

Paradigm Of Psychological And Pedagogical Support For Students In The Context Of A Universal Educational Design

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Abstract: The article examines the paradigm of psychological and pedagogical support for students with special educational needs in the context of the Universal Design for Learning (UDL). The importance of inclusive education, the principles of integration, individual development, and differentiated learning are analyzed. Based on the legislation of Uzbekistan, the regulatory framework, pedagogical strategies, and individual educational trajectories were discussed. The professional training of teachers is emphasized.

Keywords: Inclusive education, integration, psychophysiology, individual development, differentiated learning, psychological and pedagogical support.

Introduction: The Decree of the President of the Republic of Uzbekistan dated October 13, 2020 No. PP-4860 "On measures to further improve the system of education and upbringing of children with special educational needs," as well as Appendix No. 1 to the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2021 No. 638 "On approval of regulatory legal acts related to the education of children with special educational needs," the documents "On the procedure for organizing inclusive education in general secondary educational organizations," Article 20 of the Law "On Education" "Inclusive education is aimed at ensuring equal opportunities for all students with special educational needs and taking into account the diversity of individual opportunities to study in educational organizations."

Inclusive education allows all children to actively participate in collective life in preschool and secondary educational institutions, technical and vocational or higher educational institutions. This program was approved by the United Nations General Assembly and included in the Convention on the Rights of the Child on December 13, 2006. This Convention was adopted on November 20, 1989, and the Convention on the Rights of Persons with Disabilities was adopted in 2007. A universal design form of education is being implemented, aimed at the proper organization of the educational process, increasing the

comprehensiveness of teaching, taking into account the psychophysiological state of students, and developing differentiated learning.

METHODS

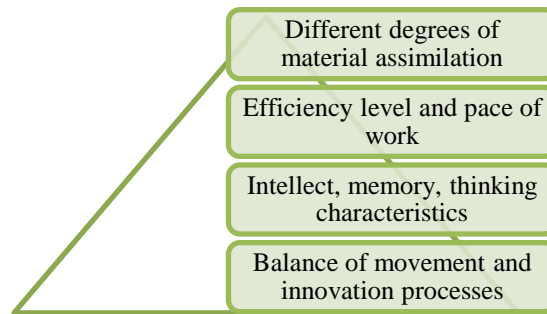
Universal educational design is a well-thought-out learning system that serves to meet the needs of different students, adapt to all students, achieve expected learning outcomes, and create equal opportunities for learning.

UDL is targeted and designed for every student, not just for "average" or "low" students. Diversity among students is a form of education that anticipates results and prepares for them in advance, taking into account their needs in the proper implementation of curricula or lessons.

In our republic, scholars such as Sh.M. Amirsaidova, L.R. Muminova, Z. Mamarajabova, I.D. Markevich, D.A. Nurkeldiyeva, N.X. Raxmankulova, K.M. Mamedov, D.A. Nazarova, Sh.E. Taxtiyarova, M.P. Hamidova, F.U. Qodirova, O.N. Fayziyeva, R. Shomaxmudova, B. Shoumarov, V.S. Sirenov, D.J. Sharirova, and D. Yakubjanova have studied issues related to the education and upbringing of students with disabilities.

Regarding the universality of teaching, K.D. Ushinsky says: "If pedagogy wants to educate a person comprehensively, it must first and foremost recognize it comprehensively." So, the levels of focus on students with different educational needs and the knowledge

and skills they receive are as follows. Figure 1



The personal characteristics of students should be taken into account in the educational process, taking into account the stages of questioning, storytelling, retelling of the studied material, etc. For example, if quick-thinking students are required to answer a question directly, average students are given time to think, do the necessary calculations, and draw pictures, while students with low cognitive activity are offered a clear system of questions and a sample answer.

In the case of UDL, the monitoring and assessment of the academic achievements of students with special educational needs should be carried out in accordance with various goals, which cannot be based on general assessment criteria. The grade should take into account the student's advanced development level, activate their learning and development process, and fulfill educational and corrective-developmental functions. The learning outcomes acquired by students are considered high-quality only when they align with the student's potential developmental goals. Therefore, criteria-based assessment of students should be characterized by variability.

L.R. Muminova, while acknowledging the inclusion of children's physical, psychological, intellectual, ethnocultural, linguistic, and other characteristics in the general education system, also deeply analyzed the goals, objectives, principles, and implementation stages of inclusive education. D.A. Nurkeldiyeva and V.S. Alimova demonstrated methods for teaching children with Down syndrome in an inclusive education environment.

UDL new correctional pedagogical technologies in the direction of adaptation and transformation of the teaching process can be used in the works and experience of V.V. Voronkova[2:27], A.M. Zmushko[3], L.I. Solntseva[4] and others, N.N. Malofeev[5], L.M. Shipitsina [6], T.V. Egorova[7], E.V. Reznikova[8], N.V. Shevtsova[9], M.L. Baranova[10] and others.

Two methods are used to diversify the assessment of learning outcomes: within the framework of the curriculum, in accordance with the goals of the

individual learning trajectory, in the form of simplified assignments, and in the form of assignments related to the experimental goals and objectives obtained from the elective curriculum (social habits, participation in public life, readiness for work in production, personal interest, etc.).

The transformation of the standard of assimilation of educational material by a child with special educational needs is reflected in the following actions:

- can participate in a number of processes with other students of the class;
- follows their own educational trajectory;
- performs direct tasks with long-term goals.

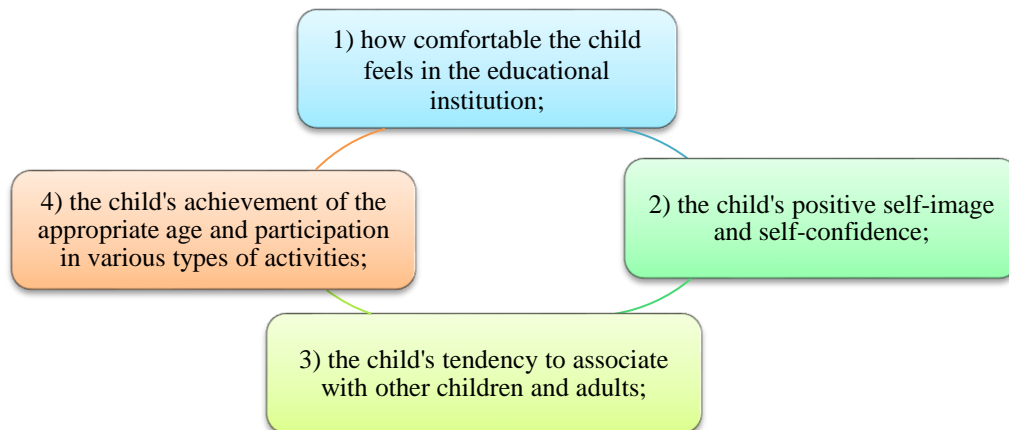
All children can be taught together based on the educational material, but the results must be selected, and the results of children with special educational needs must be aligned with the goals and objectives of their individual curriculum. An important key aspect of diversifying the standards for mastering educational materials is the ability to fulfill a simplified form similar to the assignment of the curriculum.

DISCUSSION

UDL should be a psychological and pedagogical activity that provides specific assistance in working with children. Its task is not only to carry out developmental or corrective work in establishing communication with children, but also to establish regular alliances with teachers and parents to establish common methods of supporting assessment activities, a common strategy of work with students. The preparation of individual development programs is carried out through a psychological and pedagogical council. If necessary, the curriculum is adapted or individual study programs are developed for the subjects in the curriculum. The content of individual correctional, developmental, and educational programs is determined not by the child's age, but by the level of their mental development, individual developmental characteristics, and the child's compensatory capabilities. In the process of organizing the educational process, it is necessary to

study a healthy pedagogical correctional procedure. The effectiveness of psychological and pedagogical support is determined based on data from

psychological, pedagogical, medical diagnostics, and general indicators (Figure 2).



UDL conditions, the teacher must determine the learning activity of a child with special educational needs in the classroom, the quality of their participation in classroom activities, learning objectives, and assess the expected results of the lesson. For this, the teacher must master UDL strategies. They are:

- memorization of experimentally tested ideas and concepts;
- use role-playing games;
- increasing interactivity;
- Distribute visual aids to students and maintain constant communication with them;
- frequent use of incentives and various methods to achieve specific results (points, certificates, stars, etc., as well as demonstration schemes for achieving results);
- diversification of teaching methods: not only using what is available, but also engaging in information and technological exploration that sparks the child's interest; digital media content;
- using audio and video recordings and computer programs;
- regulating tasks and their completion time, for example, giving complex tasks to gifted children;
- Spending more time than usual with students with developmental delays;
- Provide easily spoken, short, and light texts to children with speech impairments; - Offer written assignments to children with hearing impairments;
- adapting students' vocabulary to the lexical units used;

It is necessary to provide visual aids to children with mild autism and focus on developing the motor skills of

students with musculoskeletal disorders.

- Asking students frequent questions and monitoring the difficulty level of the questions;
- To fully engage students in the discussion process, encourage children's activity and ask guiding questions.
- using traditional answers and various methods of completing tasks:
- creating diagrams, building models, recording videos, etc.;
- motivating students, supporting their personal characteristics and interests;
- Along with areas specific to problem-based learning, guiding towards metacognitive directions through the application of questions like "How can we help them in this situation?" and "How else can we solve this problem?"
- encouraging students to observe themselves, see and correct their mistakes, activate themselves, and stimulate goal-setting through frequent use of reflection;
- digital presentation, electronic presentation, author's didactic content;
- Increase the use of creative methods and tasks, such as visual aids;
- Applying teaching strategies such as feedback, direct observation, introspection, group and pair assessment.

RESULTS

In summary, under the conditions of **UDL**, if teachers are not prepared purposefully, a number of obstacles will arise in achieving these results. It is natural that these obstacles arise in the family, educational institutions, and the mahalla. In the course of our research, it was revealed that there is insufficient research on the professional training of teachers in the conditions **UDL**, the formation of readiness for the

implementation of inclusive education in the form of an educational cluster, as well as ensuring pedagogical conditions that affect the effectiveness of this process.

CONCLUSION

The following recommendations have been developed to improve inclusive education training technologies:

1. Conducting seminar-trainings at methodological association meetings aimed at mutually analyzing teachers' experience in working with children with special educational needs and implementing methods for finding prompt solutions to methodological, psychological, and organized problems used in practice.
2. Development and implementation of a series of video lessons for teachers based on the national curriculum in the context of academic cases.
3. Regularly organize social exhibitions and meetings in schools dedicated to the achievements of children with disabilities, as well as their parents and relatives.
4. There is a need to create a bank of methods, technologies, and educational resources that ensure effective work with students in UDL conditions, and to promote the work of qualified teachers nationwide.

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