

THE ROLE OF PSYCHOLOGICAL AND PEDAGOGICAL APPROACHES IN INCLUSIVE EDUCATION

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Abstract. This article analyzes the role of psychological and pedagogical approaches in inclusive education. In the context of inclusive education, personalized and personality-oriented approaches that correspond to the needs of students become an integral part of the educational process. The study, based on theoretical sources, highlights the role of psychological approaches in emotional support, and the significance of pedagogical approaches in methodological adaptation. The author substantiates the positive influence of psychological and pedagogical integration on the quality of education.

Keywords: Inclusive education, psychological approach, pedagogical approach, personality-oriented education, adaptation of the educational environment, teacher competence, student needs.

Аннотация. В данной статье анализируется роль психолого-педагогических подходов в инклюзивном образовании. В условиях инклюзивного образования индивидуальный и личностно-ориентированный подходы, соответствующие потребностям учащихся, становятся неотъемлемой частью образовательного процесса. В исследовании на основе теоретических источников освещены роль психологических подходов в эмоциональной поддержке, значение педагогических подходов в методической адаптации. Автор обосновал положительное влияние психолого-педагогической интеграции на качество образования.

Ключевые слова: Инклюзивное образование, психологический подход, педагогический подход, личностно-ориентированное образование, адаптация образовательной среды, компетентность учителя, потребности учащегося.

Annotatsiya. Ushbu maqolada inklyuziv ta'limda psixologik va pedagogik yondashuvlarning o'rni tahlil qilinadi. Inklyuziv ta'lim sharoitida o'quvchilarning ehtiyojlariga mos keladigan shaxsiy va shaxsga yo'naltirilgan yondashuvlar ta'lim jarayonining ajralmas qismiga aylanadi. Tadqiqotda psixologik yondashuvlarning emotsional qo'llab-quvvatlashdagi o'rni, pedagogik yondashuvlarning metodik moslashuvdagi ahamiyati nazariy manbalar asosida yoritib berilgan. Muallif psixologik-pedagogik integratsiyaning ta'lim sifatiga ijobiy ta'sirini asoslab bergan.

Kalit so'zlar: Inklyuziv ta'lim, psixologik yondashuv, pedagogik yondashuv, shaxsga yo'naltirilgan ta'lim, ta'lim muhitini moslashtirish, o'qituvchi kompetentligi, o'quvchi ehtiyoji.

INTRODUCTION

The modern education system is developing based on the principles of human rights, equal opportunities, and social justice. From this point of view, the concept of inclusive education is becoming an increasingly important topic not only among specialists in the field of education, but also among the general public. Inclusive education refers to the right and opportunity for all children - regardless of disabilities, developmental characteristics, or other individual differences - to study together in a single and adapted learning environment. This requires the organization of the educational process in accordance with the needs and potential of each person. The integration of psychological and pedagogical approaches plays a decisive role in

the effective implementation of such education. Psychological approaches are aimed at the emotional state, personal development, level of self-awareness, and social adaptation of students, while pedagogical approaches ensure the construction of educational content, methodology, and forms of assessment, taking into account their differentiation. The combination of these two approaches creates an effective, sustainable, and supportive learning environment for each student. Also, educators working in inclusive education must be not only methodologically prepared, but also possess a high level of empathy, adaptability, cultural sensitivity, and psychological literacy. The teacher's work style, based on psychological and pedagogical approaches, aimed at developing the abilities of each student, becomes a criterion for the quality of inclusive education.

Within the framework of this article, the role of psychological and pedagogical approaches in inclusive education, their interrelationship, as well as the educational environment formed on the basis of these approaches and its influence are widely discussed.

LITERATURE REVIEW

Research on the effective organization of inclusive education shows that the flexibility of the educational environment and the psychological training of teachers are decisive factors in ensuring the participation of each student in education. Psychological approaches are aimed at strengthening children's emotional security, self-confidence, and social adaptation, which are considered the basis of an inclusive learning environment[1]. Laurillard (2012) interprets the educational process as a personality-oriented design, emphasizing the need for personalized approaches in the teacher's activity[2]. Mishra and Koehler (2006) put forward the "TPACK" model, proving that the combination of technological, pedagogical, and content knowledge plays an important role in forming an effective individual approach in inclusive education [3]. Bonwell and Eison (1991) show that the use of active learning methods in inclusive education allows all students to be actively involved in their learning process [4]. At the same time, the meta-analysis conducted by Prince (2004) emphasizes the positive impact of active methods, especially methods built on social interaction, on the quality of education [5]. Fullan (2007) analyzes changes in education through a systematic approach, emphasizing that the teacher's psychological and professional readiness for a changing educational environment is a key factor in the implementation of inclusive education [6]. Along with this, the development of mutual respect, empathy, and cultural sensitivity among students also depends on the combination of pedagogical and psychological approaches. Many modern studies confirm that the combined application of psychological and pedagogical approaches serves to create a comfortable and effective educational environment not only for students with disabilities, but also for all students. Therefore, when implementing inclusive education in practice, it is important to consider these two directions as interconnected and complementary foundations.

METHODOLOGY

In this study, the method of theoretical analysis was used. The main attention was paid to the study of international and scientific sources revealing the significance of psychological and pedagogical approaches in inclusive education. Based on the selected literature, the approaches and methods used in inclusive education and their impact on students were analyzed. The research was conducted in a qualitative (qualitative) direction, and general conclusions on the topic were formed through existing scientific ideas and concepts.

RESULTS AND DISCUSSION

The scientific and theoretical sources, conceptual approaches, and best practices analyzed during the study show that the combination of psychological and pedagogical approaches is one

of the important factors in ensuring the effectiveness of inclusive education. These two approaches should be considered not as separate, but as complementary and supportive tools. For example, a teacher may encounter students with different needs in their class: a child with hearing impairments, a child with speech development delays, an emotionally unstable or low socialization student - each requires an individual approach. With the help of psychological approaches, the teacher determines the personal state of children, their inner experiences, the level of self-confidence, and forms the correct attitude towards them. For example, to increase the social activity of a child who feels isolated and lonely in the community, they can first be brought closer to their peers through small group work. Such an approach not only increases the child's activity in the classroom, but also strengthens their self-confidence.

In addition, pedagogical approaches include adapting the content, methods, and forms of assessment of the educational process based on the needs of students. For example, presenting text in audio format, widespread use of visual materials and icons, adaptation of tasks by level of complexity, introduction of an assessment system based on achievements - all this significantly increases the level of student learning. Studies show that in the process of inclusive education, the teacher's psychological sensitivity, cultural empathy, and readiness to understand the needs of each student are extremely important. In this process, the teacher acts not only as a knowledge provider, but also as a reliable, supportive person. In practical situations, situations have been observed where a teacher involves a child with low social activity, shyness, or disability in the lesson through small assignments, turning them into an active participant. As a result, the child felt equal to their peers and increased motivation to study.

Also, through psychological and pedagogical approaches, it becomes possible to form such socio-moral values as mutual respect, tolerance, and solidarity in students in an inclusive environment. For example, through the "peer-tutor" model, students help each other, which is useful not only in the educational, but also in the psychological aspect. Such approaches serve to strengthen positive relationships between students. Analysis shows that effective inclusive education is not determined only by the availability of adapted classrooms, technical equipment, or standard curricula. On the contrary, this process is directly related to the teacher's readiness to receive each student, their ability to understand their needs and apply appropriate methods. Lessons based on psychological and pedagogical approaches not only increase the level of students' knowledge, but also develop their skills such as self-awareness, social activity, independent thinking, and adaptation to society.

CONCLUSION

The research results showed that the harmonious application of psychological and pedagogical approaches is an important factor in increasing the effectiveness of inclusive education. Psychological approaches support students' emotional state, self-confidence, and social adaptation, helping them develop freely in a comfortable learning environment. Pedagogical approaches serve to differentiate the educational process, adapt it to individual needs, and fully reveal the capabilities of each student. By combining these two approaches, the educational process becomes a system based on humanism, promoting inclusive values, and creating equal conditions for every student. Therefore, the introduction of inclusive education requires not only methodological, but also psychological training of teachers. The educational environment, organized on the basis of psychological and pedagogical approaches, not only facilitates the process of students' acquisition of knowledge, but also opens a wide path for their personal development, social activity, and preparation for life.



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