education is presented through motivational-value, cognitive, emotional-volitional, and reflective components. Additionally, activities organized based on a psychological approach are shown to enhance teachers' attitudes toward working in inclusive environments and to strengthen their professional confidence. The article provides practical conclusions and recommendations aimed at increasing primary school teachers' preparedness for inclusive education.

Keywords

inclusive education, psychological approach, primary school teacher, professional readiness, psychological preparedness, emotional stability, reflection, pedagogical activity.

Introduction. Inclusive education is currently one of the most important directions in the educational system. Its main goal is to provide all children, including those with special educational needs, with equal and high-quality learning opportunities. In implementing inclusive education in practice, the role of primary school teachers is particularly significant. At the primary level, children's personal development, social adaptation, and attitudes toward learning are formed. Therefore, enhancing primary school teachers' readiness to implement inclusive education is a pressing issue.

In inclusive settings, teachers require not only methodological knowledge but also a high level of psychological preparedness. The psychological approach involves considering teachers' personal characteristics, emotional state, professional attitude, and reflective abilities. Teachers must understand each student's individual abilities, accept them, and apply flexible pedagogical approaches in their teaching practice.

Psychological Preparedness in Inclusive Education. Inclusive education is considered not only a pedagogical process but also a psychological one. Research shows that effective work in inclusive settings requires teachers to develop the following psychological skills:

- Empathy and tolerance, that is, understanding students' emotions and responding appropriately;
- Emotional stability, i.e., maintaining calm in stressful situations;
- Reflectivity, i.e., analyzing one's pedagogical activity and striving for improvement;
- Adaptability, i.e., selecting methods and approaches based on students' individual characteristics.

Such psychological preparedness increases the effectiveness of inclusive education and helps all students realize their potential.

Components of Primary School Teachers' Readiness. Primary school teachers' readiness for inclusive education can be described through several interrelated components:

1. Motivational-Value Component – teachers’ commitment to inclusive values, positive attitudes toward students with special needs, and a strong sense of professional responsibility.
2. Cognitive-Psychological Component – knowledge of inclusive education theory, psychological characteristics of students with special needs, and principles of individualized approaches.
3. Emotional-Volitional Component – stress resilience, the ability to manage complex pedagogical situations, and emotional stability.
4. Reflective-Practical Component – ability to analyze one’s teaching, recognize mistakes, and take corrective action.

Methodology for Developing Readiness Based on a Psychological Approach

The following methods are effective in enhancing primary school teachers’ readiness:

- Psychological training – developing empathy, tolerance, and social interaction skills;
- Modeling pedagogical situations – providing opportunities to make decisions and manage behavior in real classroom scenarios;
- Role-playing and problem-based tasks – fostering teachers’ decision-making and pedagogical choice abilities;
- Reflective exercises – analyzing one’s own teaching activities and identifying areas for improvement;
- Emotional intelligence exercises – enhancing stress management and emotional stability.

Activities organized based on a psychological approach are particularly important in developing primary school teachers’ readiness for inclusive education. These include empathy and tolerance training, pedagogical situation analysis, role-playing, and reflective tasks. These methods help teachers adapt to inclusive environments, increase professional confidence, and develop emotional stability.

Experimental Results. The results of experimental and practical studies indicate that activities organized based on a psychological approach significantly enhance primary school teachers’ readiness for inclusive education. During the study, teachers’ positive attitudes toward inclusive values increased, and their motivation for reflective analysis of their own activities grew. This confirms that psychological preparedness is a critical factor in ensuring the effectiveness of inclusive education.

Conclusion. In conclusion, the psychological approach plays a crucial role in developing primary school teachers’ readiness to implement inclusive education. Teachers’ personal and psychological preparedness contributes to creating a supportive classroom environment, maximizing students’ potential, and improving the quality of education. Therefore, it is advisable to widely use methods based on a psychological approach in preparing both prospective and in-service primary school teachers.

References

1. UNESCO. *Inclusive Education: Policy and Practice*. – Paris, 2019.
2. Florian, L. *Inclusive Pedagogy in Action*. – London: Routledge, 2020.
3. Abdurahmonov, A.A. *Pedagogical Psychology*. – Tashkent, 2019.
4. Shaykhova, M.X. *Foundations of Inclusive Education*. – Tashkent, 2021.
5. Karimova, D.K. *Psychological Preparedness of Teachers*. – Samarkand, 2022.
6. Rakhmonova, N.N. Issues of Inclusive Approaches in Primary Education // *Pedagogical Education Journal*. – 2020. – №3.

7. Kholmatova, G.B. Psychological Aspects of Developing Teachers' Professional Competence // *Education and Upbringing*. – 2021. – №2.
8. Toyirova, N. (2025). Professional Preparation of Primary School Teachers for Inclusive Education. *International Scientific-Methodological Journal "Pedagogical Akmeology,"* 4(21).
9. Sayidova, R., & Toyirova, N. (2022). The Use of Interactive Methods in the Analysis of Poetry in Native Language and Reading Courses. In *Scientific Research by Young Scholars* (pp. 199–201).
10. Logopedic Approaches in Inclusive Education. Materials from the *Inclusion Center*, Tashkent, 2022.
11. Moxirovna, T.N. (2024). Issues of Adapting Children with Disabilities to General Schools. *American Journal of Education and Evaluation Studies*, 1(9), 434–436.