



FACTORS OF CREATING A PSYCHOLOGICALLY SAFE LEARNING ENVIRONMENT IN INCLUSIVE EDUCATION

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Abstract

This article analyzes the theoretical and practical foundations of ensuring psychological safety in an inclusive educational environment. A psychologically safe educational environment is highlighted as an important pedagogical factor that ensures the personal development, social adaptation, academic success and emotional well-being of students. Also, the role of teacher competence, positive classroom climate, cooperation with parents, peer relationships, psychological and pedagogical services and modern digital technologies is analyzed based on scientific sources.

Keywords: Inclusive education, psychological safety, educational environment, emotional well-being, pedagogical competence, social adaptation, discrimination, bullying, inclusion.

Introduction

INKLYUZIV TA'LIMDA PSIXOLOGIK XAVFSIZ TA'LIM MUHITINI YARATISH OMILLARI

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Annotatsiya:

Mazkur maqolada inklyuziv ta'lim muhitida psixologik xavfsizlikni ta'minlashning nazariy va amaliy asoslari tahlil qilinadi. Psixologik xavfsiz ta'lim muhiti o'quvchilarning shaxsiy rivojlanishi, ijtimoiy moslashuvi, akademik muvaffaqiyati hamda emotsional farovonligini ta'minlovchi muhim pedagogik omil sifatida



yoritiladi. Shuningdek, o'qituvchi kompetensiyasi, ijobiy sinf iqlimi, ota-ona bilan hamkorlik, tengdoshlar o'rtasidagi munosabatlar, psixologik-pedagogik xizmat va zamonaviy raqamli texnologiyalarning o'rni ilmiy manbalar asosida tahlil etiladi.

Kalit so'zlar: inklyuziv ta'lim, psixologik xavfsizlik, ta'lim muhiti, emotsional farovonlik, pedagogik kompetensiya, ijtimoiy moslashuv, diskriminatsiya, bullying, inkluziya.

Introduction

In recent years, inclusive education has become one of the priorities of world education policy. The main goal of inclusive education is to create equal educational opportunities for all children, regardless of their health, developmental characteristics or social background. However, admission to an educational institution does not mean that inclusion has been fully implemented. True inclusion occurs only when a student feels safe, valued and an equal member of the community. Therefore, the concept of a psychologically safe educational environment is gaining special importance in modern pedagogy and psychology. Psychological safety is the presence of conditions in which a student can freely express his or her opinion at school, without fear, discrimination or rejection, is not afraid of making mistakes and can fully demonstrate his or her potential.

The concept of psychological safety was initially formed within the framework of organizational psychology and meant a socio-psychological environment in which team members can freely express their opinions, take initiative and act without fear of making mistakes. Later, this concept was applied to the education system and was recognized as an important pedagogical factor ensuring the emotional well-being, social adaptation and free development of students as individuals. In modern pedagogical approaches, psychological safety is considered one of the main criteria determining the quality of education, learning motivation and the effectiveness of inclusive education.

A psychologically safe educational environment is a set of socio-pedagogical conditions that help a student feel valued, respected and protected in school life. In such an environment, the human dignity of each student is recognized, his individual capabilities and needs are respected, and the necessary pedagogical conditions are created for his equal participation in the educational process. At the same time,

students have the opportunity to freely express their opinions, ask questions, put forward new ideas and actively participate without fear of making mistakes. From a pedagogical perspective, mistakes are not considered failures, but rather a natural stage of learning and development. This strengthens students' self-confidence, increases intrinsic motivation and creates the basis for the development of creative and critical thinking skills.

As an important component of psychological safety, systematic measures aimed at preventing discrimination, violence, humiliation, stigmatization and other negative attitudes in an educational institution are of particular importance. An educational environment based on the principles of mutual respect, tolerance, cooperation and social justice, while ensuring the emotional stability of students, forms a healthy psychological climate. In such an environment, through the cooperation of teachers, parents, psychologists and other specialists, the psychological needs of each student are regularly monitored and, if necessary, individual support measures are taken.

The importance of a psychologically safe environment increases even more in the context of inclusive education. Students with special educational needs may often face misunderstanding, stereotypical views, social isolation or discrimination by their peers due to their physical or functional limitations. Such situations have a negative impact not only on their psychological state, but also on their academic performance, communication skills and social adaptation. Therefore, ensuring psychological safety in inclusive educational institutions is not limited to creating emotional comfort, but also involves the formation of a comprehensive pedagogical system that protects the rights, opportunities and personal dignity of each student.

Scientific research shows that in classes with a psychologically safe educational environment, students' learning performance, positive attitude to school, self-confidence and social activity are significantly higher. On the contrary, in an educational environment dominated by psychological threats, negative phenomena such as anxiety, stress, decreased motivation, social withdrawal and disengagement from educational activities are more likely to be observed. Thus, psychological safety is an integral part of inclusive education, which is an important pedagogical condition for the successful education, social integration and comprehensive development of all students, especially children with special educational needs.

One of the most important factors in the formation of a psychologically safe educational environment in inclusive education is the professional and personal



competence of the teacher. The teacher is not only a specialist who conveys the educational content, but also a person who manages socio-psychological relations in the classroom, creating an atmosphere of mutual respect and trust between students. Therefore, a teacher with inclusive competence organizes pedagogical activities taking into account the individual characteristics, level of development, health and educational needs of each student. Such a teacher perceives differences between students not as shortcomings, but as natural diversity that enriches the educational process. Adapting the educational content, using differential and individual approaches, preventing discrimination and stigmatization, and resolving emerging conflicts through constructive dialogue are important components of the teacher's inclusive competence. As a result, a psychologically safe environment based on trust, cooperation, mutual respect and emotional stability is formed in the classroom.

The classroom climate is of particular importance in creating a psychologically safe learning environment. Classroom climate refers to the interaction between students and the teacher, the culture of communication, the emotional state, and the socio-psychological atmosphere. A positive classroom climate is based on the principles of mutual respect, cooperation, equal opportunities, justice, open communication, and mutual support. In such an environment, students are not afraid to express their opinions freely, ask questions, take the initiative, and put forward new ideas. Mistakes are not viewed as a means of criticism, but as a natural stage of learning and development. Especially for students with special educational needs, a positive classroom climate is an important factor in strengthening their self-confidence, enhancing their social adaptation, and encouraging their active participation in the educational process.

One of the main factors that threaten psychological safety in inclusive educational institutions is bullying, discrimination, and social exclusion. Students with special educational needs may sometimes face negative attitudes, such as stereotyping, teasing, discrimination, or peer rejection. Such situations negatively affect their emotional state, academic motivation, and social engagement. Therefore, systematic preventive measures to prevent bullying in inclusive schools are necessary. In particular, the introduction of a "zero tolerance" policy, the creation of anonymous referral systems, conflict resolution through mediation methods, the establishment of peer mediation programs, and the organization of psychological trainings serve to form healthy relationships between students. As a result of these measures, a safe and

tolerant social environment is established in the school. One of the important principles of inclusive education is to take into account the individual development characteristics of each student. Since each child has different cognitive abilities, developmental pace, interests, and needs, a single approach will not give the same result for all students. Therefore, the use of differentiated teaching methods, an adapted assessment system, individual development programs and adaptive tasks strengthens psychological safety. Through an individual approach, the student feels success in line with his capabilities, the fear of failure decreases and a positive motivation towards the educational process is formed. As a result, he approaches his personal development with confidence and becomes an active member of the class team.

Cooperation between the family and the educational institution plays an important role in ensuring a psychologically safe educational environment. Parents are the most important source of information about the development, interests and psychological characteristics of the child. Regular communication between teachers and parents, setting common goals, joint discussion of development results and organization of psychological and pedagogical consultations allow comprehensive support for the child. This cooperation inextricably links the student's development process in school and family, strengthens his sense of security and ensures psychological stability.

The effectiveness of inclusive education largely depends on the systematic activity of the psychological and pedagogical service. The mutual cooperation of the school psychologist, defectologist, speech therapist, typhlopedagogue, surdopedagogue and social pedagogist allows for comprehensive support for students with special educational needs. These specialists diagnose the level of development of students, develop individual development programs, conduct correctional and developmental classes, and provide methodological recommendations to teachers and parents. Such a service, organized on the basis of interdisciplinary cooperation, not only ensures psychological safety, but also serves to improve the quality of inclusive education.

Developing positive relationships with peers in inclusive education is one of the important factors ensuring the psychological safety of students. International studies show that children with special educational needs who are supported by peers significantly increase their self-confidence, social activity, communicative competence, and academic motivation. In particular, Peer Tutoring and Cooperative Learning technologies serve to develop mutual assistance, responsibility and

tolerance among students. As a result of such approaches, mutual trust in the classroom community increases and all students feel like equal members.

Modern assistive technologies play an important role in increasing the independence and ensuring the psychological safety of students with special educational needs. Braille displays, screen reader programs, Speech-to-Text, Text-to-Speech, alternative and augmentative communication (AAC) tools, and electronic textbooks expand students' equal access to educational resources. With the help of these technologies, students become more actively involved in the educational process, their confidence in their own abilities increases, and their level of dependence on others decreases. As a result, their emotional well-being and social adaptation improve.

Psychological safety depends not only on the activities of a particular lesson or teacher, but also on the inclusive culture formed in the entire educational institution. The culture of an inclusive school is based on the principles of respect for human rights, equal opportunities, social justice, open communication and positive leadership. In such institutions, cooperation, tolerance and mutual responsibility between all participants are considered values. The cooperation of school management, teachers, specialists, parents and students towards a common goal is the main condition for the sustainable development of a psychologically safe environment. Thus, an inclusive school culture is manifested as an important pedagogical factor that recognizes the dignity of each student, supports his personal development and ensures his successful integration into society.

Conclusion

A psychologically safe learning environment in inclusive education is one of the main conditions for creating equal opportunities for all students. The formation of such an environment depends on the professional competence of the teacher, a positive classroom climate, prevention of bullying, an individual approach, cooperation with parents, psychological and pedagogical services, peer support, assistive technologies and the harmony of the inclusive school culture. Ensuring psychological safety supports the academic success, social integration and personal development of not only students with special educational needs, but also all participants. Therefore, the creation of a psychologically safe learning environment remains one of the priority areas of inclusive education policy and practice.



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