

## **PEDAGOGICAL CONDITIONS FOR THE EFFECTIVE ORGANIZATION OF LESSONS IN INCLUSIVE PRIMARY SCHOOL CLASSES**

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**Annotation:** The article is devoted to the study of the pedagogical conditions necessary for the successful organization of the educational process in inclusive primary school classrooms. It examines the main methods and technologies that help create a supportive educational environment for all students, including children with special educational needs. The author analyzes the principles of differentiated and individual approaches, the importance of the role of teachers and assistants, as well as the use of modern educational tools. Special attention is paid to the development of an inclusive culture in schools and the improvement of the professional training of teachers.

**Keywords:** inclusive education, primary school, pedagogical conditions, teaching methods, individual approach.

### **Introduction**

The modern education system is aimed at providing equal opportunities for all children to receive quality education, regardless of their individual characteristics and educational needs. Inclusive education in primary schools is of particular importance for the formation of a tolerant society, providing each student with the conditions for development in accordance with his abilities.

The most important condition for the successful implementation of inclusive education is the organization of the educational process that takes into account the diversity of students. Pedagogical conditions should be aimed at creating a comfortable, motivating and accessible educational environment. This involves the adaptation of curricula, the use of differentiated teaching methods, the introduction of special pedagogical technologies and the involvement of qualified specialists such as teaching assistants<sup>1</sup>.

The article discusses the basic pedagogical conditions necessary for effective teaching in inclusive primary school classrooms<sup>2</sup>. The methods, approaches and technologies that allow taking into account the individual needs of students and ensuring their successful integration into the educational process are analyzed.

### **The purpose and objectives of the study**

The main goal of this research is to identify and examine the pedagogical conditions required for the successful organization of lessons in inclusive primary school settings. The study seeks to investigate various methods, strategies, and approaches that foster a supportive and adaptable learning environment, catering to the needs of all students, particularly those with special educational requirements.

### **Methods**

A combination of qualitative and quantitative methods was used to achieve the objectives of this study. In the course of the work, an analysis of domestic and foreign scientific papers, regulatory documents and best practices in the field of inclusive education was carried out. This made it possible to identify key pedagogical conditions and effective approaches to learning<sup>3</sup>.

One of the research tools was a survey of primary school teachers working in an inclusive environment. The developed questionnaire helped to collect data on their

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<sup>1</sup> Salend, S. J. 2016. Creating Inclusive Classrooms: Effective and Reflective Practices. Pearson Education.

<sup>2</sup> Booth, T., & Ainscow, M. (2011). Index for Inclusion: Developing Learning and Participation in Schools. Centre for Studies on Inclusive Education (CSIE).

<sup>3</sup> Ainscow, M. 2020. Promoting Equity in Schools: Collaboration, Inclusion, and Student Success. Routledge.

experiences, main difficulties and attitudes towards inclusive learning. Additionally, semi-structured interviews with teachers, assistants, and school administration representatives were organized, which allowed for a deeper study of the practical aspects of implementing inclusive education.

An important stage of the research was the observation of the educational process in inclusive classrooms. This provided an opportunity to assess how pedagogical conditions are applied, how teachers interact with students, and how actively children with special educational needs are involved in educational activities.

In addition, a comparative analysis of various models of inclusive education and teaching methods was carried out, which allowed us to identify the best practices suitable for primary schools. Statistical methods were used to process the collected data, which helped identify patterns, relationships, and factors affecting the success of inclusive learning.

### **Results and discussions**

The study identified several key pedagogical conditions essential for the effective organization of lessons in inclusive primary school classrooms. Through the analysis of survey responses and interviews with teachers, teaching assistants, and school administrators, the importance of establishing a supportive learning environment became evident. A well-organized and adaptable classroom setup significantly enhances the academic and social achievements of students with special educational needs. Teachers who utilize flexible seating arrangements, visual aids, and assistive technologies observed higher levels of student engagement and participation.

The findings also highlighted the effectiveness of differentiated instruction. Implementing individualized lesson plans, group activities, and multi-level tasks improves learning outcomes by catering to diverse educational needs. Teachers reported that employing a variety of instructional methods fosters inclusion and allows students with different abilities to progress at their own pace. Additionally, the study emphasized the critical role of teachers and teaching assistants in promoting inclusive education.

Respondents stressed the importance of ongoing professional development programs focused on inclusive teaching strategies, behavior management, and collaboration with specialists.

However, educators also identified several challenges in effectively implementing inclusive education. These include a lack of specialized training, limited classroom resources, and large class sizes, which hinder the ability to address diverse learning needs. Some teachers expressed difficulties in balancing the needs of students with and without special educational requirements within the same lesson. The study revealed that schools with a strong culture of inclusion, supported by clear policies and administrative commitment, were more successful in integrating students with special educational needs. Access to support services, such as psychological counseling and individualized learning plans, was also a crucial factor in student success.

Another important finding was the impact of assistive technologies and specialized teaching materials. The use of digital learning tools, adaptive software, and visual aids was shown to improve accessibility and engagement in inclusive classrooms. Teachers who regularly incorporated these resources noted enhanced student understanding and participation. Additionally, the study underscored the importance of parental and community involvement in the inclusive education process. Schools that actively engaged parents and offered training sessions for families saw better academic and social outcomes for students with special educational needs.

### **Conclusion**

The study emphasizes the key pedagogical conditions necessary for the successful organization of lessons in inclusive primary school classrooms. The results demonstrate that a supportive learning environment, differentiated instruction, well-prepared teachers, and access to assistive technologies are vital for promoting inclusion and ensuring the academic and social development of all students. Schools that adopt inclusive policies, offer professional development for educators, and actively involve parents and the

community tend to achieve more effective integration of students with special educational needs.

However, several challenges persist in fully implementing inclusive education. Issues such as a lack of specialized training, limited resources, and difficulties in addressing diverse learning needs remain significant obstacles for teachers. Overcoming these challenges requires a comprehensive approach, including policy reforms, enhanced teacher training initiatives, and increased investment in educational tools and materials.

The study highlights the importance of ongoing efforts to improve teaching methods and support systems to ensure the successful inclusion of all students in the educational process. Future research should focus on developing and evaluating long-term strategies for enhancing inclusive education, as well as identifying best practices that can be applied across various educational settings. By strengthening pedagogical conditions and cultivating a culture of inclusion, schools can create a fair and accessible learning environment where every student has the opportunity to achieve their full potential.

#### **Used Literature:**

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