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Differentiated instruction as a foundation for inclusive education in primary school

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Abstract. The relevance of this study is driven by the growing focus on inclusive education in the Kyrgyz Republic, aimed at creating equal learning opportunities for children with disabilities and special educational needs. There has been a significant increase in the number of children requiring specialised support from both parents and educators, necessitating the adaptation of educational systems and the introduction of innovative teaching methods that address the specific needs of these children. This study aimed to analyse contemporary approaches to inclusive education and identify the most effective pedagogical strategies for educating such children within the general education system, fostering an effective and motivating learning environment. To achieve this aim, the research employed methods such as analysis of pedagogical practice, review of specialised literature, and observation of the educational process in primary schools. Various models of inclusive education were examined, legislative and organisational aspects of its implementation were analysed, and the specific features of interaction between educators, children with special educational needs, and their parents or legal guardians were studied. It was established that the successful implementation of inclusive education requires a comprehensive approach, encompassing teacher training, the availability of appropriate teaching and learning resources and equipment, as well as the creation of an atmosphere of tolerance and mutual understanding among classmates and their parents or legal guardians. The practical value of the study lies in the potential application of the findings to optimise inclusion processes within the school environment, as well as to develop recommendations for enhancing educational strategies for children with disabilities and special educational needs in primary schools

Keywords: children with disabilities; pedagogical challenges; social integration; individual educational pathways; legislative regulations; tolerance; academic achievement

■ INTRODUCTION

The relevance of this research is determined by the growing attention to inclusive education in the context of creating equal opportunities for educating children with special educational needs and disabilities (SEND). In recent decades, the Kyrgyz Republic, like other countries, has observed a significant increase in the number of children with special needs, which necessitates a review of existing educational approaches and the implementation of effective

methods and technologies to support these children. It is important to note that successful inclusion requires a comprehensive approach, including the training of educators, appropriate infrastructure, and methodological resources (Buniak, 2022). Therefore, in the modern world, the issue of educating and raising children with special educational needs and disabilities is one of the most important topics within the education system.

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Any physical or mental impairments can significantly complicate access to educational institutions and resources for such children. They require an individualised approach to learning, yet this should not preclude their ability to interact with other children, participate in group activities, and integrate into society. As N. Toguzbaeva (2024) notes, inclusive education is recognised by the international educational system as the most humane approach, as it grants the right to education to everyone regardless of their conformity or non-conformity with the criteria of the education system (society, school, etc.). This is precisely why issues of inclusive education are becoming a pressing concern, and its implementation needs to commence as early as possible, from both pre-school age and in primary school, as it is aimed at creating equal learning opportunities for all children, including those with special educational needs.

Contemporary research dedicated to inclusive education highlights the necessity of creating inclusive educational environments that support both learners with special educational needs and their peers, thereby fostering harmonious interaction and social adaptation (Suprun *et al.*, 2024). One of the key studies in the field of inclusive education is the research by E. Kamardina (2021), where the author indicates that the quality of inclusive education depends on a comprehensive range of resources. Consequently, the training of educators for working with children with SEND should be normatively and organisationally aligned with the regional and municipal education system for children with disabilities, which ought to become the primary component of the “demand” from the pedagogical community for further professional development.

A. Dmitrieva (2020) analyses the impact of inclusive educational practices on the development of tolerance among learners. She asserts that inclusion not only contributes to improved conditions for children with SEN but also fosters the development of social responsibility among all participants in the educational process. This approach facilitates the creation of a more harmonious educational environment where every learner can demonstrate their talents and abilities, regardless of their health characteristics. The research by M. Kozlova (2021) examines the fundamental principles of inclusive education, including the use of adapted educational materials and teaching methods that accommodate the specific needs of children with SEND. The author notes that a crucial aspect is not merely the accessibility of educational materials but also the cultivation of an atmosphere of trust and mutual understanding, which promotes better assimilation of material by learners with diverse needs.

In the research of N. Gafurova & F. Abduraimova (2022), the challenges of integrating children with special needs into mainstream schools are considered, with an emphasis on the use of modern technologies. They underscore that information technologies play a key role in ensuring access to education for children with SEND, as they enable the creation of individualised educational

pathways that take into account the unique requirements of each learner.

V. Karpenko (2021) concludes that inclusive education can only be effective when a comprehensive approach is adopted, one that includes not only the training of educators but also the active involvement of parents in the educational process. E. Dolgushina (2024) examines the issue of creating an educational environment adapted to the needs of children with special educational needs and disabilities (SEND); the key mechanisms for implementing inclusive education are analysed, such as individual psychological and pedagogical support, correctional programmes, and the integration of digital technologies. The professional development of educators is also considered, including the enhancement of their digital competencies, as well as the role of innovative educational tools like augmented reality and virtual environments. The author highlights the necessity of overcoming infrastructural and social barriers, which will contribute to improving the quality of education for children with SEND and their social adaptation.

This study aimed to analyse contemporary approaches to inclusive education and determine the most effective methods for creating a supportive and motivating learning environment for children with special educational needs in primary schools.

■ MATERIALS AND METHODS

To conduct the study, the following scientific methods were employed: analysis of pedagogical practice and scientific literature, comparative analysis, analysis of regulatory legal documents, and observation of the educational process in primary schools. These methods were selected to gain a comprehensive understanding of the state of inclusive education in primary schools and to evaluate the effectiveness of the pedagogical strategies applied to children with special educational needs and disabilities. The method of analysing pedagogical practice was applied to study existing educational programmes and approaches used in inclusive classrooms. This method allowed for an analysis of the effectiveness of various educational strategies and the identification of practical problems faced by teachers when educating children with SEND. Programmes and methodological guidelines were analysed. Observation of the educational process in inclusive classrooms was used to assess the real-world situation on the ground, analyse the interaction between learners, and observe the use of adapted educational materials and technologies. This method facilitated the identification of both positive and problematic aspects in the organisation of inclusive education. For the analysis of the theoretical basis of the research, articles by contemporary scholars and educators were used, as well as regulatory legal acts governing inclusive education in the Kyrgyz Republic, and international official documents. Thus, combining these methods allowed for an all-encompassing picture of the state of inclusive education and the identification of key factors influencing its effectiveness.

■ RESULTS AND DISCUSSION

Characteristics and principles of inclusive education

One of the most precise and comprehensive definitions of inclusive education is offered by UNESCO (2009). Inclusive education is a process that addresses the diversity of needs of all children, youth, and adults through increased participation in education, cultures, and communities, as well as reducing and eliminating exclusion from and within education. The most important aspects of this concept include humanistic values, the development of creative abilities and intellect, and harmony among the intellectual, emotional, and physical qualities of the individual. According to L. McManis (2020), inclusive education is a system of learning in which all children, regardless of their background, are educated together in the same school and classroom, receiving support in line with their individual needs.

Creating a comfortable educational environment that motivates learning is essential in inclusive education. Establishing such an environment, which considers perceptual characteristics, the pace of material assimilation, and children's individual needs, forms the basis for the successful learning of younger schoolchildren with SEND. A key feature of inclusive education is its social innovativeness, encompassing the conditions for fostering a tolerant society where every individual, regardless of their background, feels part of the collective. From an early age, children learn and respect principles that lay the foundations of a humane and just society. The Declaration of Principles on Tolerance emphasises that "education for tolerance should aim at countering influences that lead to fear and exclusion of others, and should help young people to develop capacities for independent judgement, critical thinking and ethical reasoning" (Mambetkunov & Myrzaliev, 2024).

Another characteristic of inclusive education is psycho-pedagogical preparedness. Primary school is a crucial period during which foundational skills and attitudes are acquired, influencing a child's subsequent personal development. Learning within an inclusive environment helps children develop empathy, communication skills, and the ability to collaborate. For children with SEND, inclusive education provides opportunities for socialisation and adaptation within society. Furthermore, the importance of legislative norms must be underscored. Inclusive education is governed by international standards, such as the Convention on the Rights of Persons with Disabilities (CRPD, 2006), as well as the requirements of many countries, including the Concept for the Development of Inclusive Education in the Kyrgyz Republic for 2019-2023 (2019). The Constitution of the Kyrgyz Republic (2021) guarantees the right of every citizen to education, and the Law of the Kyrgyz

Republic "On Education" (2023) establishes equal rights for all citizens to receive quality education. The socio-economic situation in the Kyrgyz Republic necessitates improving the quality of and access to education for all categories of learners, including those with special educational needs and disabilities, following the primary objectives of the country's development strategy and educational legislation.

In the National Development Strategy of the Kyrgyz Republic for 2018-2040 (2018), the objective of forming a system of continuous education is set, taking into account the tasks of medical and social inclusion. One of the tools for its implementation is the development of a legislative framework that considers the diversity of the population's educational needs. The Concept for the Development of Inclusive Education in the Kyrgyz Republic for 2019-2023 (2019) was developed considering the country's strategic documents on the education of individuals with special educational needs and is aimed at creating a more diversity-friendly, effective, and equitable education system, which will enhance its capacity to address new and contemporary challenges. The Concept (2019) also takes into account the international obligations of the Kyrgyz Republic to ensure equal and accessible education for all learners, including the norms of the UN Convention on the Rights of the Child (UNCRC, 1989) and the Convention on the Rights of Persons with Disabilities (CRPD, 2006). In the Concept (2019), the provision of inclusive education is defined as a priority direction for the implementation of state educational policy. Consequently, the Strategy for the Development of Education in the Kyrgyz Republic for 2012-2020 (2012) set the task of ensuring the conditions for providing inclusive education to learners with special educational needs in mainstream and special general education organisations and integrating inclusive education at all levels of education.

Additional characteristics of inclusive education include pedagogical challenges and perspectives. The inclusive environment necessitates new approaches to teaching: individualisation, differentiation, and the application of special methods. Teachers must possess competencies in the fields of defectology and psychology, and utilise modern technologies, thereby contributing to the successful learning of all learners.

The relevance of inclusive education in primary schools underscores the need to create an accessible and equitable educational environment for all children. This not only contributes to the successful socialisation and development of each learner but also fosters a humane society that values diversity and equal opportunities (Popova, 2021). Table 1 presents the core principles of inclusive education.

Table 1. Key principles of inclusive education

Principles	Content
The principle of the value of the individual, regardless of their level of development, abilities, and health status	This means that the individual is at the centre of the educational system, and education and upbringing are oriented towards their development. It does not permit the infringement of an individual's rights due to deficiencies in physical or intellectual development, or limited abilities and capabilities.

Table 1. Continued

Principles	Content
The principle of building upon the capacity of every individual to feel and think	This means that every individual, regardless of limitations in their development and intellectual capabilities, can develop their thought processes and their emotional and sensory aspects. This requires a specific approach and particular conditions.
The principle of the universal right to communication	Every individual is endowed with the right to express their thoughts through communication; they can listen and have the right to be heard by others.
The principle of mutual assistance, connection, and support	For normal development, an individual needs support from another person. Everyone needs support and the building of connections of various kinds with other people.
The principle of the connection between authentic education and building relationships with others	Learning will only be effective when a system of communication links with other people, collective work, and creativity is established.
The principle of progressive development	Progressive development should be oriented towards unlocking an individual's natural aptitudes and assisting them in performing actions that are accessible and understandable to them. One must not focus on what a person is incapable of doing.
The principle of diversity	This principle suggests that diverse activities and involvement in collaborative work and building relationships within a collective lead to the development of all facets of the personality.

Source: developed by the authors

The advantages of inclusive education include the development of tolerance and culture among all learners; improved socialisation of children, taking into account their needs for quality education; the development of flexible teaching methods that are beneficial to all learners; and an increase in the quality of education through modern approaches.

Differentiated instruction:

A key tool in inclusive education

Inclusive education is not merely about educating children with special educational needs and disabilities; it is also about creating an environment in which every child

is self-aware and can unleash their potential. Inclusive education involves creating conditions for the learning of all children, irrespective of their individual characteristics and needs (Betker, 2014). One of the key tools for implementing inclusive education is differentiated instruction, which allows for considering the individual capabilities of each learner and adapting the learning process to their needs.

Differentiated instruction is a system of methods and techniques aimed at accounting for learners' individual characteristics when organising the learning process. It involves variability in tasks, the use of diverse teaching methods, and flexibility in assessment (Table 2).

Table 2. Principles of differentiated instruction

Principles	Content
Individualisation	Consideration of learners' cognitive abilities, pace of learning, and interests.
Flexibility	Adaptation of content, forms, and teaching methods depending on learners' level of preparation and needs.
Variability	Provision of various learning tasks and materials, considering children's cognitive and psychophysical characteristics.
Support and motivation	Creation of a comfortable educational environment conducive to unlocking the potential of each child.

Source: developed by the authors

Applying differentiated instruction in primary schools contributes to the successful socialisation and academic attainment of all learners, including those with special educational needs. The main methods of its implementation include grouping learners by their level of preparation or learning style (grouping by preparation level involves grouping learners based on their knowledge, skills, and academic performance); grouping by learning style (all children learn differently, and considering their cognitive characteristics can increase teaching effectiveness); and using multi-level tasks that allow each learner to work according to their abilities and develop critical thinking. Critical thinking is not about finding fault, but a fair evaluation of the positive and negative aspects of the subject being studied. Other methods involve employing various teaching methodologies (visual, auditory, and kinaesthetic approaches)

and a flexible assessment system that considers the individual achievements of each child (Marzuki *et al.*, 2022).

The advantages of differentiated instruction in inclusive education lie in the fact that it takes into account the individual characteristics and needs of learners, increases motivation and interest in learning, improves academic performance and self-confidence, and ensures psychological comfort while reducing anxiety levels in children with special educational needs. Differentiated instruction is an effective tool in inclusive education, which creates conditions for equal access to knowledge and the full development of each child. Its application in primary schools contributes to the formation of a tolerant educational environment where every learner can realise their potential. Since the teacher's role is to link knowledge with the interests of the individual (DeronceleAcosta & Ellis, 2024),

inclusive education, supported by differentiated instruction, helps create equal conditions for all children, which is crucial for their holistic development and social adaptation. The introduction of such approaches in the educational process at the primary school level fosters the creation of a tolerant society and the development of communication and cooperation skills among children, which is an important stage in their growth and socialisation.

■ CONCLUSIONS

As a result of the conducted research, several key conclusions can be drawn concerning inclusive education and its implementation in primary schools for children with special educational needs and disabilities. One of the primary outcomes is the confirmation that successful inclusion necessitates a comprehensive approach, encompassing not only adapted educational materials and technologies but also teacher training, the creation of suitable infrastructure, and active engagement with parents. The application of differentiated instruction and the use of flexible teaching methods have a significant impact on improving the academic attainment and socialisation of children with special educational needs. The methodology of grouping learners by their level of preparation and the use of various learning styles and teaching methods contribute to creating a comfortable educational environment where every child has the opportunity to develop their abilities and unleash their potential. This, in turn, fosters the development of tolerance among all participants in the educational process.

The practical value of the research lies in the development of recommendations for educators and educational institutions aimed at creating a more effective and inclusive educational environment for children with SEND. Particular attention should be paid to the training of educators, which is an important condition for the successful

implementation of inclusion within the school system. Another significant aspect is the integration of innovative educational technologies, such as information technologies and adapted materials. Perspectives for further research in this area could include an in-depth study of the impact of various pedagogical methods on the development of children with SEND in an inclusive environment, as well as an analysis of the integration of digital technologies into the educational process. It is also necessary to continue research on the topic of teacher training, the development of additional professional retraining programmes, and the improvement of the infrastructure of educational institutions to create the most comfortable conditions possible for all children, regardless of their abilities and needs.

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■ CONFLICT OF INTEREST

The authors declare that there is no conflict of interest in the process of preparing this article and that no personal or professional interests existed that could have influenced the results or interpretation of the research. All data presented in the article are objective and not subject to external influences.

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Аннотация. Бул иштин актуалдуулугу Кыргыз Республикасында инклюзивдик билим берүү маселелерине көңүл буруунун көбөйүшү менен шартталган, ал ден соолугунун мүмкүнчүлүктөрү чектелүү жана өзгөчө билимге муктаж балдардын билим алуусу үчүн бирдей шарттарды түзүүгө багытталган. Өлкөдө ата-энелердин да, мугалимдердин да адистештирилген колдоосуна муктаж балдардын санынын олуттуу өсүшү байкалууда, бул ден соолугунун мүмкүнчүлүктөрү чектелүү жана өзгөчө билим берүү муктаждыктары бар балдарды окутуунун өзгөчөлүктөрүн эске алуу менен билим берүү системаларын адаптациялоону жана окутуунун инновациялык ыкмаларын киргизүүнү талап кылат. Иштин максаты – инклюзивдик билим берүүнүн заманбап ыкмаларын талдоо жана жалпы билим берүү системасынын шартында бул балдарды окутуунун эң натыйжалуу педагогикалык стратегияларын аныктоо жана натыйжалуу окутуу жана мотивациялоочу чөйрөнү түзүү болду. Белгиленген максатка жетүү үчүн окутуу практикасын талдоо, атайын адабияттар, башталгыч мектепте окуу процессине байкоо жүргүзүү ыкмалары колдонулган. Инклюзивдик билим берүүнүн ар кандай моделдери изилденген, аны ишке ашыруунун мыйзамдык жана уюштуруучулук аспектилери талданган, мугалимдердин, өзгөчө билим берүү муктаждыгы бар балдардын жана алардын ата-энелеринин/мыйзамдуу өкүлдөрүнүн өз ара аракеттенүүсүнүн өзгөчөлүктөрү изилденген. Инклюзивдик билим берүүнү ийгиликтүү ишке ашыруу комплекстүү мамилени, анын ичинде мугалимдерди даярдоону, тиешелүү окуу-методикалык комплекстердин жана жабдуулардын болушун, ошондой эле классташтарынын жана алардын ата-энелеринин/мыйзамдуу өкүлдөрүнүн деңгээлинде класста сабырдуулуктун жана өз ара түшүнүшүү атмосферасын түзүүнү талап кылаары аныкталган. Иштин практикалык баалуулугу алынган натыйжаларды мектеп чөйрөсүндө инклюзивдүү процесстерди оптималдаштыруу, ошондой эле башталгыч мектепте ден соолугунун мүмкүнчүлүктөрү чектелүү жана өзгөчө билим берүү муктаждыктары бар балдар үчүн билим берүү стратегияларын өркүндөтүү боюнча сунуштарды иштеп чыгуу үчүн колдонуу мүмкүнчүлүгүндө турат

Негизги сөздөр: ден соолугунун мүмкүнчүлүктөрү чектелүү балдар; педагогикалык көйгөйлөр; социалдык интеграция; жеке билим берүү маршруттары; мыйзам ченемдери; толеранттуулук; окуудагы жетишкендиктер

Дифференцированный подход в обучении как основа инклюзивного образования в начальной школе

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Аннотация. Актуальность данной работы обусловлена увеличивающимся вниманием к вопросам инклюзивного образования в Кыргызской Республике, которое направлено на создание равных условий для обучения детей с ограниченными возможностями здоровья и особыми образовательными потребностями в обучении. В стране наблюдается значительный рост числа детей, нуждающихся в специализированной поддержке как со стороны родителей, так и со стороны педагогов, что требует адаптации образовательных систем и внедрения инновационных методов преподавания с учетом специфики обучения детей с ограниченными возможностями здоровья и особыми образовательными потребностями в обучении. Целью работы был анализ современных подходов к инклюзивному образованию и определение наиболее эффективных педагогических стратегий для обучения указанных детей в условиях общей образовательной системы и создания эффективной обучающей и мотивирующей среды. Для достижения поставленной цели использовались методы анализа педагогической практики, анализа специализированной литературы, наблюдения за учебным процессом в начальной школе. Были исследованы различные модели инклюзивного образования, проанализированы законодательные и организационные аспекты его внедрения, а также изучены особенности взаимодействия педагогов, детей с особыми образовательными потребностями и их родителей/законных представителей. Установлено, что успешная реализация инклюзивного образования требует комплексного подхода, включающего подготовку педагогов, наличие соответствующих учебно-методических комплексов и оборудования, а также создание атмосферы толерантности и взаимопонимания в классе на уровне одноклассников и их родителей/законных представителей. Практическая ценность работы заключается в возможности применения полученных результатов для оптимизации процессов инклюзии в школьной среде, а также разработки рекомендаций по совершенствованию образовательных стратегий для детей с ограниченными возможностями здоровья и особыми образовательными потребностями в обучении в начальной школе.

Ключевые слова: дети с ограниченными возможностями здоровья; педагогические вызовы; социальная интеграция; индивидуальные образовательные маршруты; законодательные нормы; толерантность; академическая успеваемость