

TEACHER READINESS AS A KEY FACTOR IN ORGANIZING LEARNING ACTIVITIES IN INCLUSIVE PRIMARY EDUCATION

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Annotation: *This article explores teacher readiness as a key factor in organizing learning activities within an inclusive primary education environment. The study analyzes pedagogical, psychological, and organizational aspects of teacher readiness and their influence on inclusive classroom practices. Based on theoretical analysis and observation of inclusive educational practices in primary schools in Uzbekistan, the research identifies core components of teacher readiness, including methodological flexibility, inclusive attitudes, and collaborative competence.*

Keywords: *teacher readiness, inclusive education, primary school, learning organization, inclusive pedagogy.*

INTRODUCTION

Inclusive education has become a central direction of educational development aimed at ensuring equal learning opportunities for all children, regardless of their individual characteristics or educational needs. In primary education, inclusion acquires particular significance, as this stage forms the cognitive, social, and emotional foundations of further learning.

While inclusive education is often associated with structural reforms and curriculum adaptation, recent pedagogical research increasingly emphasizes the role of the teacher as a key agent of inclusion.

The organization of learning activities in inclusive primary classrooms requires teachers to respond flexibly to heterogeneity, manage diverse learning trajectories, and create supportive instructional environments.

Therefore, teacher readiness emerges as a decisive factor influencing the effectiveness of inclusive education.

The purpose of this article is to analyze teacher readiness as a pedagogical factor in organizing learning activities in inclusive primary education.

Methodology

The study employed qualitative research methods aimed at gaining an in-depth understanding of teacher readiness in the context of inclusive primary education.

The methodological framework was based on a comprehensive theoretical analysis of pedagogical, psychological, and methodological literature addressing inclusive education,

teacher professional development, and the organization of learning activities in heterogeneous classrooms.

This analysis made it possible to identify key conceptual approaches and criteria for evaluating teacher readiness in inclusive settings.

Empirical data were obtained through systematic classroom observations conducted in inclusive primary schools. The observations focused on how teachers organize learning activities in classrooms with diverse educational needs, particularly in terms of instructional strategies, task differentiation, interaction patterns, and classroom management techniques. Special attention was given to teachers' adaptive responses to individual learning differences and their ability to maintain a supportive and inclusive learning environment.

In addition, the study included an analysis of teachers' professional practices, which involved examining lesson structures, instructional materials, and patterns of teacher-student interaction. The collected data were qualitatively analyzed to identify recurring features and indicators of teacher readiness that influence the effectiveness of learning organization in inclusive classrooms. As a result, key aspects of teacher readiness relevant to inclusive learning organization were systematized and interpreted within the broader pedagogical context.

Theoretical Background

Teacher readiness in inclusive education is a multidimensional and integrative concept that combines professional knowledge, pedagogical skills, psychological attitudes, and reflective competence. It reflects a teacher's capacity to effectively respond to learner diversity and to organize educational processes in ways that accommodate varying abilities, learning styles, and developmental needs. Contemporary researchers emphasize that inclusive teaching necessitates a fundamental shift from traditional, standardized instructional models toward flexible, learner-centered approaches that prioritize individual educational trajectories⁷.

Within pedagogical theory, readiness for inclusive practice is closely associated with the ability to design differentiated learning tasks that address diverse cognitive levels and learning paces. Teachers prepared for inclusive education demonstrate competence in applying adaptive teaching strategies, such as flexible grouping, scaffolding, and multimodal instruction, which enable meaningful participation of all learners in classroom activities. The use of formative assessment methods is also highlighted as a key component of readiness, as it allows teachers to monitor individual progress, provide timely feedback, and adjust instruction in accordance with learners' evolving needs.

Equally significant is teachers' psychological readiness, which underpins their professional behavior and interaction with learners. Psychological readiness includes the acceptance of diversity as a natural and valuable aspect of the educational process, tolerance toward individual differences, and positive expectations regarding each learner's potential for development. Such attitudes contribute to the creation of a supportive classroom

⁷ Florian, L. (2014). What counts as evidence of inclusive education? *European Journal of Special Needs Education*, 29(3), 286-294.

climate in which learners feel valued, respected, and motivated to engage in learning activities.

Pedagogical and psychological dimensions, organizational readiness is considered a crucial component of teacher preparedness for inclusive education. Effective organization of learning activities in inclusive classrooms requires teachers to engage in systematic cooperation with parents, special educators, psychologists, and other school support services⁸. This collaborative approach ensures consistency in educational support and facilitates the development of coordinated strategies aimed at addressing learners' individual needs. Thus, organizational readiness enhances the overall effectiveness of inclusive learning practices and reinforces the role of the teacher as a central figure in the inclusive educational environment.

Results and Discussion

The analysis demonstrated that teacher readiness plays a decisive role in shaping the organization of learning activities in inclusive primary education. The level of teacher preparedness directly affects instructional planning, classroom interaction, and the overall effectiveness of inclusive practices. Teachers who display a high degree of readiness are better equipped to respond to learner diversity while maintaining the coherence and structure of the educational process.

One of the key manifestations of teacher readiness is methodological flexibility. Effective organization of inclusive learning is characterized by the ability to employ a variety of instructional methods, adapt task complexity to individual learning needs, and provide targeted support within a common classroom framework. Such flexibility enables teachers to address diverse learning profiles without fragmenting the learning process or isolating individual learners.

Teacher readiness also significantly influences the social and psychological climate of the classroom. Inclusive attitudes toward diversity shape patterns of interaction and contribute to the development of a supportive learning environment. When teachers view learner diversity as a pedagogical resource rather than a limitation, they tend to encourage cooperation, peer support, and active participation, thereby enhancing both academic engagement and social integration.

Another important dimension of teacher readiness is collaborative competence, which affects the organizational aspects of inclusive learning. The ability to engage in professional cooperation with parents, special educators, and school support specialists ensures consistency in educational approaches and strengthens individualized support for learners. Such collaboration facilitates coordinated decision-making and promotes a holistic understanding of learners' educational needs.

Taken together, these findings indicate that teacher readiness functions as an integrative pedagogical mechanism linking instructional strategies, psychological attitudes, and organizational practices. This interconnected structure allows teachers to effectively

⁸ Booth, T., & Ainscow, M. (2011). *The Index for Inclusion: Developing Learning and Participation in Schools* (3rd ed., pp. 21–45). Bristol: Centre for Studies on Inclusive Education.

organize learning activities in inclusive primary classrooms and supports the sustainable implementation of inclusive education.

Conclusion

The study confirms that teacher readiness plays a decisive role in organizing learning activities in inclusive primary education. Methodological flexibility, inclusive attitudes, and collaborative competence form the structural components of readiness that ensure effective implementation of inclusive practices.

The results underline the necessity of targeted teacher training programs focused on developing inclusive competencies. Strengthening teacher readiness can significantly improve the quality of learning organization in inclusive primary schools and support the sustainable development of inclusive education.

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