

Didactic Materials That Allow Primary Students To Be Educated On The Basis Of Anthropocentric Approach In The Process Of Inclusive Education

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Received: 27 September 2025; **Accepted:** 19 October 2025; **Published:** 23 November 2025

Abstract: This article discusses the educational risks that teachers and educators may encounter when educating students on the basis of an anthropocentric approach in the process of inclusive education, and didactic materials that allow primary school students to be educated on the basis of an anthropocentric approach in the process of inclusive education.

Keywords: Inclusive education, anthropocentric approach, overt risks, hidden risks, video materials, pictorial and textual materials.

Introduction: Social changes taking place in human society, the acquisition of a new meaning in interpersonal relationships, the emergence of a transformation process against the background of cultural and moral values, require an improvement in the approach to the inclusive education process. The interpersonal relationships formed as a result of the fundamental social changes that took place in society at the beginning of our century have shown the relevance of the ideas of humanity, empathy, and kindness, the main components of the anthropocentric approach. This relevance is significant in two respects. First, it is also noticeable in the widespread introduction of inclusive education (children with disabilities receive education together with healthy children). Secondly, egocentrism is replacing the ideas of the anthropocentric approach based on national values formed over the centuries. Therefore, it is important to form and improve the components of the anthropocentric approach in learners at all stages of the education system.

It is known that the implementation of the inclusive education process is more complex than the general education process. In the process of inclusive education, a teacher may encounter various educational risks. Our studies have shown that the risks that arise in pedagogical activities can be overt or covert. The following can be included in the overt risks:

1) Conflicts with parents. To eliminate them, it is necessary to regularly conduct psychological trainings, training seminars and roundtable discussions. During the study, we conducted training seminars with parents.

2) Communicative risks. One of the most common risks in the process of inclusive education, it occurs during communication with participants in inclusive education. In many cases, difficulties arise in involving a student with disabilities in the lesson process, in involving him in social relations. To prevent this process, pedagogical and psychological influence and politeness are necessary. We used video materials in this process (Helping the Disabled, Gratitude, Humanity and Empathy).

3) Technological Risks. These risks include risks arising from pedagogical technologies used by the teacher for participants in inclusive education. It is advisable for the teacher to choose pedagogical technologies based on the individual characteristics of each learner, as much as possible.

The following are among the hidden risks:

- 1) Incompatibility of personal interests with the educational process;
- 2) Lack of motivation among learners;
- 3) Lack of inclusive culture and inclusive manners

among the teacher;

4) Inadequate design of the correction process;

5) Constant mental stress of the teacher and students

One of the important foundations of education based on an anthropocentric approach in the process of inclusive education is the recommendation of ideologically sound, scientifically based methodologies for teaching practice. Based on this requirement, attention was paid to the thorough justification of the methodology that serves to educate primary school students based on an anthropocentric approach in the process of inclusive education, taking into account the above possible risks.

The purpose of the conducted experimental work was to create methodological support aimed at educating primary school students in the process of inclusive education based on an anthropocentric approach, taking into account the didactic possibilities of inclusive education.

To achieve the intended goal, the following educational tasks were set as priorities:

Selection of educational materials that serve to educate students based on an anthropocentric approach by analyzing didactic materials suitable for inclusive education;

Preparation of methodological developments that allow for the effective organization of the educational process based on the selected educational materials;

Creation of methodological support that allows educating primary school students in the process of inclusive education based on methodological developments prepared to form an anthropocentric approach;

Analysis of the educational characteristics of the created methodological support by conducting educational processes with a test nature and determining its suitability for educational practice.

According to the results of our analysis, didactic materials that allow educating primary school students based on an anthropocentric approach in the process of Inclusive Education were identified. They are as follows:

Materials based on video materials: "Helping the Disabled", "Gratitude, Humanity and Empathy", "I Want to Read Too". Through these video materials, attention was paid to expanding the worldview of students by asking them questions prepared in advance based on interactive methods (brainstorming).

Visual (speed) materials: "Loneliness and Unity", visual methodological games "My Friend is My Wing", "Humanity is a Noble Virtue", "Leaves of Kindness", as

well as a photo collage called "The Hidden Secret in the Photo". Special attention was paid to a deeper understanding of the qualities of humanity and the determination of the components of the anthropocentric approach in them based on visual materials.

Text materials: "Consequence", situational tasks from the methodological games "My close assistant", "Tell me the middle", "I trust you with my secret", "Harmony is a guarantee of invincibility". Based on the text materials, the task of teaching inclusive education students to work with text, think based on the principle of cause and effect, and thereby determine the components of the anthropocentric approach was carried out.

Terminological materials: these materials included qualities and human qualities that reflect the components of the anthropocentric approach, and attention was paid to helping students understand the essence of these qualities and embody the components of the anthropocentric approach in them (This was discussed in the previous chapter).

Psychological training and technological project: Psychological training and technological projects were prepared to educate primary school students based on the anthropocentric approach in the process of inclusive education. These included psychological trainings such as "Know Yourself", "Friendship is the Highest Happiness", "Helping is a Human Virtue", "Everyone Should Get an Education", "Let's Make Friends Through Play", a technological project called "Education is for All", and a group discussion entitled "Anthropocentric Approach in Primary School Students" were presented to students.

Another task of the experimental work is the preparation of methodological developments that allow for the effective organization of the educational process in the context of the research work. Pedagogical activities aimed at implementing this task were carried out in two directions:

1) Methods, forms, means and technologies were selected that allow for the effective conduct of the educational process based on the education of primary school students based on an anthropocentric approach in the process of inclusive education;

2) Methodological developments were prepared based on the selected methods, forms, means and technologies to educate primary school students based on an anthropocentric approach in the process of inclusive education.

As noted above, the experimental work organized within the framework of the research, using the

selected methods, forms, means and technologies, methodological developments were prepared that serve to educate primary school students based on an anthropocentric approach in the process of inclusive education.

Thus, experimental work forms the basis of research in the field of pedagogy. Conducting experimental work correctly and in a reasonable manner ensures its effectiveness. Therefore, it is necessary to organize experimental work in a rational organizational and methodological way. During the research aimed at educating primary school students based on an anthropocentric approach in the process of inclusive education, special attention was paid to this aspect. As a result, the intended goal of the experimental work was achieved.

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