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Development in The Primary Inclusive Classroom in The Norm and Mind Weak Speech to The Defects Has Students Innovative Pedagogical Technologies in The Development of Fine Motor Skills

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Abstract: This scientific article is devoted to the use of innovative pedagogical technologies in the development of fine hand motor skills of elementary school students in the conditions of inclusive education. The study highlights the active involvement of all students, including children with disabilities, in the educational process through the use of modern technologies, game approaches and didactic tools that help develop motor skills. Also, the fact that the development of fine motor skills has a positive effect on the level of mastery and social-psychological adaptation of students is substantiated by clear evidence. Practical methods and methodological recommendations are also described in the work.

Keywords: Inclusive education, primary class, fine motor skills, innovative pedagogical technologies, strengthening hand muscles, game approach to education, special pedagogy, motor development.

Introduction: The development of fine motor skills of primary inclusive schoolchildren is important. This process plays a major role in the overall development of students, including the formation of their intellectual,

physical and psychological aspects. Fine motor skills include the skills of performing subtle and precise movements of the fingers. In inclusive education, the individual needs of each student are taken into account in the development of these skills using innovative pedagogical technologies. This article shows the impact of fine motor skills development on the level of mastery and socio-psychological adaptation of students. Through the use of innovative pedagogical technologies, all students, including children with disabilities, are actively involved in the educational process. These changes have a positive effect on strengthening the hand muscles of students, their overall physical and psychological development. Goals and objectives: To study the pedagogical aspects of developing fine motor skills in inclusive education. To analyze the impact of using innovative technologies and game approaches on student development. Decrees of the President of the Republic of Uzbekistan No. PF-5270 dated December 1, 2017 "On measures to radically improve the system of state support for persons with disabilities", No. PF-5712 dated April 29, 2019 "On the Concept for the Development of the Public Education System until 2030", No. PF-6108 dated November 6, 2020 "On measures to develop the spheres of education and science in the new period of development of Uzbekistan", No. PF-60 dated January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026", No. PQ-4860 dated October 13, 2020 "On further improvement of the system of education and upbringing of children with special educational needs "On measures", the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2021 No. 638 "On approval of regulatory legal documents on education of children with special educational needs" and other documents set out the tasks of personnel issues, modernization of educational content, methodological and didactic support of the process. [1] Determining how to support the motor development of students with disabilities through special pedagogical approaches. "The resolutions and decrees of the President of the Republic of Uzbekistan Shavkat Mirziyoyev in the field of education are aimed at supporting this process. For example, Decree No. PF-134 "On Approval of the Concept for the Development of School Education in 2022–2026", adopted on May 11, 2022, pays special attention to improving the quality of education, ensuring the overall development of students, and developing inclusive education. [2] "Also, Resolution No. PQ-54 "On Measures to Further Deepen Reforms in the Education Sector", adopted on February 2, 2024, considered the issues of modernization of the education system, the introduction of innovative pedagogical technologies,

and taking into account the individual needs of students. [3] Based on these resolutions and decrees, the opportunities for using innovative pedagogical technologies to develop fine motor skills of primary school students are expanding. This has a positive impact on the overall development of students, including the improvement of their motor skills.

Inclusive Education is a collaborative education, recognized by the entire community as the most humane and effective education. Inclusive education is an educational process in which all children, regardless of their physical, mental, intellectual and other problems, receive education together with their peers in a common way, in their own homes and areas, in schools where all conditions are created that suit their needs.[4]

Fine motor skills are the ability of children to perform small and precise movements with the palms and fingers of their hands and feet. The field of fine motor skills has a specific meaning and includes a large number and variety of movements. For example: from simple movements (for example, holding a toy, various details) to complex movements (such as writing and drawing). Fine motor skills begin to develop from the moment a child is born. [5]

METHODOLOGY

The methods and approaches used in the application of innovative pedagogical technologies in the development of fine motor skills of primary school students (inclusive education) are presented. This article clearly describes the methods used for scientific research, the processes of data collection and analysis, and the following methods are recommended:

Experimental method,

Monitoring and analysis methods,

Didactic games,

We will try using methods such as qualitative research.

The experimental method, the process of developing fine motor skills of primary school students was studied through specific experiments. In the study, a number of practical exercises and games were organized to assess the motor skills of students. When applying this method, the following exercises and tests were used to determine the motor skills of students, especially the use of their fingers and the coordination of their movements:

1. Finger pressing and holding exercises

Information: These exercises are aimed at developing the strength of students' fingers and fine motor skills. During the exercise, students will be presented with the methods and approaches used in the application of

innovative pedagogical technologies in the development of fine motor skills of primary school students (inclusive education). This section clearly describes the methods used for scientific research, the processes of data collection and analysis, and the following methods are recommended: Experimental method, Monitoring and analysis methods, Didactic games, We will use methods such as Qualitative Research.

The experimental method, the process of developing fine motor skills of primary school students was studied through specific experiments. In the study, a number of practical exercises and games were organized to assess the motor skills of students. When applying this method, the following exercises and tests were used to determine the motor skills of students, especially the use of their fingers and the coordination of their movements:

1. Finger pressing and holding exercises

Information: This exercise is aimed at developing students' finger strength and fine motor skills. During the exercise, students were required to hold or squeeze small objects (such as small round plastic balls or plasticine) with their fingers.



Methodology: Students were given a plasticine or soft ball and asked to squeeze it with their fingers for a while. It is important to encourage students to perform the movements gradually during the exercise, especially for children with disabilities.[6]

were required to hold objects (e.g., small round plastic balls or plasticine) with their fingers or squeeze them with their fingers.

Methodology: Students were given a plasticine or soft ball and asked to squeeze it with their fingers for a while. It is important to encourage students to perform the movements gradually during the exercise, especially for children with disabilities.[7]

Finger pencil grip and drawing exercises

Information: These exercises are designed to develop students' writing and drawing skills. Students were given the task of drawing or writing various shapes (straight lines, circles, squares, etc.). Methodology: Students were given a simple pencil and paper for drawing. During the exercise, they drew certain shapes or wrote letters to develop the correct pencil grip and fine finger movements. This exercise was effective in

strengthening motor skills. [8]

Exercises with soft games and didactic tools

Information: Soft games and exercises based on playing with didactic tools, such as Lego blocks, jigsaw puzzles, or small balls, were used to develop students' finger coordination and motor skills.



Methodology: Students are given the task of assembling puzzles or building shapes with Lego blocks. In this exercise, students use their fingers and hands to precisely coordinate, assemble, and place objects. [9]

Questionnaire method

Information: A questionnaire was used to collect feedback on the motor development of students, asking questions aimed at determining their individual development process. This questionnaire investigated students' physical activity, exercises and games that affect motor skills, and the level of students' socio-psychological adaptation.

Questionnaire structure example :

1. Per day how much time physical exercises with Are you working?
 - ☒ 10 minutes less
 - ☐ 10-30 minutes
 - ☐ 30 minutes many
2. Physical from activity then yourself how do you do it?
 - ☐ Very good
 - ☒ Simple
 - ☐ Tired
3. Physical exercises to perform to you Do you like it?
 - ☒ Yes, very much. like
 - ☐ Sometimes like
 - ☐ No, I don't like it.
4. Small items (e.g., beads) or with lego) at work difficulty Have you noticed ?
 - ☒ Yes

- ☐ Sometimes
 - ☐ No
5. Writing or picture in the process your hand Is he tired?
- ☒ Yes, quickly. gets tired
 - ☐ Sometimes gets tired
 - ☐ No, he doesn't get tired.
6. Group in games active participation Can you?
- ☒ Yes, always.
 - ☐ Sometimes
 - ☒ No
7. To you new the game or experience mastery Is it difficult ?
- ☐ Very difficult
 - ☒ Average
 - ☐ Easy
8. Hand help develop for plasticine or with to work Do you like it?
- ☐ Yes, I like it.
 - ☒ Sometimes I love
 - ☐ No, I don't like it.
9. In training in your hands pain or discomfort you will you do it ?
- ☐ Yes, often.
 - ☒ Sometimes
 - ☐ No

10. Which one do you think? physical to your activity help gives?

- ☒ Games (e.g. Lego) or puzzle
- ☒ Physical experiment (for example, balloons compression)
- ☒ Creative activity (e.g., drawing) or to make)

RESULTS

This questionnaire from what we have spent then in percentages how much students answer that gave checking we got it.

1. Per day how much time physical exercises with Are you engaged? 10-30 minutes 50% of students answer they gave.

2. Physical from activity then yourself how do you do it? Very good: 30% responded.

3. Do you enjoy doing physical exercises? Sometimes like: 40% responded.

4. Have you ever had difficulty working with small objects (such as beads or Lego)? Sometimes: 50% responded.

5. Does your hand get tired while writing or drawing? Yes, it gets tiring quickly: 10% answered.

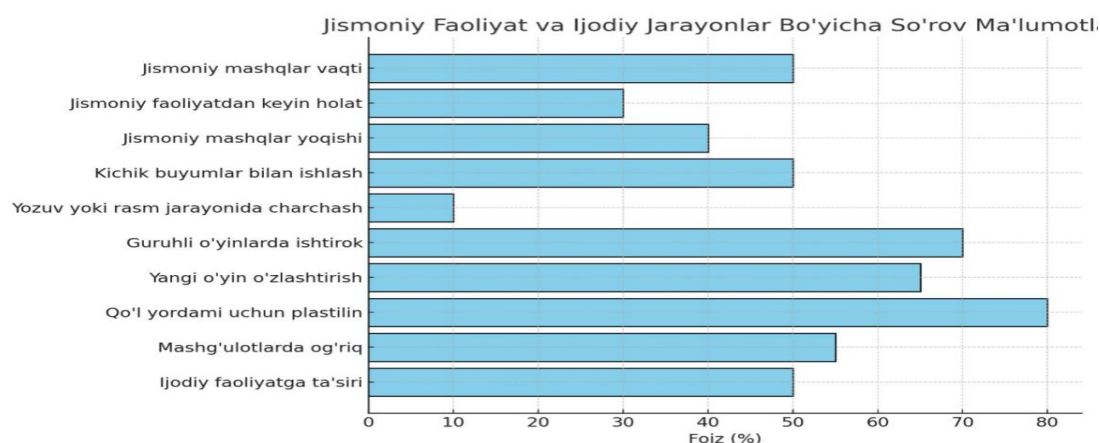
6. Group in games active participation Can you? 70% answered yes.

7. Is it difficult for you to master a new game? Easy: 65% answer they gave.

8. Hand help increase for plasticine or with to work Do you like it? Yes 80% answer they gave.

9. In training in your hands pain or discomfort will you do it? No: 55% responded.

10. What physical activity do you think helps you? Creative activities (such as painting or crafting) accounted for 50% of responses.



This diagram shows that children are highly interested in creative and social activities, especially manual work and group games. Although writing and drawing are not tiring for children, these activities may not be very interesting for children. The evaluation of the state after physical activity (30%) has a relatively low rate. This indicates the need to encourage physical activity or create a comfortable environment for children.

High scores: Using plasticine for hand-holding (80%) showed the highest results. This indicates that children are very interested in working with tools such as plasticine in creative activities. Participation in group games (70%) and mastering new games (65%) also have high scores. This indicates the importance of social and playful learning processes among children.

Average scores: The results for physical activity time (50%) and working with small objects (50%) were average. These activities may be enjoyable for children, but may also be due to other factors. Pain during the exercises (55%) was also moderately observed, indicating the difficulty of the physical activity.

Low scores: Writing or picture in the process fatigue (10%) lowest percentage These children have creative from activity more pleasure to take or this of activity to them excess tension not to give means. Physical from activity next status (30%) and physical exercises Likes (40%) lower at the level of, this and physical of activity children for difficulties to give birth possible evidence gives.

DISCUSSION

In my opinion, it is a beginner class of students small motor skills according to innovative pedagogical technologies implementation to, not only their physical development, but conscious accordingly reading and to write such as skills also help in development gives. In the inclusive classrooms motor skills development, students thinking ability to increase, to focus concentration and memory to improve help gives. That's it. highlight education is necessary in the process new of technologies application students to oneself was trust to increase and themselves new in activity to try This is especially true for inclusive in education important importance has, because everyone student's to the need appropriate individual approach However, this from technologies effective use for teachers own qualification increase and modern pedagogical to methods related knowledge reinforcement necessary. Innovative technologies effective application for, teachers students to the needs customized lessons planning, individual assistance to students to show necessary. This with together, technologies to students

negative impact not showing for, from them when using certain time borders and use order designation necessary. Innovative technologies education process development possible, but they right and own on time application important importance has.

May hands motor skills in development innovative pedagogical technologies application, inclusive education under the circumstances elementary class of students mastery level and socio-psychological adaptation to improve help Innovative technologies using individual approach to students done increase, their to the needs suitable education organization to grow opportunity is created. This is students themselves free and to feel confident help gives, this of the process important structural part is considered. [10]

Elementary in class small motor skills develop in the process educators, technologies effective application through students attention reinforcement, finger muscles develop and creative thinking supports. Playful approaches, for example, educational games and didactic of materials application, students thinking ability and physical development These technologies accelerate to students own opportunities to try and themselves to study help gives, that with together, study process further interesting and effective does. This with together, innovative technologies in use to the surface arrival possible was some taking into account the difficulties to take necessary. Teachers from technologies right and effective use skills has to be Also, technologies high price or the internet and computer technologies with related problems are also the students' education to take to the process obstacle to do possible. This because of this problems solution to grow for state and education institutions by additional resources and help display necessary. Innovative pedagogical technologies application elementary in education small motor skills to develop big help They give. students physical and spiritual development improves, master process effective does and inclusive of education main principles done to increase help gives. This with together, this technologies successful current to grow for teachers qualifications increase and technological infrastructure improve important importance has.

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