

## PSYCHOLOGICAL AND PEDAGOGICAL MECHANISMS OF DESIGNING AN ADAPTIVE EDUCATIONAL ENVIRONMENT IN THE CONTEXT OF INCLUSION

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### Abstract

In the context of the global humanization of education, an inclusive approach is becoming a key vector in the development of modern schools. The relevance of this work is due to the need to overcome contradictions between the regulatory requirements for inclusion and the real possibilities of educational organizations in providing high-quality education for children with special educational needs. The transition from the formal presence of a child in the classroom to full-fledged participation in the educational process requires an in-depth analysis of the specifics of pedagogical interaction.

The paper reveals the principles of modifying curricula and adapting content to specific nosological groups.

The role of assistive technologies and pedagogical support as necessary tools for reducing cognitive load and psychological barriers is substantiated.

Methods of creating flexible learning materials that are accessible to all categories of students without the need for excessive specialization are considered.

Criteria for assessing the dynamics of the development of not only academic knowledge, but also the life competencies of a child in an inclusive environment are proposed.

The author emphasizes that the success of inclusive education depends not only on the material and technical equipment, but also on the professional readiness of teachers to work in a diverse environment. The model of integrated support proposed in the work makes it possible to minimize the risks of social isolation of children with disabilities and contributes to the formation of a tolerant community.

**Keywords:** inclusive education, special educational needs, adaptive environment, individual educational route, tutor support, socialization, pedagogical technologies.

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## Introduction

In the context of the global humanization of education, an inclusive approach is becoming a key vector in the development of modern schools. The transition from the formal presence of a child in the classroom to full-fledged participation in the educational process requires an in-depth analysis of the specifics of pedagogical interaction. The success of inclusive education depends not only on the material and technical equipment, but also on the professional readiness of teachers to work in a diverse environment.

Due to the growing number of families with a difficult socio-economic situation in the modern world, as well as in Kazakhstan, the concept of "children in difficult situations" is increasingly used in pedagogy and psychology. In subsequent years, it became known that the social and pedagogical support of children in difficult life situations has become one of the urgent problems of our time. One of the main causes of this problem may be the consequences of the socio-economic crisis of the last decade, which has had a significant impact on the formation of the younger generation, which has affected areas such as Family, Education, recreation, and health, which is especially important for the development of children and adolescents. The meaning of the concept of children in a difficult life situation is a complex content that includes many problems. Children in difficult situations include children from low-income and low-income families who have lost custody of their parents, have disabilities and developmental disabilities, have been involved in accidents, have been subjected to violence and have disabilities due to the circumstances, and children who cannot overcome them independently or with the help of their family. To give a complete picture of the concept of children in difficult life situations, it makes sense to give a socio-pedagogical description of these children. A child is an ever-growing and developing organism with its own morphological, physiological and psychological characteristics inherent in each age period.

Every child at different stages of their life, regardless of their social status, may need varying degrees of help, support and protection when faced with various difficult situations without their own desire.

## Results and Discussion

I. G. Kuzina considers the concept of a "difficult life situation" as "situations that objectively violate a person's social relations with others and normal life skills and are recognized subjectively as "difficult", eventually forcing a person to seek help and support from special social protection services to solve their problems."

However, N. G. Osukhova explains this concept by saying that "under the influence of external conditions or internal changes, the child's adaptation to life is disrupted, and as a result, he reaches a state in which he cannot meet his daily life needs through already established behavioral approaches and models." Exploring and differentiating different approaches and positions in defining the concept of "difficult life situations", in order to distinguish its specific features, we can consider the following definition: a difficult life

situation that affects the normal and safe coexistence of a person and it is unlikely that he will independently get out of this situation. stress, which leads to him falling into a state of uncertainty." In this case, the person definitely needs help. Children who find themselves in difficult life situations are in particularly dire need of help. For them, finding possible ways out of difficult situations is a very difficult task. Given these facts, it is necessary to find and predict the most effective ways to help children in difficult situations in the process of social and pedagogical support. The main goal of such support is to create the most comfortable conditions for a normal life and upbringing of a child.

For children living in our time, there are two spheres of activity, and they are the main institutions in the upbringing of children - the family and the education system.

Many problems in a child's life are also increasingly linked to the influence of these two institutions. For a child, a family is an environment that creates comfortable conditions for the good formation and development of his physique, psyche, behavior and intelligence. As a social institution, the inability of a family to provide the necessary conditions for the life and upbringing of a child is considered one of the main factors leading to the emergence of children in difficult situations. Inclusive education in global practice is based on the implementation of the position of individual learning in the education and upbringing of people with special educational needs. Children with special educational needs include: - children with disabilities; - children from families of migrants, Oralmans, refugees, and small nationalities;-children with difficulties of social adaptation in society (orphans, victimized children, children with deviant behavior, children from families with low socio-economic and socio-psychological status).

### **Materials and Methods**

Children in difficult life situations are children with impaired functioning due to the prevailing circumstances and unable to overcome these circumstances on their own or with the help of their family; children in special educational institutions, educational institutions with a special regime of detention. In accordance with the Law of the Republic of Kazakhstan dated December 29, 2008 No. 114-IV "On special social services", a difficult life situation is a situation recognized on the grounds provided for by this Law, objectively disrupting a person's vital activity, which he cannot overcome on his own. According to this law, a person (family) has the following:

- 1) orphanhood;
- 2) be left without parental care;
- 3) neglect of minors, including deviant behavior; the presence of minors in educational institutions with a special regime of detention;
- 4) limitation of the possibilities of primary psychophysical development of children under three years of age from birth;
- 5) persistent impairment of body functions depending on physical and (or) mental capabilities;

- 6) disability due to socially significant diseases and diseases that pose a danger to others;
- 7) cruelty resulting in social maladjustment and social deprivation;
- 8) homelessness (persons without a fixed place of residence);
- 9) release from prison.

The State policy on children in the Republic of Kazakhstan defines comprehensive guaranteed State protection of the child, mother, and family as its most important tasks. As a result of the gradually implemented state policy in the social sphere, the positive dynamics in demographic processes began to find their continuation.

Observation is an ancient method of psychological and pedagogical identification. You can use it to get detailed information about a child. Active or passive supervision of a child with disabilities is organized in classes, games, in free activities, in joint activities with parents, i.e. in a familiar environment for the child. Using the observation method, the following features of a child's activity can be identified and evaluated: stereotypical actions, pronounced affective and emotional backlashes, and anxious manifestations. Based on observation, it is possible to determine how well the child's self-service skills have developed, readiness to complete tasks, mood characteristics, and motor development characteristics. Such data creates the basis for further study of the child.

Control is a method of purposeful and planned data collection, ending with the systematization of evidence and a general conclusion.

The observation method occupies an important place in the study of the psychological and pedagogical characteristics and development of children with developmental difficulties, since, unlike an older person, the experimental study of a child as an object of research is very difficult.

The control method does not require special equipment and does not create an additional psycho-emotional burden on the child. In addition, the use of this method requires a teacher to have a high level of professional training and knowledge about the pedagogical characteristics of children with special needs.

The results of the study. The purpose of monitoring children with special educational needs:

- 1) identification of interests, skills and needs of each child. Through observation, teachers can obtain information about the individual characteristics of the child, correctly direct them and include them in the program.
- 2) assessment of the child's growth and development process over several time frames. Through observation, educators can assess a child's progress in cognitive, physical, social, and emotional development during the school year.
- 3) determining the need for environmental changes. By observing children's use of play areas and materials, teachers can determine the organization of the environment and how materials meet children's needs.
- 4) identification of difficulties (problems). Based on observation, it is possible to determine whether children need special help. These can be different problems, from hearing

problems to the need to get additional help. If there are such problems, specialists should join the work with children.

5) identifying productive ways to solve difficult situations. Through observation, educators can predict a child's actions in various situations. Such knowledge helps to avoid conflicts and difficulties.

6) assessment of the need to adjust the curriculum. Based on observations, teachers can draw conclusions depending on the need to modify the curriculum or change the daily routine in accordance with the needs of children.

7) collecting data about the child that is useful for parents and other professionals. Through observation, you can learn about children's interests, achievements, social skills, and communication problems. The collected data is useful for both specialists and parents. Data exchange serves as the basis for organizing productive joint activities.

8) assistance to parents in obtaining additional information about their children through surveillance. Through observation, educators can provide parents with additional information about the strengths, needs, and activities of the child.

9) the methods of control, depending on a number of objective and subjective factors, vary – the number of observed phenomena, characteristics of the studied phenomena, etc. The teacher can be included in the group of observed children, for example, playing with them (active control) or correspondence study (passive control).

Regardless of the nature of the observation (search or research), the observer must have a clear program and a scheme of actions. The observation scheme includes the units of observation, the type and methods of describing the observed phenomenon. Before monitoring, it is necessary to distinguish from the general mode of action the units of action, some of its sides, and specific actions available for direct observation. Here, the units of action are the units of control. For example, in monitoring the activity of a child with special needs, the teacher divides it into a number of units: motor skills, speech, communication, emotions, etc. If the subject of control is the child's speech, then the units are content, orientation, duration, expressiveness, features of the lexical, grammatical and phonetic structure of the language, etc. Thus, the control units may vary in volume and complexity, as well as in the content of the selected action fragment.

General requirements for registration of control:

1) the observed evidence should be clearly recorded and replaced by personal impressions, opinions of the observer. Generally speaking, what happened should be recorded as the image (photographic record) was discovered;

2) along with the observed situation, it is necessary to know about its environment.;

3) in accordance with the purpose of the problem under investigation, the observed situation should be clearly described.

The observation protocol is recorded during the observation, so conventions or transcripts can be used to speed up the recording.

The diary is used in observations that are carried out over a long period of time, sometimes months and long years. The pages of the diary should be numbered. The diary should be recorded during the control, and if it is not possible, important points should be recorded, and then, when the control is completed, it should be fully recorded.

The evaluation method proposed for use, close to control, is "evaluation of the execution process." This method is quite complex, conducted with the help of audio and video recordings, written registration of evidence. It is advantageous to use this method when assessing the formation of the most important skills of teamwork, research skills, etc. Compared to the observation method, which is a subjective method based on expert assessment, this method is objective. The assessment method based on the choice of an answer or a short free answer is described as a situational, unidirectional assessment action. This is usually done in the form of a test or an oral survey.

Testing is a widely used data collection strategy, but the most effective strategies in working with primary school children are interviewing and surveillance. Tests often do not consider the mechanisms of adaptation of children, taking into account their real mental and physical disabilities, and non-essential issues are included in the learning and upbringing process.

## Conclusion

Inclusion in the modern educational paradigm is not just the mechanical integration of a child with special educational needs into a mass classroom, but a profound transformation of the entire school system. The success of this process directly depends on the creation of an adaptive educational environment that flexibly adapts to the unique cognitive and physical abilities of each student, rather than requiring the child to meet the strict standards of the general system.

The leading tool for high-quality education of children with OOP is individualization, implemented through the development of individual educational routes and the application of the principles of universal learning design (UDL). The use of assistive technologies, the differentiation of learning tasks by level of complexity and the provision of various forms of knowledge expression make it possible to minimize the "barrier" environment and maximize the potential of the student.

A key factor in the effectiveness of inclusion is teamwork. The joint work of a subject teacher, a special teacher, a psychologist and a tutor forms a comprehensive support system that covers not only academic success, but also the socio-emotional development of the child. At the same time, the teacher's professional and psychological readiness to work in a diverse environment remains the most important condition.

In conclusion, it should be noted that inclusion is a continuous process of improving pedagogical skills and school policy. Further development of this area requires systematic monitoring of student achievements, improvement of the regulatory framework and active involvement of parents as full partners in the educational process. Only if these conditions

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are met will inclusive education become an effective mechanism for ensuring equal opportunities for all children, without exception.

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