

## PSYCHOLOGICAL AND PEDAGOGICAL FACTORS INFLUENCING THE DEVELOPMENT OF INCLUSIVE EDUCATION IN PRIMARY EDUCATION

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**Abstract:** *Inclusive education in primary schools aims to provide all students, regardless of their abilities or disabilities, with equal opportunities for learning. The development and implementation of inclusive education is influenced by various psychological and pedagogical factors. This article explores the critical psychological factors, such as teacher attitudes, peer relationships, self-esteem, and motivation, and examines the pedagogical strategies, such as differentiated instruction, collaborative teaching, assistive technologies, scaffolding, and flexible assessment practices. The article discusses how these factors contribute to the creation of an inclusive environment that supports both the intellectual and emotional development of all students, including those with special educational needs. Understanding these factors is crucial for educators and policymakers to foster an inclusive education system that meets the diverse needs of all children.*

**Keywords:** *Inclusive education, primary education, psychological factors, pedagogical factors, teacher attitudes, differentiated instruction, peer relationships, assistive technologies, scaffolding, emotional development, special educational needs.*

Inclusive education refers to the practice of educating all students, regardless of their diverse abilities, in general education classrooms. This approach aims to provide equitable learning opportunities for students with special educational needs (SEN), including those with physical, cognitive, and emotional disabilities. The success of inclusive education in primary schools is dependent on various psychological and pedagogical factors that influence both the classroom

environment and the learning outcomes for all students. This article explores these factors and their impact on the intellectual and emotional development of students in inclusive classrooms.[1,23]

Inclusive education recognizes that students come from diverse backgrounds, possessing a wide range of abilities and learning styles. Psychological research shows that individual differences in cognitive abilities, emotional development, and social skills significantly affect how students learn and interact in the classroom. Children with disabilities, such as autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), or dyslexia, may require specific accommodations, but they benefit from being in an inclusive setting where they can interact with their typically developing peers. The teacher's ability to recognize and address these differences is critical for fostering a positive learning environment.

The attitudes of teachers towards inclusion play a crucial role in the success of inclusive education. Teachers who hold positive views about students with disabilities are more likely to implement inclusive practices effectively. In contrast, teachers with negative perceptions may struggle to provide the necessary support for students with SEN. Research has shown that teachers' beliefs in the potential of all students to succeed, regardless of their disabilities, can enhance academic and emotional development.

Social inclusion is a psychological factor that influences the development of inclusive education. Positive peer relationships are essential for creating an inclusive classroom atmosphere.[2,56] When students with and without disabilities interact and collaborate, they develop mutual respect, empathy, and understanding. This social integration enhances the emotional well-being of students and fosters a sense of belonging. Teachers play a key role in facilitating these relationships by promoting cooperative learning activities and encouraging empathy and respect among students.

Self-esteem and motivation are critical psychological factors that influence students' engagement in the learning process. Students with disabilities may face challenges that impact their self-esteem, but inclusive education can help boost their confidence by providing opportunities for success in a supportive environment. Teachers can foster motivation by offering personalized encouragement, setting achievable goals, and celebrating student achievements. A positive classroom climate where students feel valued and supported can significantly enhance their academic and emotional development.

Differentiated instruction is a key pedagogical approach in inclusive classrooms. This strategy involves tailoring instruction to meet the diverse needs of students by varying the content, process, and product based on students' abilities and learning styles. For example, teachers may modify the complexity of tasks, provide alternative ways of presenting information, or use flexible grouping to ensure that all students can access the curriculum and demonstrate their learning in ways that suit their strengths.[3,45]

Collaborative teaching, or co-teaching, involves the collaboration between general education and special education teachers to support students with special needs in the same classroom. This pedagogical approach ensures that students receive both the general curriculum and specialized support. Collaborative teaching enhances the quality of instruction by allowing teachers to share expertise, plan together, and provide individualized support for students. It also promotes a more inclusive environment where all students can benefit from the strengths of different teaching styles and expertise.

Assistive technologies are tools that support students with disabilities in their learning process. These technologies can include speech-to-text software, screen readers, hearing aids, and adaptive keyboards. The use of assistive technologies enables students with disabilities to participate more fully in classroom activities and access the curriculum in ways that are accessible to them. By incorporating these

tools, teachers can ensure that all students, regardless of their abilities, can engage with the content and achieve their learning goals.

Scaffolding refers to the instructional support provided by teachers to help students reach higher levels of understanding. In an inclusive classroom, scaffolding may involve breaking tasks into smaller, more manageable steps, offering additional time for tasks, or providing one-on-one assistance. Peer mentoring and small group work also contribute to scaffolding, allowing students to support one another's learning. These support structures help students build confidence, gain independence, and ultimately succeed in the inclusive classroom setting.[4,59]

The development of inclusive education in primary schools is influenced by both psychological and pedagogical factors. Psychological factors such as teacher attitudes, student diversity, peer relationships, self-esteem, and motivation play a significant role in creating an inclusive classroom environment. Pedagogical strategies, including differentiated instruction, collaborative teaching, assistive technologies, scaffolding, and flexible assessment practices, ensure that all students, regardless of their abilities, have access to the curriculum and are supported in their learning. For inclusive education to be successful, it is essential that educators understand and address these factors in their teaching practices, ensuring that all students can thrive academically, socially, and emotionally.

### References

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