



A METHODOLOGY FOR DEVELOPING THE CREATIVE ABILITIES OF PRIMARY SCHOOL STUDENTS IN TECHNOLOGY LESSONS BASED ON AN INCLUSIVE LEARNING ENVIRONMENT

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***Annotation:** This article discusses the methodology for developing the creative abilities of primary school students in technology lessons based on an inclusive educational environment. The importance of organizing the educational process taking into account the individual capabilities of all students in inclusive education is revealed. Methods for developing students' independent thinking, creativity, and practical skills through interactive methods, practical exercises, and creative tasks used in technology lessons are analyzed. The role of an inclusive environment in forming cooperation, tolerance, and activity in students is also shown.*

***Keywords:** inclusive education, technology lesson, creative abilities, primary education, creativity, interactive methods, practical skills, student activity, pedagogical approach, educational effectiveness.*

***Аннотация:** В данной статье рассматривается методология развития творческих способностей учащихся начальной школы на уроках технологии в инклюзивной образовательной среде. Раскрывается важность организации образовательного процесса с учетом индивидуальных возможностей всех учащихся в рамках инклюзивного образования. Анализируются методы развития самостоятельного мышления, креативности и практических*

навыков учащихся посредством интерактивных методов, практических упражнений и творческих заданий, используемых на уроках технологии. Также показана роль инклюзивной среды в формировании сотрудничества, толерантности и активности у учащихся.

Ключевые слова:*инклюзивное образование, урок технологии, творческие способности, начальное образование, креативность, интерактивные методы, практические навыки, активность учащихся, педагогический подход, эффективность обучения.*

Today, the development of an inclusive education system is one of the important directions in the field of education. Inclusive education ensures the right to equal education for all children, including students with disabilities. Such an educational environment is organized taking into account the individual abilities, needs and interests of students.

Technology lessons in primary grades create a favorable opportunity for the development of students' creative abilities. In these lessons, students' imagination, independent thinking and creative approach are formed through the use of various practical work, manual labor, projects and interactive methods. An inclusive educational environment ensures the active participation of each student in the lesson process.

The use of such methods as "Brainstorming", "Cluster", "Project Method", "Work in Small Groups" in technology lessons increases students' creativity. In particular, working with students with disabilities on an individual basis strengthens their self-confidence and develops their social activity.

An inclusive learning environment also fosters cooperation, mutual respect, and tolerance among students, resulting in students not only

acquiring knowledge and skills, but also becoming active and creative individuals in society.

When organizing technology lessons on the basis of an inclusive learning environment, the teacher must take into account the psychological and physical capabilities of each student. It is especially important to create a comfortable and supportive environment for the development of creative abilities in primary school students. In such an environment, students freely express their thoughts, put forward new ideas, and demonstrate their talents in the process of practical activities.

In technology lessons, various didactic games, construction work, drawing, working with paper and natural materials develop students' creative thinking. At the same time, the use of modern information and communication technologies also increases the effectiveness of the lesson. For example, multimedia tools, electronic presentations, and video lessons increase students' interest in the subject.

In inclusive education, collaborative methods play a special role. In the process of working in groups, students help each other, exchange ideas, and acquire teamwork skills. This has a positive effect not only on the development of creative abilities, but also on the social adaptation of students.

Also, organizing project activities in technology lessons develops students' independent work skills. During the preparation of a project, students complete the stages of identifying a problem, drawing up a plan, selecting materials, and creating a final product. This process further improves their logical and creative thinking skills.

As a result, technology lessons organized on the basis of an inclusive educational environment serve as an important tool for developing the

creative potential of primary school students and educating them as independent and active individuals.

Conclusion:In conclusion, the development of creative abilities of primary school students in technology lessons based on an inclusive educational environment is of great pedagogical importance. Such an approach serves to reveal the potential of all students, to develop their independent and creative thinking. Through the effective use of modern pedagogical methods, the effectiveness of technology lessons increases and students' practical skills are formed. An inclusive environment serves as an important factor in educating students in equality, cooperation and social activity.

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