



International Educators Conference

Hosted online from Toronto, Canada

Website: econfseries.com

7th January, 2025

PSYCHOLOGICAL PRINCIPLES FOR IMPROVING INCLUSIVE EDUCATION

Malika Kurbanova

Master's Student at Asia International University

Annotation:

This article analyzes the psychological principles of improving inclusive education and its practical significance. The inclusive education system provides a stable, balanced, and socially integrated form of education for children in need of special attention. This article discusses the psychological principles of inclusive education, including taking into account the individual characteristics of children, promoting self-awareness, ensuring adaptation in linguistic and psychological development, as well as creating conditions and approaches to strengthen social integration.

Keywords: Inclusive education, children in need of special attention, future teachers, integration, professional competence development.

Аннотация:

В этой статье анализируются психологические принципы улучшения инклюзивного образования и его практическое значение. Система инклюзивного образования предоставляет стабильную, сбалансированную и социально интегрированную форму образования для детей, нуждающихся в особом внимании. В статье обсуждаются психологические принципы инклюзивного образования, включая учет индивидуальных особенностей детей, развитие самосознания, обеспечение адаптации в речевом и психологическом развитии, а также создание условий и подходов для усиления социальной интеграции.

Ключевые слова: Инклюзивное образование, дети, нуждающиеся в особом внимании, будущие учителя, интеграция, развитие профессиональной компетенции.



International Educators Conference

Hosted online from Toronto, Canada

Website: econfseries.com

7th January, 2025

Introduction

In our country today, the inclusive education system policy is being implemented with the aim of ensuring that children with special needs receive education in accordance with their developmental level, individual abilities, and specific characteristics, based on their capabilities. The education system accommodates both specialized and general education to cater to the needs of these children. Currently, a competency-based approach to science and education is a priority in enhancing the competitiveness of future graduates and improving the quality of higher education. The social role of this process has become one of the most pressing issues. The development of professional competence plays a significant role in preparing future teachers for inclusive education through the practical implementation of competency-based approaches in the inclusive education system.

Analysis of Literature:

The issues of providing education and upbringing to students who require special attention in the preparation for inclusive education, the psychological and pedagogical aspects of raising a child with disabilities in the family, correcting their deficiencies, directing students towards vocational or higher education, and studying and eliminating speech disorders in children have been explored in the works of several scholars such as R. Jo'rayev, Sh. Qurbonov, F. R. Kadirov (1990), G'. Shoumarov (2009), L. Mo'minova, H. Kalbayeva, L. Nurmuhamedova, R. Sh. Shomahmudova (2011), J. Yo'ldoshev (2004), V. M. Karimova (2015), U. I. Inoyatov (2003), R. Ishmuxamedov (2010), and B. B. Ma'murov (2009). By reviewing the works of these scholars, it is clear that inclusive education and the related issues have been scientifically researched to some extent, and that family matters are extremely important for every nation.

In the Address of the President of the Republic of Uzbekistan, Sh. M. Mirziyoyev, to the Supreme Assembly of the Republic of Uzbekistan on January 24, 2020, it was emphasized: "The greatest wealth is intellect and knowledge, the greatest inheritance is good upbringing, and the greatest poverty is ignorance! Therefore, mastering modern knowledge and becoming a true intellectual and cultured person should become an ongoing life necessity for all of us" [1]. This statement encourages



International Educators Conference

Hosted online from Toronto, Canada

Website: econfseries.com

7th January, 2025

representatives of every field, especially those working in the education sector, to constantly seek knowledge and pursue new learning opportunities.

The purpose of all the reforms being carried out in our republic is to build a strong foundation for the future of our state. This foundation is created as a result of educating and raising healthy, mature, and well-rounded individuals. These reforms in the field of education are already yielding results today. The legal and regulatory framework also covers the education and upbringing of children who require special attention.

On a global scale, effective scientific, technical, and pedagogical research is being conducted on psychological correction methods, considering the psychological state of children in need of special attention, as well as improving humanitarian relations in families, communities, and groups, and increasing the capabilities of technological assistive tools. In this regard, studying secular approaches to education and upbringing of children with disabilities, organizing and improving the national inclusive education process based on these approaches, and developing methodological recommendations for students' self-assessment technologies, adaptation, and communication organization are of great importance. The pedagogical and psychological aspects of inclusive education in the general education system, addressing the educational needs of children with disabilities, creating conditions for their legal equality, and strengthening their role as members of society form the basis of these studies. These studies focus on considering the individual characteristics and adaptive capabilities of children with disabilities, ensuring their social integration through technological support, and enhancing the pedagogical system for organizing the educational process.

Analysis and Results:

American scholar S. Holl states that every child repeats phylogenesis in their individual development, and therefore, it is essential to create favorable conditions for children to experience primitive instincts painlessly and easily in their development [2.56b]. Based on his experiments, he gathered substantial material evidence and proposed the idea of creating a program that embodies psychological and physiological knowledge about children's education and upbringing.



International Educators Conference

Hosted online from Toronto, Canada

Website: econfseries.com

7th January, 2025

Swedish pedagogue-psychologist Y. Klapared, in his work *Child Psychology and Experimental Pedagogy*, discussed the methodological foundations of interest, motivation, and needs, as well as the characteristics of children's thinking and developmental laws, including how similarity and differences occur in a child's mind [3,23b].

German scholar Y. Meyerman emphasizes that the goal of experimental pedagogy and psychology is to understand the changes occurring in a child's psyche and body during their school years. He stresses that without fully understanding these changes, it is impossible to instruct or impose pressure on the child [4,37b].

American scholar J. Bruno emphasizes the interconnection between the formation of an individual and education, stating that the desire for human development enhances the effectiveness of learning, while the improvement of teaching accelerates socialization. In his scientific views, he proposed several substantiated ideas. According to his hypothesis, any subject can be taught effectively to children of all ages. He warns that at each developmental stage, it is necessary to consider how the child perceives and interprets the world uniquely, and the knowledge being taught must be explained in a way that aligns with the child's worldview [5,73-74]. Furthermore, A. Binet and V. Stern have played a significant role in scientifically and practically substantiating the importance of education and upbringing in a child's psychological development. They highlighted the significance of intellectual characteristics, program-based learning, skills, and competencies, as well as the role of psychocorrection exercises. These teachings hold particular importance in the context of inclusive education.

V. Stern emphasizes that the knowledge acquired by a child during their early years is assimilated in a unique way. A preschool-aged child does not yet possess the willpower to engage in learning, while a school-aged child has the intention to consciously master the material and use this knowledge as an asset for their future, desiring to retain it in its entirety. Stern states, "A preschool child is so focused on the present that they are far from the desire to acquire anything for tomorrow, for the future" [6].

Thus, the learning of a preschool-aged child is the result of other activities and is formed unconsciously by selecting impressions from their surroundings and play.



International Educators Conference

Hosted online from Toronto, Canada

Website: econfseries.com

7th January, 2025

Swiss pedagogue-psychologist J. Piaget believes that a child's intellectual development progresses based on its own internal laws, passing through a series of genetically determined stages. Education can only speed up or slow down this process, but it cannot have a profound impact on the intellectual maturation process. Therefore, education must adhere to the laws of human development [7,45b].

For example, it is pointless to teach a child logical thinking before their logical reasoning abilities are sufficiently developed. The fact that a child's pedagogical-psychological capabilities mature with age is a key consideration in the different stages of education.

In developed countries, numerous studies and scientific research have been conducted to improve inclusive education and upbringing. For instance, the American Ture Jonsson's "Inclusive Education" manual is one of the primary sources of the international education program for individuals with disabilities. This resource outlines the key aspects of providing international education and upbringing for children and adolescents in need of special attention, ensuring they can live independent lives [8].

Additionally, Canadian D. Bayne's program "Disabled Children in Developing Countries" offers recommendations on providing education and upbringing to children with disabilities and those in need of special attention. It emphasizes the necessity of organizing them in special environments and suggests that governments should operate specific programs for this purpose [9].

In Kristin Maylz's monograph Special Education for Intellectually Disabled Students, the tasks of providing special education for children, students, and adolescents with developmental delays and intellectual disabilities are defined. It also specifies that educators, pedagogues, and medical staff working in such environments must possess specialized knowledge and training [10, 79b].

Russian psychologist L.S. Vygotsky's scientific views on the development of children's mental processes have been influential. His law of the formation of higher psychological functions plays a crucial role in the implementation of education and upbringing. Vygotsky developed a cultural-historical concept, theorizing that a person's psychological development is fundamentally social and cultural. He emphasized that the understanding of higher cognitive functions, such as voluntary



International Educators Conference

Hosted online from Toronto, Canada

Website: econfseries.com

7th January, 2025

memory, attention, thinking, and logical reasoning, cannot solely be explained by the brain's activity. Instead, their roots must be sought in the social environment outside the individual [11,126b].

Therefore, the delay in a child's educational and developmental activities and the lack of mental functions are the results of unmastered cognitive characteristics. For instance, if a child fails to follow the sequence in dressing, this is not due to weak memory, but rather due to the lack of the necessary cognitive abilities to perform this process. This type of psychological issue can be addressed through psychocorrection methods, such as showing the child pictures that demonstrate the correct sequence of dressing.

Placing children with minor physical or mental impairments in regular preschool or school settings is the first step in the integration process of inclusive education. Implementing these measures is important in integrating inclusive education into the general education system and optimizing the educational process.

However, the understanding of the essence and content of inclusive education is still insufficient in society. The terms "inclusive" and "integration" are often used interchangeably, though there is a significant difference between them in philosophy. Placing a disabled child into a regular environment is the first step of integration.

There are several limitations within the integrated education system. In general education institutions, there is no provision for comprehensive and continuous medical-pedagogical support. General education school teachers may not be familiar with specialized methodologies, thus unable to meet the special needs of children requiring attention. Regular schools also do not have specialized equipment such as sound or visual aids, medical tools, and devices used in special schools.

In general education school classrooms, the number of students can range from 25 to 35, making it difficult to allocate sufficient time to each of them. Moreover, regular schools lack specialists who can develop specific skills and competencies, making it challenging for children to find the support they need. These schools do not offer specialized programs or textbooks.

The inclusive education system differs from the integrated education system in its content, essence, goals, objectives, and action plans.



International Educators Conference

Hosted online from Toronto, Canada

Website: econfseries.com

7th January, 2025

CONCLUSION

Inclusive education, developed specifically for children requiring special attention and systematically implemented in society, ensures the continuity and consistency of education. The system involving family, preschool, school, vocational colleges, and employment will lay the foundation for parents to easily and confidently bring their children requiring special attention to general educational institutions and higher education establishments in the future.

Future specialists' readiness for inclusive education, based on a competency-based approach, will be enhanced through their pedagogical characteristics and abilities. The primary functions of inclusive education aim to create conditions that meet the needs of the individual, guide behaviors toward social development, and provide personalized approaches for each student. By considering their abilities and potential, the goal is to uncover their talents and personal potential.

Literature used:

1. Piaget, J. (1951). The psychology of intelligence. London: Routledge.
2. Yonsson, T. (2002). Inklyuziv ta'lim. Toshkent: Respublika ta'lim markazi.
3. Baratov, Sh.R. (1997). O'zbekistonda psixologik xizmat tashkil etishning ijtimoiy-psixologik va ilmiy-amaliy asoslari. Ped. fan. dok. diss. Toshkent.
4. Bayn, D. (1991). Rivojlanayotgan mamlakatlarda nogiron bolalar: baholash, dastur va ko'rsatmalar. Kanada: Albert Universiteti.
5. Bruno, J. (2004). Odarennye deti: psixolo-pedagogicheskie issledovaniya i praktika. Psixologicheskiy jurnal, 4, 73–75.
6. Vygotskiy, S.L. (1984). Sobranie sochineniy v 6-ti tomax. Moskva: Pedagogika