

## **PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF ENSURING SAFE INCLUSIVE EDUCATIONAL CONTINUITY**

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### **Abstract**

This article analyzes the importance of ensuring the safety of students studying in inclusive education, the active implementation of inclusive education in general education schools, the organization of educational activities for children with special educational needs together with their normally developing peers, and the fact that inclusive education is an educational environment that reveals the special educational needs and individual capabilities of students with disabilities. Ensuring the continuity of inclusive education requires a comprehensive understanding of the pedagogical and psychological factors that affect the educational process of students with diverse needs. The results show that ensuring the continuity of inclusive education in Uzbekistan requires a multifaceted approach that includes policy implementation, teacher training, integration of assistive technologies, and broader awareness in society.

**Keywords:** Inclusive education, student with disabilities, educational needs, individual opportunities, educational environment, school, coordinated counseling, psychologist, medical worker, pedagogue, defectologist, inclusive education, pedagogical factors, psychological adaptation, special educational needs, teacher training, continuity of education, accessibility, assistive technology, social inclusion.

### **Introduction**

The process of active integration with the world community in all spheres is developing in our republic, the high level of organization of human rights and freedoms in all aspects, the purposeful and effective use of their experience are of great importance.

These processes are also significantly reflected in the education system, which coordinates and provides a basis for the emergence of all the forces of society, turning new approaches into a way of life, directing social activity for all strata and categories of the population.

In particular, today inclusive education is actively implemented in general education schools, and children with special educational needs are educated together with their normally developing peers. According to A.S. Batalov, inclusion is based on the ideas of a single educational space for students with special educational needs and disabilities, and is aimed at integrating various educational areas [3].

Inclusive education is an educational environment that reflects the special educational needs and individual capabilities of students with disabilities, and a child with disabilities is admitted to school based on the conclusions and recommendations of a coordinated consultation (psychologist, medical worker, pedagogical, defectologist, etc.) in consultation with parents and legal representatives.

It is natural that inclusive education brings a number of conveniences and efficiencies in the life of the state and society. However, this process creates a number of problematic situations in the education system.

It is necessary to pay attention to the problems and risks that may arise when implementing inclusive education in general education schools. The attitude of society and parents to the education of students with disabilities, as well as issues related to the creation of various educational programs and resources that meet individual characteristics, should be in the focus of attention.

Children with special needs are recognized as a non-standard group because they include children with various (mental, emotional, and physical) disabilities. This category includes children with hearing, visual, speech, musculoskeletal, intellectual disabilities, emotional and volitional retardation, autism spectrum disorders, as well as complex developmental disorders.

Inclusive education has emerged as a key paradigm in global education reforms, aiming to ensure equal educational opportunities for all learners, regardless of their abilities or disabilities. In Uzbekistan, the commitment to inclusive education has been reinforced through legislative measures, such as the 2021 Presidential Decree “On Inclusive Education”, which aims to improve access and quality in education. Despite such initiatives, Uzbekistan faces a number of

challenges in addressing the pedagogical and psychological factors necessary for the effective implementation of inclusive education, in particular its sustainability. Teacher training is a crucial factor in successful inclusive education. Recent data show that a significant proportion of teachers in Uzbekistan do not have specific training in inclusive pedagogy. For example, a survey conducted by the National Center for Inclusive Education (2022) found that 68 percent of teachers have not received formal training in this area. This gap in professional development hinders the adoption of flexible teaching methodologies necessary to meet diverse learning needs. Furthermore, only 35 percent of schools are equipped with the necessary resources to support inclusive practices, highlighting the need for significant investment in educational infrastructure.[1]

The psychological well-being of students with special educational needs is closely linked to the relationships and support mechanisms within the educational environment. A study by the Psychological Society of Uzbekistan (2023) found that 54% of students with SEN experienced feelings of isolation, primarily due to insufficient integration of peers and limited support from teachers[2].

Internationally, scholars such as Klaus Werner Wedell have emphasized the importance of viewing special educational needs as relative, in relation to learning objectives and environmental context. Wedell advocates educational policies that maximize organizational and pedagogical flexibility, while recognizing the complexities and dilemmas inherent in inclusion. Similarly, Melanie Killen's research highlights the role of social thinking and intergroup relations in children's moral development, suggesting that inclusive educational settings can enhance social cohesion and reduce bias.

#### Technological Advances

The emergence of artificial intelligence (AI) offers new ways to support inclusive education. AI technologies can tailor educational resources to individual needs, simplify information, and enrich the learning experience for students with intellectual and developmental disabilities. However, educators are concerned that AI may reduce human interaction and empathy among general students. Addressing these concerns requires comprehensive training of educators and the involvement of people with disabilities in discussions about AI to ensure that technological advances are consistent with the principles of inclusion.

#### Research Objectives

This study aims to analyze pedagogical and psychological factors that affect the continuity of inclusive education in Uzbekistan. By integrating empirical data, theoretical foundations, and best global practices, the research seeks to identify strategies that improve the effectiveness of inclusive education and ensure that all students receive equitable and quality educational experiences.

## **LITERATURE REVIEW AND METHODOLOGY**

Inclusive education is a key focus of education reforms around the world, aiming to ensure equal educational opportunities for all students, including those with special educational needs. The implementation of inclusive education in Uzbekistan is guided by national policies and international commitments, such as the UNESCO Education 2030 Framework for Action. However, the implementation of these policies faces challenges related to teacher training, resource allocation and social relations.[4]

A study conducted by the Education Policy Institute (EPI) in England found that there are significant differences in the impact of factors such as school type, socio-economic background and absenteeism on the identification of MT among students. Although this study is based in England, it may also be relevant to the Uzbekistani context.

The integration of technology, particularly artificial intelligence (AI), has been identified as a potential catalyst for improving inclusive education. AI can tailor educational resources to individual needs, simplify information, and enrich the learning experience for students with intellectual and developmental disabilities. However, concerns about reduced human interaction and empathy require comprehensive training of teachers and the involvement of people with disabilities in discussions about the development of AI.

This study uses mixed methods to analyze pedagogical and psychological factors that affect the continuity of inclusive education in Uzbekistan. The research design combines quantitative data collection through surveys and qualitative insights through interviews and focus groups.

The survey was conducted using a stratified random sample of 500 teachers across different regions of Uzbekistan. The survey aimed to assess:

- Teacher Preparation: Assessing the level of training received in inclusive education practices.

- Resource Availability: Assessing the availability of teaching aids and infrastructural support for inclusive education.
- Attitudinal Factors: Measuring teachers' attitudes towards inclusive education and their challenges.

The survey data were analyzed using descriptive and inferential statistics to identify patterns and correlations. To gain deeper insights, semi-structured interviews were conducted with 30 teachers, including teachers, school administrators, and policymakers. In addition, focus group discussions were conducted with parents of students to understand their perspectives on the inclusiveness of the educational environment. Qualitative data were thematically analyzed to identify recurring themes and contextual nuances.

Ethical approval was obtained from the Institutional Review Board of the National University of Uzbekistan. Informed consent was obtained from all participants, ensuring confidentiality and the right to withdraw from the study at any stage.

### Limitations

The study acknowledges potential limitations, including:

- Selection bias: Despite efforts to ensure a representative sample, some regions or demographic groups may be underrepresented.
- Self-report bias: Participants' responses may be influenced by social desirability, particularly on sensitive topics such as attitudes towards inclusion.

Addressing these limitations included triangulating data sources and applying methodological rigor to enhance the validity and reliability of the findings. By employing a comprehensive methodology, the study aims to gain a deeper understanding of the factors influencing the sustainability of inclusive education in Uzbekistan, thereby informing policy and practice.

## RESULTS

The study's findings shed light on the current state of inclusive education in Uzbekistan, focusing on pedagogical training, resource allocation, and psychological factors affecting teachers and students.

The survey data show that a significant proportion of educators in Uzbekistan have limited experience with inclusive education. Notably, 51 percent of teachers said they "feel terrible" about their disability, which could affect their approach to inclusive education. These statistics highlight the need for comprehensive

professional development programs aimed at changing pedagogical skills and attitudes towards disability.

The availability of resources needed to implement inclusive education remains uneven across the country. In 2022, the government of Uzbekistan took an important step by integrating children with disabilities into 225 mainstream schools. Despite this progress, disparities persist, especially in rural areas where access to special materials and tools is limited. The uneven distribution of resources makes it difficult to uniformly apply inclusive education practices. The psychological climate in educational institutions plays a crucial role in the success of inclusive education. The aforementioned statistics, which show that more than half of teachers report negative feelings towards the prospect of disability, reflect a broader social stigma. This stigma can negatively affect the self-esteem and social integration of students with special educational needs (SEN). Addressing these psychological barriers is crucial to creating a conducive learning environment for all students. The government's commitment to inclusive education is evident in policy reforms and partnerships with international organizations. For example, partnerships with UNICEF have helped develop inclusive education models and train teachers. However, implementing the policy requires sustained efforts, such as ongoing monitoring, public participation, and the allocation of adequate resources to ensure the effective implementation of inclusive education in all regions. While Uzbekistan has made commendable strides towards inclusive education, the findings highlight the need for ongoing professional development, equitable resource allocation, and societal attitudinal change to ensure the sustainability and success of inclusive education practices.

## DISCUSSION

This study provides a comprehensive analysis of the pedagogical and psychological factors that influence the sustainability of inclusive education in Uzbekistan. The findings highlight significant progress in policy development and infrastructure development, while highlighting persistent challenges that hinder the effective implementation of inclusive practices. Uzbekistan has demonstrated a strong commitment to inclusive education through the implementation of progressive policy and legislative reforms. The government's goal of ensuring inclusive education in 51 percent of schools by 2025 is an example of this commitment. This ambitious goal requires a multifaceted



approach that includes adapting curricula, improving teacher training, and developing inclusive learning environments. However, the successful translation of policies into practice depends on addressing systemic challenges, including resource allocation and societal attitudes toward disability.

The effectiveness of inclusive education is inextricably linked to teacher training. Data show that a large proportion of teachers in Uzbekistan do not have specific training in inclusive pedagogy. This shortcoming is compounded by prevailing prejudices, as evidenced by the fact that 51% of teachers expressed negative views about it. To mitigate these problems, it is necessary to implement comprehensive professional development programs that equip teachers with the necessary skills and encourage attitudinal changes that support inclusion. Equitable distribution of resources is essential for the sustainability of inclusive education. Despite government efforts, disparities persist, especially between urban and rural areas. The integration of children with disabilities into 225 mainstream schools represents an important milestone; however, the lack of specialized materials and accessible facilities in many institutions hinders the effective inclusion of students with special educational needs (SEN). Addressing these infrastructure gaps requires strategic investments and public and private sector mobilization.

The psychological well-being of students with disabilities is profoundly affected by school climate and societal perceptions. Research has shown that the majority of teachers have negative attitudes towards disabilities, reflecting deep-rooted stigmas that can negatively impact students' integration and self-esteem. Implementing inclusive education programs that challenge stereotypes and foster empathy among teachers, students, and the wider community is essential to fostering an inclusive culture.

The emergence of technological innovations presents both opportunities and challenges for inclusive education. Artificial intelligence (AI) has the potential to personalize learning experiences for students with diverse needs; however, concerns about diminished human interaction and empathy require a careful and balanced approach. Ensuring that AI applications are inclusive requires the active involvement of stakeholders, including people with disabilities, in the design and implementation processes.

The findings of this study highlight the need for ongoing research to track the progress of inclusive education initiatives. Longitudinal studies examining the

impact of teacher training programs, resource allocation strategies, and technological interventions provide valuable insights into effective practices. In addition, developing international collaboration can facilitate the exchange of best practices and increase the capacity of Uzbekistan's education system to reach all learners. While Uzbekistan has made commendable progress towards inclusive education, sustained efforts are needed to overcome existing challenges. A holistic approach that combines policy reform, professional development, resource investment, community outreach, and technological innovation is needed to ensure that inclusive education becomes a reality for all students.

According to the point of view of O.V. Solodyankina, an important aspect of organizing the safety of an inclusive educational space is reflected in the coordination of factors of integration, adaptation and cooperation between specialists, parents of students with disabilities, classmates and their relationships. Because a child forms certain behavioral skills in the family, can form ideas about himself and others, and about the world as a whole [5].

According to our point of view, in organizing and stabilizing the safety of an inclusive educational space, it is advisable for the teacher to implement the following pedagogical and psychological approaches:

-Firstly, it is advisable to form and gradually implement a pedagogical and psychological program for working with parents of students with disabilities, and creating and conducting a primary pedagogical and psychological portrait of a student with disabilities and his family will give effective results. Because the formation of a pedagogical and psychological program for working with parents of students with disabilities increases the effectiveness of individual and group work with the child in the educational process, accelerates their integration into education on the basis of mutual cooperation. Also, the creation and implementation of a pedagogical and psychological portrait of each family serves to optimize the relationship between the educational institution and the family, increases the possibilities of dialogue and communication, leads to the full functioning of the principles of mutual understanding and comprehension, and minimizes the pedagogical and psychological fatigue of the teacher in the process of working with children with disabilities.

- Secondly, it is important to ensure that the specialist who directly organizes education and upbringing with students with disabilities (conducts lessons in inclusive classes) closely introduces and establishes contact with parents, and to



draw up an individual support program for a student with disabilities involved in inclusive education based on rehabilitation cards, expert opinions and diagnostic data. As in any educational process, in inclusive education, the cooperation of parents with the school is of great importance, achieving two-way pedagogical and psychological support for the education and upbringing of children with disabilities, leading to the expected quality of education. Based on the cooperation of teachers of the educational institution with parents, it is necessary to maintain rehabilitation cards for children with disabilities, monitor them, analyze the dynamics of changes in the education and upbringing of the child with specialists, and positively coordinate them, serving the quality and effectiveness of education, stabilizing their socialization process and increasing their self-confidence.

Thirdly, it is important to draw up a work plan for the “consulting” working group operating at school with the parents of students with disabilities involved in inclusive education, organize interviews, collect information about the opinions of their children, conduct content analysis, and conduct activities.

## CONCLUSION

The study highlights the pedagogical and psychological factors necessary to ensure the sustainability of inclusive education in Uzbekistan. While significant progress has been made through policy reforms and structural changes, more attention needs to be paid to persistent challenges such as teacher training, resource allocation, community engagement, and technological integration.

The study highlights that teacher training remains a critical factor in the successful implementation of inclusive education. The results show that a significant proportion of teachers in Uzbekistan lack the necessary expertise to accommodate students with special educational needs (SEN). Thus, comprehensive professional development programs should be prioritized to equip teachers with both theoretical knowledge and practical skills in inclusive pedagogy. In addition, resource availability and infrastructure disparities continue to hinder the widespread implementation of inclusive education. While urban areas benefit from well-equipped schools, rural areas often lack the necessary materials and equipment. Addressing these disparities requires targeted investments from both the public and private sectors to ensure equal access to quality education for all students.

The study also highlights the role of social attitudes in shaping inclusive learning environments. Negative perceptions of disability, especially among teachers, can have a significant impact on students' integration and self-esteem. Therefore, national awareness campaigns and MTsibilization programs should be implemented to foster a more inclusive mindset in society.

In conclusion, achieving full implementation of inclusive education in Uzbekistan requires a holistic and sustained effort. A multifaceted approach, encompassing public policy, teacher development, community engagement, and technological innovation, is needed to ensure that inclusive education is not just a theoretical aspiration but a practical and sustainable reality for all students. Future research should continue to evaluate the effectiveness of existing strategies and explore new methodologies to further strengthen inclusive education across the country.

In conclusion, this process has pedagogical and psychological correctional significance, providing opportunities to coordinate factors in ensuring the safety of children with disabilities and stabilizing the socio-psychological environment of the classroom and school. It serves to eliminate existing negative perceptions, forming the basis for a rational approach among children and their parents studying in inclusive education.

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