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EFFECTIVE WAYS OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT FOR CHILDREN WITH DISABILITIES IN INCLUSIVE EDUCATION

Mirzaqulova Nafisa Mirazim qizi
Uzbek National Pedagogical University
Oligophrenic Pedagogy Specialization 1st year master's student
Email: mirzaqulova.98@gmail.com

Abstract

This article analyzes effective ways of psychological and pedagogical support for children with disabilities in inclusive education. During the research, the psychological state of children with special needs, their adaptation to the educational environment, and factors affecting their personal and social development were studied. The importance of cooperation between psychologists and educators in the process of inclusive education, the effectiveness of the use of individual approaches, differentiated teaching methods, and innovative psychological and pedagogical technologies were highlighted. The results of the research serve to improve the quality of inclusive education, ensure the active participation of children with disabilities in the educational process, and strengthen their social adaptation.

Keywords

Inclusive education, children with disabilities, psychological and pedagogical support, individual approach, social adaptation, special needs, adaptation to the educational environment, cooperation between educators and psychologists.

Annotatsiya

Ushbu maqolada inklyuziv ta'limda imkoniyati cheklangan bolalarni psixologik va pedagogik qo'llab-quvvatlashning samarali usullari tahlil qilinadi. Tadqiqot davomida maxsus ehtiyojli bolalarning psixologik holati, ularning ta'lim muhitiga moslashishi va ularning shaxsiy va ijtimoiy rivojlanishiga ta'sir qiluvchi omillar o'rganildi. Inklyuziv ta'lim jarayonida psixologlar va o'qituvchilar o'rtasidagi hamkorlikning ahamiyati, individual yondashuvlar, tabaqalashtirilgan o'qitish usullari va innovatsion psixologik va pedagogik texnologiyalardan foydalanish samaradorligi ta'kidlandi. Tadqiqot natijalari inklyuziv ta'lim sifatini oshirishga, nogiron bolalarning ta'lim jarayonida faol ishtirokini ta'minlashga va ularning ijtimoiy moslashuvini kuchaytirishga xizmat qiladi.

Kalit so'zlar

Inklyuziv ta'lim, imkoniyati cheklangan bolalar, psixologik va pedagogik qo'llab-quvvatlash, individual yondashuv, ijtimoiy moslashuv, maxsus ehtiyojlar, ta'lim muhitiga moslashish, o'qituvchilar va psixologlar o'rtasidagi hamkorlik.

Аннотация

В данной статье анализируются эффективные способы психологической и педагогической поддержки детей с особыми потребностями в инклюзивном образовании. В ходе исследования изучались психологическое состояние детей с особыми потребностями, их адаптация к образовательной среде, а также факторы, влияющие на их

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личностное и социальное развитие. Подчеркнута важность сотрудничества психологов и педагогов в процессе инклюзивного образования, эффективность использования индивидуальных подходов, дифференцированных методов обучения и инновационных психолого-педагогических технологий. Результаты исследования служат для повышения качества инклюзивного образования, обеспечения активного участия детей с особыми потребностями в образовательном процессе и укрепления их социальной адаптации.

Ключевые слова

Инклюзивное образование, дети с особыми потребностями, психологическая и педагогическая поддержка, индивидуальный подход, социальная адаптация, особые потребности, адаптация к образовательной среде, сотрудничество педагогов и психологов.

Introduction

Today, the development of an inclusive approach in the education system is one of the pressing issues. Creating equal opportunities in society and ensuring the right of every child to education are among the main goals of inclusive education. In particular, the effective integration of children with disabilities into the general education environment and the organization of the educational process taking into account their psychological state are of great importance.

In the context of inclusive education, children with disabilities face a number of difficulties not only in their educational activities, but also in the system of social relations. This situation can negatively affect their self-confidence, emotional stability, and adaptation in the community. Therefore, there is a need to effectively organize a system of psychological and pedagogical support in the educational process.

The purpose of this study is to identify effective ways of psychological and pedagogical support for children with disabilities in the context of inclusive education and analyze the possibilities of their implementation in practice. The study highlights the importance of an individual approach, differentiated education, psychological service activities, and cooperation between teachers and parents.

Literature review

The issue of psychological and pedagogical support for children with disabilities in inclusive education has become one of the priority areas of global and national education policy in recent years. In global research, inclusive education is recognized as an important factor in expanding children's equal educational opportunities, ensuring their socialization and personal development.

In international documents, including the UN Convention on the Rights of Persons with Disabilities, inclusive education is defined as the main mechanism for ensuring the full participation of persons with disabilities in society. UNESCO and UNICEF studies emphasize that the creation of a system of psychological and pedagogical support in an inclusive education environment has a positive impact on the academic success and emotional stability of students.

In the world pedagogical and psychological literature (Ainscow, Booth, Florian, Norwich, etc.), an individual approach, differentiated teaching, identification of special educational needs, and the use of adapted curricula are indicated as effective ways in the process of inclusive education. According to researchers, the availability of psychological services increases the

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self-confidence of children with disabilities, reduces stress and social isolation.

The issues of inclusive education are also widely covered in the scientific works of Uzbek scientists. In particular, local studies substantiate the need for cooperation between educators and psychologists, systematic work with parents, and the creation of an adapted educational environment in involving children with disabilities in the educational process. Uzbek pedagogical literature indicates that training personnel, strengthening methodological support, and improving psychological services are urgent tasks in the process of introducing inclusive education.

The development of inclusive education in the Republic of Uzbekistan has been raised to the level of state policy. The Law "On Education", the Law "On the Rights of Persons with Disabilities", as well as Presidential Decrees and Resolutions of the Cabinet of Ministers, define the issues of ensuring the right of children with disabilities to education, creating an inclusive educational environment, and developing a system of psychological and pedagogical support.

In particular, in state programs aimed at developing inclusive education, the tasks of creating favorable conditions for children with special needs in general education institutions, introducing mechanisms for psychological and pedagogical support, and increasing the inclusive competencies of pedagogical staff are listed as priority areas.

Therefore, an analysis of world and national literature shows that effective ways of psychological and pedagogical support for children with disabilities in inclusive education are provided through an integrated approach, a combination of regulatory and legal frameworks and practical mechanisms.

Methodology

This study is aimed at identifying effective ways to provide psychological and pedagogical support to children with disabilities in inclusive education, and a comprehensive and systematic methodological approach was taken as the basis. In the research process, the harmony of general scientific, psychological and pedagogical research methods was ensured.

Children with disabilities studying in inclusive education in general education institutions and the activities of teachers and psychologists working with them were selected as the object of research. The subject of the study is the content, forms and effectiveness of psychological and pedagogical support provided to children with disabilities in the process of inclusive education.

The study used the method of theoretical analysis to deeply study world and national scientific literature, regulatory legal acts, state programs and current methodological recommendations. This analysis served to identify the main areas of psychological and pedagogical support in inclusive education and develop a conceptual model.

At the empirical stage, observation, interview and questionnaire methods were used. During the observation, the activity of children with disabilities in the educational process, their motivation for learning, social adaptation and emotional state were analyzed. Interviews were conducted with teachers, school psychologists and parents to identify problems encountered in the process of inclusive education and ways to overcome them. The current state of psychological and pedagogical support and its effectiveness were assessed through questionnaires.

Also, within the framework of the study, pedagogical tools such as an individual approach, differentiated education, psychological training, and the use of adapted educational materials were tested. The results of the pilot study were evaluated based on the positive changes in the adaptation of children with disabilities to the educational process, their social

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activity and self-confidence.

The data obtained were processed using quantitative and qualitative analysis methods, ensuring the reliability and objectivity of the results. The principles of humanity, individual approach, and inclusiveness were strictly adhered to throughout the research.

This methodology serves as a scientific basis for identifying and implementing effective ways to provide psychological and pedagogical support to children with disabilities in inclusive education settings.

Discussion and results

During the research, the effectiveness of psychological and pedagogical support for children with disabilities in inclusive education was assessed based on an integrated approach. The results of the empirical study showed that, in conditions where the psychological and pedagogical support system is properly organized, the adaptation and activity of children with disabilities in the educational process significantly increases.

During the observations, it was found that in classes where an individual approach and differentiated teaching methods were used, students' interest in educational activities and independent work skills were strengthened. Psychological training and developmental classes had a positive effect on stabilizing the emotional state of students, increasing self-confidence, and developing social communication skills. This once again confirms the importance of psychological service activities in the process of inclusive education.

The results of the interviews and questionnaires showed that in educational institutions with a high level of cooperation between teachers and psychologists, the assistance provided to children with disabilities is systematic and continuous. In such an environment, students feel like full members of the team, actively engage in communication with their peers, and their social adaptation is accelerated. On the contrary, in institutions where psychological and pedagogical cooperation is not sufficiently established, children are more likely to experience anxiety, shyness, and decreased motivation to learn.

The results obtained are consistent with the conclusions put forward in world studies. In particular, it was confirmed that creating a supportive environment in inclusive education, implementing adapted curricula, and individualized education plans have a positive impact on the academic and social development of children. At the same time, the results of this study indicated the need to strengthen psychological and pedagogical support mechanisms in national educational practice.

As a result of the pilot study, it was found that the level of participation of children with disabilities in the educational process increased, stability and a positive emotional state were formed in educational activities. A significant increase was observed in the social adaptation of students, their ability to freely express their opinions and participate in collective activities. This indicates that there are effective ways of providing psychological and pedagogical support in the context of inclusive education and that they can be put into practice.

In general, the results of the study confirmed that psychological and pedagogical support for children with disabilities in the context of inclusive education is not limited to pedagogical influences alone, but can be highly effective through the combination of psychological services, cooperation with parents and the social environment.

Conclusions and recommendations

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The results of the study showed that psychological and pedagogical support for children with disabilities in inclusive education is an important factor in increasing the effectiveness of the educational process. The study revealed that the successful adaptation of children with disabilities to the educational environment, their personal development and social activity largely depend on the psychologically favorable environment created in the educational process, an individual approach and systematic pedagogical support.

Effective organization of psychological and pedagogical support in inclusive education helps to strengthen children's self-confidence, ensure emotional stability and achieve sustainable results in their educational activities. The results of the study showed that close cooperation between teachers, psychologists and parents is one of the most important conditions for supporting children with disabilities. In educational institutions where such cooperation exists, the social adaptation and integration of students into the community is more effective.

The study also confirmed the need to use teaching methods based on a differentiated and individual approach in the process of inclusive education, to introduce adapted teaching materials, and to systematically conduct psychological training and developmental classes. These approaches ensure the active participation of children with disabilities in the educational process, which has a positive effect on their intellectual and social development.

Based on the above conclusions, it is appropriate to put forward the following practical recommendations. First of all, it is necessary to strengthen the activities of psychological services in the process of implementing inclusive education in general education institutions, to establish regular cooperation between psychologists and teachers. Secondly, it is recommended to systematically organize special advanced training courses and trainings aimed at developing inclusive competencies of pedagogical staff. Thirdly, the development of individual educational plans for children with disabilities and their constant monitoring will serve to increase the effectiveness of education.

In addition, strengthening psychological and pedagogical cooperation with parents, organizing counseling and training sessions for them is of great importance in the development of children with disabilities. It is also necessary to strengthen educational work aimed at forming social tolerance in an inclusive education environment, and to develop cooperation and mutual respect between healthy peers. In conclusion, the scientific organization of effective ways of psychological and pedagogical support for children with disabilities in inclusive education will not only improve the quality of education, but also serve to form an inclusive culture in society. The results of this study will serve as an important methodological basis for future scientific research and practical activities aimed at further improving the inclusive education system.

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