

EFFECTIVE METHODS OF WORKING WITH CHILDREN IN NEED OF PSYCHOLOGICAL SUPPORT IN PRIMARY EDUCATION

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Annotation: This article highlights the specific features of working with children in need of psychological support, the collaboration between teachers and psychologists in providing such assistance, as well as the importance of effective methods and approaches. The study analyzes the role of individual approaches, inclusive education, and socio-emotional support methods in ensuring the development of students with special educational needs in primary education.

Keywords: psychology, psychological support, inclusive education, individual approach, socio-emotional support.

Аннотация: В данной статье освещаются особенности работы с детьми, нуждающимися в психологической поддержке, сотрудничество учителя и психолога в процессе оказания помощи, а также значение эффективных методов и подходов. В исследовании анализируется роль индивидуального подхода, инклюзивного образования и социально-эмоциональной поддержки в обеспечении развития учащихся с особыми образовательными потребностями в начальном образовании.

Ключевые слова: психология, психологическая поддержка, инклюзивное образование, индивидуальный подход, социально-эмоциональная поддержка.

Annotatsiya: Mazkur maqolada psixologik yordamga muhtoj bolalar bilan ishlash jarayonining o'ziga xos jihatlari, ularni qo'llab-quvvatlashda o'qituvchi va psixologning hamkorligi, shuningdek, samarali usul va metodlarning ahamiyati yoritilgan. Boshlang'ich ta'limda maxsus ehtiyojli o'quvchilarning rivojlanishini ta'minlashda individual yondashuv, inklyuziv ta'lim, ijtimoiy-emosional qo'llab-quvvatlash usullarining o'rni tahlil qilinadi.

Kalit so'zlar: psixologiya, psixologik yordam, inklyuziv ta'lim, individual yondashuv, ijtimoiy-emosional qo'llab-quvvatlash.

Today, supporting children in need of psychological assistance has become one of the most urgent issues in the education system. Such children face difficulties not only in acquiring knowledge but also in adapting to the classroom environment. Therefore, at the primary education stage, it is essential to pay special attention to them and apply effective methods through the collaboration of teachers and school psychologists.

In order to approve the regulatory and legal documents related to the education of children with special educational needs, and in accordance with the Decree of the President

of the Republic of Uzbekistan No. PF-6155 dated February 3, 2021, “On the State Program for the Year of Supporting Youth and Strengthening the Health of the Population” within the framework of the “Action Strategy for the Five Priority Areas of Development of the Republic of Uzbekistan for 2017–2021,” as well as the Resolution of the President of the Republic of Uzbekistan No. PQ-4860 dated October 13, 2020, “On Measures to Further Improve the System of Education and Upbringing for Children with Special Educational Needs,” the Cabinet of Ministers decides to: establish and organize the activities of psychological-medical-pedagogical commissions under the Ministry of Public Education of the Republic of Uzbekistan, responsible for referring children with physical, intellectual, sensory, or psychological disabilities to state specialized educational institutions (schools and boarding schools) for children with special needs;

regulate the procedure for organizing the education of children with special educational needs in accordance with their psychophysical abilities;

define the goals and objectives of the psychological-medical-pedagogical commissions;

determine the procedure for organizing the activities of these commissions;

and establish the procedure for reviewing documents by the psychological-medical-pedagogical commissions.

Individual Approach

1. Students with Disabilities

Students with visual impairments:

Use of audio materials, enlarging printed texts, and seating the student closer to the teacher.

Students with hearing impairments:

Provide written assignments, explain through visual aids (pictures, tables, videos), and ensure that the student can clearly see the teacher’s face.

Students with mobility impairments:

Provide a comfortable place in the classroom, limit physical load, and involve the student more in mental activities.

2. Students with Delayed Psychophysical Development

Give small and clear tasks.

Divide complex assignments into smaller parts.

Reinforce learning through repetition.

Encourage even the smallest achievements with praise.

3. Students on the Autism Spectrum

Maintain daily routines and consistency (predictability gives them comfort).

Use more visual materials (pictures, cards, symbols).

Provide simple and short instructions.

Organize activities based on the child’s interests (for example, if the child enjoys drawing, relate tasks to art activities).

4. Gifted Students

Provide more challenging assignments and additional resources.

Enhance interest through creative activities (writing essays, preparing projects, conducting small experiments).

Assign leadership roles during group work.

Encourage teamwork to develop emotional stability.

5. Socially Vulnerable Students

Show kindness and emotional support in communication.

Listen to and value their opinions.

Ensure active participation in group activities.

Strengthen communication with parents (or guardians) to support the child's socialization.

General Methods (for All Students)

Differentiated tasks: Offer the same topic at varying levels of difficulty.

Game-based learning: Use games like "Who Finds Faster?" or "Which Picture Doesn't Belong?" to improve focus and memory.

Encouragement: Acknowledge even small successes ("You worked very hard today!").

Patience and kindness: Create a warm atmosphere so that each child feels valued.

The educational process should consider each student's psychological characteristics, needs, and interests.

Developing an individual learning plan for every student is beneficial in this regard.

2. Inclusive Teaching Methods

For children who need psychological support, effective learning is achieved not by separating them from the class, but by integrating them into the general educational process.

Group assignments, collective games, and project-based activities serve as good examples.

Games and Techniques for Children in Need of Psychological Support

1. "Calming Breaths" Game

Children are asked to take a deep breath and exhale slowly.

For example: "Let's blow a balloon" — they place their hands near their mouths and pretend to blow up a big balloon.

☞ This exercise helps calm the child and reduce stress.

2. "Magic Sand" Activity

Drawing or shaping figures in sand or kinetic sand.

This technique stabilizes the child's emotional state and reduces inner anxiety.

3. "Find the Missing Object" Game

Several items (e.g., pencil, ruler, toy) are placed on the table.

Children observe them for 30 seconds, then the items are covered.

Ask questions like "Which item disappeared?" or "Which item changed place?"

This game develops attention and concentration.

4. "The Theatre of Emotions"

The teacher names various emotional situations: happiness, surprise, sadness, and so on.

Students express these emotions through facial expressions and body movements.

This game teaches children to understand and regulate their emotions.

5. "Story Through Hands"

Children use their palms to act out short scenes (for example, a bird is flying, a tree is swaying in the wind, etc.).

This method develops imagination and concentration.

6. "Circle of Friendship"

Children sit in a circle.

Each child says one positive word to the classmate sitting next to them (for example: "You are smart," "You are kind").

This technique builds self-confidence and creates a positive classroom environment.

3. Socio-Emotional Support

The teacher should pay special attention to developing the child's self-confidence and ensuring emotional stability.

Psychological trainings, the "circle of friendship," and positive reinforcement methods are highly effective.

Methods of Socio-Emotional Support

1. "Positive Words" Technique

Every day the teacher tells the child short positive affirmations:

□ "You can do it!"

□ "I believe in you!"

□ "You are an important member of our class."

This increases self-confidence and motivation.

2. "Expressing Emotions Through Colors"

Children are given colored cards.

Each color represents a specific emotion (for example: green – calmness, red – anger, yellow – joy).

The child expresses their current mood by choosing a color.

This helps children recognize and manage their emotions.

3. "Success Together" Method

The teacher assigns small group tasks.

Students must complete the task collaboratively.

As a result, they develop a sense of belonging to the group and improve socialization.

4. "Friendship Letter"

Each student writes a short positive note or greeting to a classmate.

Then they exchange letters.

This strengthens positive relationships and evokes warm emotions among children.

5. "Calm Corner"

A small "emotional relaxation space" is arranged in the classroom (for example, with soft toys, drawing sheets, and calm music).

When a child feels upset, they can go there to calm down and restore emotional balance.

6. "Theatre of Feelings"

The teacher describes various situations, and students express them through emotions (for example: being happy, surprised, or sad).

This enhances emotional literacy and strengthens empathy — the ability to put oneself in others' place.

4. Cooperation Between Parents and Teachers

Parental involvement plays a crucial role when working with children who need psychological support.

Teachers should regularly communicate with parents, give advice, and engage them in collaboration with the school psychologist.

Importance of Parent–Teacher Cooperation

In the process of supporting children in need of psychological assistance, the cooperation among teachers, parents, and school psychologists is one of the most essential factors.

Such children need constant psychological support not only at school but also at home.

1. Understanding and Acceptance of the Child

Parents should accept their child as they are and show affection.

The teacher guides parents in this process and explains the child's psychological characteristics.

2. Continuous Communication

Teachers and parents should communicate regularly, sharing updates about the child's academic and social development.

This allows for early identification and resolution of emerging issues.

3. Consistency Between Home and School

For the child, one of the most important factors is the harmony between education and upbringing at home and at school.

When the parent and teacher have a shared approach, the child's emotional state becomes more stable.

4. Joint Educational Activities

Meetings, psychological trainings, and extracurricular events with parents have a positive effect on children.

For example, organizing games, competitions, or small projects involving both parents and children can be very beneficial.

5. Collaboration With the Psychologist

In some cases, the efforts of the parent and teacher alone are not enough.

Therefore, involving the school psychologist is essential.

The psychologist's recommendations serve as an important guideline for both parents and teachers.

6. Creating a Positive Environment

Teachers create a supportive classroom atmosphere through encouragement, while parents continue this process at home.

This two-way support builds self-confidence and strengthens the child's emotional stability.

5. Use of Innovative Technologies

Using information and communication tools, interactive methods, and didactic games helps ease the learning process for children who need psychological support and increases their interest in studying.

Practical Results and Prospects

Effective work with children in need of psychological assistance in primary education leads to the following outcomes:

- Increased motivation for learning;
- Faster socialization process;
- Development of personal qualities such as self-confidence, responsibility, and friendliness;
- Strengthened cooperation and tolerance within the classroom community.

In the future, it is necessary to enhance teachers' qualifications, develop specialized psychological programs, and expand the application of inclusive education practices.

Conclusion. The use of effective methods in working with children in need of psychological support is an integral part of the educational process.

This approach ensures not only academic success but also the psychological well-being and balanced development of the student.

Collaboration among teachers, psychologists, and parents significantly broadens the possibilities for providing effective assistance to such children.

UNICEF and the Ministry of Preschool and School Education have initiated a model for inclusive schools, where new guidelines, standards/requirements, and mechanisms for inclusive education are being piloted.

These model schools will help test and demonstrate best practices, providing valuable insights for developing new legislation and policies to raise the quality of inclusive education to higher standards and promote the broader implementation of effective approaches.

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