Pedagogical Bases Of Providing Psychological Support To Youth In Inclusive Education

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Abstract: This article is dedicated to the pedagogical foundations of providing psychological support to students with special needs in the process of inclusive education, which is an integral part of modern educational paradigms. The relevance of the study lies in the fact that the integration of students with physical disabilities into general education schools brings forth emotional and volitional barriers, as well as cases of social maladaptation, thus presenting new challenges to the educational community. The purpose of the article is to identify effective pedagogical mechanisms and methodological approaches aimed at ensuring the psychological well-being of students in an inclusive environment. The study employed methods such as scientific-theoretical analysis, pedagogical observation, comparative study, and sociometric surveys. The analysis revealed that psychological support is not only the responsibility of a specialist-psychologist but should be a systematic approach integrated into the entire pedagogical process. The correct implementation of the "family – school – society" collaboration model was shown to reduce the students' anxiety levels and improve their self-awareness and cognitive activity indicators.

Introduction: Modern in the world education – just knowledge to give or information exchange process not, maybe person to society adaptation, his " I " discovery to grow and social in life own instead to find is to help. Especially, inclusive education in the environment this process further thin and responsible color takes. Each human, how physical or mental to the opportunity has from being strict look, equal entitled education to take and own peers between without discrimination mature find for the sake of [1]. However, in practice this shows that the child general education to school acceptance to do himself/herself enough not ; most the important thing is there himself spiritual in terms of safe and It is a feeling of need. Inclusive of education success not only in buildings ramps or special textbooks with, maybe in the classroom healthy psychological environment with is measured [2]. Often separately necessary youth physical from obstacles according to, spiritual from obstacles – loneliness feeling, misunderstanding, self was distrust and of the environment cautious or indifferent from the attitude more suffering At this point pedagogy task changes:

teacher now only a science teacher expert not, maybe student's internal the world understandable, to him support be can to the facilitator (guide) power (transformation) necessary.

For the youth psychological help to show pedagogical the basics research to do is two field, that is pedagogy and psychology intersected point find If psychological help student 's emotional stability provides, pedagogical approach this stability education to the process integration to do service In this article we will this harmony, that is inclusive in the environment of the youth spiritual status to strengthen aimed at education strategies, teacher and student between confidence bridges and collective acceptance to do culture formation factors analysis We will do it . Because, truly inclusion is every child's to the heart road find to take is art.

METHODOLOGY

Inclusive in education psychological help show - these stiff remaining rules package not, but every student's to the soul adapting going dynamic It is a process. We are in our approach only teacher's solo to the

movement not, maybe " many network "multidisciplinary team " collaboration based methodology We chose this. methodology core from that with the child at work teacher, school psychologist, defectologist and parents are the only mechanism as moves.

We are the following practical-pedagogical to methods we relied on:

1. " In collaboration " Co-teaching" method. Traditional lesson to go from the method give up in the classroom one of time a science teacher himself and special teacher (or psychologist) of activity to harmonize We have achieved this. The science teacher academic knowledge if it reaches, the second expert separately necessary children's emotional status follow, information they acceptance do can at the level to simplify or to adapt help This method gives The child says "I can do it " confidence appearance to be service did it because he himself from the process interrupted does not feel left out [3].

2. Individual psychological trajectory Every child is unique. universe. Therefore, the general program within each student for " Success " ladder " works This method child's physical or mental to the limitations not, maybe his/her strong to the sides accent is given. For example, oral answer in giving painful student for writing or visual (picture) drawing (via) expression opportunity created. Pedagogical of support this shape in the child anxiety feeling reduce it training process active to the participant rotates [4].

3. Peer - to - Peer support system. Youth in psychology the most strong impact tool is peers We are in class. artificial groups not, maybe natural friendship environment formation for the purpose of " Friendship" " rings " method We used. In this separately necessary to the student in the classroom other active students as "mentors" (companions) is attached. But this official control not, maybe together lesson preparation, break to talk in appearance done As a result, a separate necessary in the child social isolation feeling otherwise, healthy in children empathy and tolerance skills is formed [5].

4. Art- pedagogical and interactive play technologies Word with expressing impossible feelings to the surface in the release art and the game from the elements use It gives good results. Lesson to the processes picture drawing, roller games and musical breaks It 's just a holiday. not, maybe diagnostic and correction importance For example, a student roller in the game himself/herself wanted hero in the image entrance through internal their fears overcome to pass learns. Teacher and this in process observer and guide task will do.

This of methods all one purpose – inclusive in the environment child's oneself spiritually calm and to society feel needed to provide The main thing is that methods on paper mold without leaving, every day in communication, eye in views and sincere in the incentive own on the contrary to find condition

RESULTS

Get. visited pedagogical and psychological measures the result only grades or attendance indicators with measurement injustice would be was. For us the most important result – class in the room emotional temperature change and children in the eye confidence sparks became. Collective approach and individual support system from use then, the following quality changes obvious to the eye thrown away:

1. The concept of "I" positive towards change Initial in stages himself Feeling humiliated, trying to " be invisible " in classes in students internal anxiety level noticeable " Success " " ladder " method through small We also encourage victories. as a result, separately necessary in youth own to the power was confidence woke up. They now mistake from doing fearlessly, lesson in the process hand lifting idea to declare, even to argue They started to dare. It's just activity no, this is a child's " Me too " society full- fledged " I am a member " internal confession formation [6].

2. Stereotypes fracture and empathy formation Higher than expected result " peers " in relation to observed. Previously healthy children separately necessary to classmates relatively either too much outside caution (pity) or indifference with they would look " Friendship " rings " and collaborative games as a result this artificial walls The students fell. each other's disadvantages not, maybe similar sides according to They started. In the classroom healthy environment appearance was: help to give – obligation not, maybe natural to need became. Separately needy child to school to come I want started because there him/her just student as no, friend as felt that they were waiting [7].

3. Academic in the process of mastering positive dynamics. Experience this confirmed that psychological pressure and loneliness feeling eliminate mature, intellectual activity efficiency increases. From a state of stress came out of the students attention concentration ability improved. Science teacher and special teacher's due to cooperation (Co-teaching) training materials each child's acceptance to do to the level was adapted. As a result, previously in mastering troubled students not only support knowledge they took over, maybe creative assignments to himself in doing so typical approaches manifestation they reached.

4. Educator and parents in collaboration trust. Another important result parents' in peace reflection At school psychological of the environment improvement in the family positive for the environment impact showed. Parents the students supervisor not, maybe own of the child to fate indifferent not been partner as according to They started. This is education process continuity and to the child was requirements in a single standard to be provided.

Used methods the children not only knowledge to take, maybe vital to difficulties durable to be taught. We have achieved the most big achievement is inclusive " we" and " they " in the classroom of the concept missing, the only one and " we" of the community appearance to be.

DISCUSSION

Our research and practical our observations this showed that inclusive in education psychological help show – this just methodical manuals to perform not, maybe deep socio-pedagogical is a process. Obtained the results analysis would do we are one how many important to conclusions and controversial to the points face We have arrived. Between " Integration " and " Inclusion " of difference understanding. Many in cases in our society this two concept The child is being misled. to school physically integration is still its there acceptance that was done does not mean. Our analyses this confirmed that if pedagogical process psychological help with If not reinforced, the child will be " in the classroom " on a lonely path around to remain It 's okay. We used methods exactly this the gap to fill servce That is, physically from obstacles (ramp) or special parties) according to, spiritual overcome obstacles (fear, shame, humiliation) risk) throw more difficult and more important that The teacher 's psychological readiness issue.

The debate the most painful point is that everyone teachers are also inclusive in the environment to work spiritually ready not. Traditional in pedagogy " knowledge " from the teacher " provider " role required if, in inclusion It requires him to be an " observer ", an " understander " and a " confidant " . Experience during witness We were told that the teacher to support himself If a teacher has " emotional needs " burnout or he himself If he feels helpless, his to the child psychological help to give impossible. Therefore, pedagogical the basics in creation not only student with, maybe teacher's himself/herself with work is also a solution doer importance [7]. Healthy peers educational importance. We often attention only separately necessary to the child we look at, but in the classroom another 20-30 people child's What about

worldview? Analysis this showed that inclusive of education the most big achievement, perhaps, separate necessary from a child according to, healthy children for more. They tolerance, patience and gratitude from books not, alive from communication However, this process by itself If the teacher right If not directed, children " bullying " or hidden neglect appearance to be possible.

Our in our approach peers as " helpers " attraction to do this of danger prevent took and class to a single family [8]. Family collaborative interruptions. Unfortunately, it is not always the parents school with breathless It won't happen. Some parents " protector (of his child) from society red-hot), others and "denialist " (recognizing the problem) in the (unavailable) position They will be. Pedagogical psychology The task is this the walls is to demolish. Our analysis this showed that the child is in school achieved spiritual rise at home if not supported, the result temporarily become remains. inclusive in education psychological help is one disposable action It is not permanent, it requires patience. and thin process. We define the concept of " disability " child's from his personality first of all, separate that he is a "child" , dreams and feelings that there is first to the seat we put need . Just that's all pedagogy his/ her own supreme to the goal – human happy to do to the task achieves.

CONCLUSION

Inclusive. in education to the youth psychological help to show pedagogical the basics study this showed that this process just methodical to the manuals action from doing consists of It is not. It is the heart, patience. and high demanding humanity difficult, but honorable is the way. Our analyses and our observations confirmed that separately for a child in need the most big obstacle his/her physical or mental limitation not, maybe of those around them is a relationship. When pedagogue own " correct " to the reader need was as " object " not " to develop " rightful as a person looks real change happened We offer reached collective cooperation, peers help and individual approach methods exactly this to look to form service does. Today on the day inclusive of education success at school ramps number with not, maybe students in the heart confidence and in his eyes joy with measurement need. Our Our mission is "You can do it. " " if you don't get it " " We are together " " we will win " confidence to the bridge from turning consists of.

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