

ENSURING PSYCHOLOGICAL SAFETY IN INCLUSIVE EDUCATION AND ITS SOCIO- PEDAGOGICAL ASPECTS

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Abstract

This article highlights the theoretical and practical aspects of ensuring psychological safety in an inclusive education system, analyzes the socio-pedagogical foundations of creating a safe, humane educational environment for children with disabilities, shows the role of teacher, parent, and community cooperation in ensuring psychological safety, and substantiates ways to prevent violence in the educational environment, form supportive relationships, and develop social integration.

Keywords: Inclusive education, psychological safety, socio-pedagogical approach, integration, supportive environment.

Introduction

INKLYUZIV TA'LIMDA PSIXOLOGIK XAVFSIZLIKNI TA'MINLASH VA UNING IJTIMOY PEDAGOGIK JIHATLARI

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Annotatsiya:

Ushbu maqolada inklyuziv ta'lim tizimida psixologik xavfsizlikni ta'minlashning nazariy va amaliy jihatlari yoritilib, nogironligi bo'lgan bolalar uchun xavfsiz, insonparvar ta'lim muhitini yaratishning ijtimoiy-pedagogik asoslari tahlil etilgan hamda pedagog, ota-ona va jamiyat hamkorligining psixologik xavfsizlikni ta'minlashdagi o'rni ko'rsatilib, ta'lim muhitida zo'ravonlikka yo'l

qo‘ymaslik, qo‘llab-quvvatlovchi munosabatlarni shakllantirish hamda ijtimoiy integratsiyani rivojlantirish yo‘llari asoslab berilgan.

Kalit so‘z: inklyuziv ta’lim, psixologik xavfsizlik, ijtimoiy-pedagogik yondashuv, integratsiya, qo‘llab-quvvatlash muhiti.

Аннотация:

В статье рассматриваются теоретические и практические аспекты обеспечения психологической безопасности в системе инклюзивного образования, анализируются социально-педагогические основы создания безопасной, гуманной образовательной среды для детей с ограниченными возможностями здоровья, показана роль взаимодействия педагога, родителей и общественности в обеспечении психологической безопасности, обосновываются пути профилактики насилия в образовательной среде, формирования поддерживающих отношений и развития социальной интеграции.

Ключевые слова: инклюзивное образование, психологическая безопасность, социально-педагогический подход, интеграция, поддерживающая среда.

Introduction

Inclusive education is a modern, humanistic form of organizing the learning process in which every child, regardless of physical, mental, intellectual, cultural, ethnic, or linguistic characteristics, is fully integrated into the general education system and studies in the same environment as peers in their community. Such educational institutions take into account the individual characteristics of students with special educational needs, provide them with the necessary psychological and pedagogical support, and help each learner realize their full potential.

Ensuring a psychologically safe environment plays a crucial role in the effective implementation of inclusive education. Such an environment allows children to feel accepted, respected, and supported, while also strengthening interaction and social integration among students with diverse needs. Psychological safety is one of the key indicators of the educational environment, as it determines not only the

effectiveness of the learning process but also the level of students' personal and social development.

At the same time, the socio-pedagogical approaches to implementing inclusive education strengthen collaboration among children, parents, educators, and the wider community, fostering a culture of tolerance and equal opportunities within society. Today, in many regions of our country, significant experience has been accumulated by governmental and public organizations in the joint education of children with disabilities and their peers. Within this process, cooperation between teachers and psychologists, as well as the improvement of systems for psychological support, has become an issue of vital importance.

Furthermore, the Russian experience in implementing inclusive education provides valuable scientific and practical insights for developing national models of inclusion. It contributes not only in organizational and methodological terms but also from the perspective of ensuring psychological safety and promoting social integration. Such experiences serve as a source of inspiration for introducing scientifically grounded, humanistic, and learner-centered approaches to improving the system of inclusive education.

The establishment of this new organization of the learning process requires a reconsideration of traditional views on the forms and content of education for children with disabilities and the creation of an educational environment tailored to each child's individual needs and abilities. At the same time, the development of inclusive education does not imply abandoning the existing system of special education. On the contrary, it aims to integrate the most effective elements of special education into the general education framework to ensure equal opportunities for all children.

In this process, it is of great importance to ensure a psychologically safe environment where every child, regardless of physical or mental ability, feels like a fully equal individual. Psychological safety ensures the internal stability of the educational process, fostering relationships of trust, mutual respect, tolerance, and empathy among students. In such an environment, every child has the opportunity to express their potential, adapt socially, and develop personally.

Inclusive education, in essence, represents the development of general education by ensuring learning opportunities for every individual according to the diverse needs of all children. In this context, psychological safety becomes an integral

part of the educational environment, helping to maintain the students' social and emotional stability.

From a socio-pedagogical perspective, inclusive education is a process of cultivating a culture of effective cooperation among all participants of the educational institution — teachers, psychologists, parents, and students. This collaboration ensures children's personal development, emotional support, and social engagement. Therefore, ensuring psychological safety in inclusive education is not limited to providing individual assistance; it also aims to transform the entire educational environment into a humanistic, supportive, and integrative space.

As a result, inclusive education becomes not only a tool for creating equal opportunities for children with special needs but also an important socio-pedagogical mechanism that fosters a culture of social justice, tolerance, and solidarity in society.

According to L. A. Bitov, inclusive education is based on the principles of humanism, equality, and social justice, aiming to create a unified educational environment for all children. Its core essence lies in the idea that every person, regardless of physical, intellectual, or sensory abilities, should have an equal right to education.

The main eight principles of inclusive education are expressed as follows. The dignity of a person does not depend on their abilities or achievements. Every person has the ability to feel and think. Every person has the right to communicate and to be heard. Every person needs to interact with others. Real education can be carried out only under real human relationships. Every person needs the support and friendship of their peers. In the educational process, attention should be focused not on what the student cannot do, but on what they can do. Diversity enriches and improves all aspects of human life.

These principles form the philosophical, social, and psychological foundation of inclusive education. They serve to take into account the individual abilities of all children in the educational process, ensure social equality, and create a psychologically safe environment.

In such an approach, the main goal is to create an opportunity for children with disabilities to study in their place of residence under the same conditions as their peers, taking into account their special educational needs. This not only ensures

justice in the field of education but also supports the social integration, personal development, and psychological stability of children.

However, there are several problems in the effective implementation of inclusive education. These include the insufficient material and technical base of educational institutions, the lack of financial support, the shortage of specialized professionals such as speech therapists, psychologists, defectologists, physiotherapists, and special teachers, the problem of preparing teachers to work with children with disabilities, the shortage of textbooks and special teaching materials, as well as the insufficient development of systems for medical and psychological support of the educational process.

At the same time, in the development of the inclusive education system, it is important not only to consider technical or organizational factors but also to focus on creating a barrier-free environment in society, developing supportive employment programs, and forming a positive public attitude toward the psychological safety and social acceptance of children with disabilities.

As a result, inclusive education appears not merely as a reform within the education system but as a broad social process that ensures the humanistic development of society as a whole.

The main goal of this system is to create a barrier-free, free, and safe educational environment for teaching and professional training of persons with disabilities. To achieve this goal, it is necessary to equip educational institutions with appropriate technical means and to develop special training programs aimed at forming effective communication and cooperation skills among teachers and students when interacting with persons with disabilities. In addition, special pedagogical programs that facilitate the adaptation of children with disabilities to the environment of general education institutions are of great importance.

For all social groups, “actively integrated values” such as family, security, freedom, and humanism represent an important potential for social consolidation and sustainable development of society. The psychological safety of the educational environment is also based on these very values.

The main criterion of psychological safety is the level of psychological violence within the educational environment. Unfortunately, children with disabilities often develop in unsafe social and educational conditions, which exposes them to various forms of violence. Any influence that threatens psychological safety can cause negative emotional states such as anger, guilt, fear, or shyness. The

attitudes, behaviors, and values formed in childhood later affect the entire course of a person's life activity.

Therefore, ensuring psychological safety in the educational environment is one of the main tasks of modern pedagogy. A psychologically safe educational environment is a state in which participants in the pedagogical interaction are protected from factors that threaten their positive development and mental well-being.

Among the basic human needs, the need for safety holds a leading position. If this need is not met, feelings of fear, distrust, and misunderstanding arise within the educational environment, as a result of which the student does not feel like a fully valued individual.

In our view, there is a close relationship between a person's psychological safety, their system of values, and their psychological culture. According to I. A. Baeva, the following principles are of great importance in ensuring psychological safety in the educational environment.

The principle of developmental education means that the main goal of education is not only to provide knowledge but also to ensure the physical, emotional, intellectual, and spiritual development of the individual. In this process, the logic of interaction, rather than the logic of influence, should prevail.

The principle of support emphasizes the need to eliminate psychological violence in the educational process and to create an atmosphere of mutual respect and trust. Every child has the right to access resources, receive help, and experience safe relationships.

The principle of developing social and psychological skills involves forming social abilities such as communication, cooperation, and respect among students, achieved through the joint support of teachers and parents.

In inclusive education, teaching children with disabilities together with their classmates is of great importance. The main task in this process is to create an environment that meets the individual needs of each child and to identify factors that hinder their social adaptation. Such barriers may be physical (architectural), financial, or social.

Social barriers, in particular, have a significant impact on the development of inclusive education. They appear in the form of negative stereotypes in school culture, teachers' professional attitudes, or deficiencies in the regulatory and legal framework. Therefore, a school should develop an inclusive environment not

only through material equipment but also by transforming social relationships and fostering a culture of cooperation.

For the effective development of inclusive education, it is necessary not only to improve architectural and transport infrastructure but, above all, to eliminate social barriers — that is, to reform the culture, policies, and practices of general and special schools in a humanistic direction.

In conclusion, the ideology of inclusive education ensures equality for all children, excludes discrimination, and creates opportunities for development by taking into account the individual needs of every person. Socio-psychological competence is a key factor in ensuring the personal, social, and professional success of children with disabilities. It enables individuals to make appropriate decisions, solve problems independently, analyze situations, and establish effective relationships without violating the dignity of others.

Thus, the school educational environment is not only a place for acquiring knowledge but also a social institution that ensures social integration and psychological safety of the individual. Within it, every participant — student, teacher, and parent — must work together to form a safe, humanistic, and stable environment for personal development.

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