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PEDAGOGICAL AND PSYCHOLOGICAL MECHANISMS OF ENSURING THE PSYCHOLOGICAL ADAPTATION OF STUDENTS IN THE CONDITIONS OF INCLUSIVE EDUCATION

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Abstract: This article analyzes the pedagogical and psychological mechanisms of psychological adaptation of students in inclusive education. The role of educators and psychologists in ensuring mutual cooperation, social adaptation and mental stability of students in an inclusive educational environment is highlighted. The importance of creating a favorable psychological environment in the educational process, applying an individual approach and using effective pedagogical methods is also substantiated. The results of the study serve to develop practical recommendations for supporting the personal development of students in the inclusive education system and ensuring their successful adaptation to the educational process.

Keywords: inclusive education, psychological adaptation, pedagogical mechanisms, psychological mechanisms, individual approach, educational environment, social adaptation, psychological support.

ENTRANCE

Currently, the development of an inclusive approach in the education system is one of the priorities of state policy. Inclusive education serves to create equal opportunities for all students, take into account their individual needs, and ensure the right to quality education. Such an educational environment not only supports students with special educational needs, but also helps to form a culture of tolerance, mutual respect, and cooperation among all participants. In inclusive education, the psychological adaptation of students is one of the important factors. In the process of entering a new social environment, communicating with peers, adapting to educational activities, and realizing their potential, some students may experience mental stress, insecurity, or social difficulties. Therefore, the proper organization of pedagogical and psychological support mechanisms is considered one of the important conditions for student development.

Pedagogical mechanisms involve the effective organization of the educational process, the use of an individual approach, the use of differentiated teaching methods, and the establishment of effective cooperation between the teacher and the student. Psychological mechanisms are aimed at stabilizing the emotional state of students, increasing their motivation, developing positive communication skills, and supporting their social adaptation. The interaction of these two areas serves to increase the effectiveness of inclusive education. Today, the number of scientific studies related to the development of inclusive education in higher education institutions is increasing. However, the study of pedagogical and psychological mechanisms that affect the psychological adaptation of students based on an integrated approach remains one of the urgent scientific problems. The purpose of this article is to analyze the content of pedagogical and psychological mechanisms that ensure the psychological adaptation of students in inclusive education, to clarify their interrelationships, and to develop scientific conclusions and recommendations for their application in educational practice.

MAIN PART

Inclusive education is an integral part of the modern education system, which takes into account the individual capabilities, needs and abilities of each student. Such an educational model is not limited to supporting students with special educational needs, but also serves to create equal opportunities for all students. Therefore, the effectiveness of inclusive education largely depends on how successfully students can psychologically adapt to the new educational environment. A positive adaptation process increases the quality of education, contributes to the personal development of the student, and enhances his or her activity in the community.

Psychological adaptation is a complex and multi-stage process. It involves a person's acceptance of new conditions, understanding existing requirements, managing their behavior in accordance with the situation, and forming positive relationships with others. For a student who has just entered a higher education institution, the learning environment, communication with teachers, social relationships in a group, and the transition to independent learning may initially be somewhat difficult. In the context of inclusive education, this process becomes even more complicated, since the needs, capabilities, and pace of development of students differ from each other. Therefore, ensuring the harmony of pedagogical and psychological mechanisms in organizing the educational process is of great importance. Among the factors affecting the psychological adaptation of a student, personal motivation occupies a special place. Internal interest in learning, clearly defined professional goals, and confidence in one's own capabilities help the student adapt to the new environment more quickly. Conversely, low self-confidence, fear of failure, or a feeling of being rejected by peers can slow down the adaptation process. Therefore, teachers should regularly monitor not only the level of knowledge of students, but also their emotional state and motivation.

Pedagogical mechanisms are one of the main means of ensuring psychological adaptation. First of all, it is important to apply the principle of an individual approach in the educational process. Each student has his own characteristics, abilities and learning pace. Therefore, imposing the same requirements on all students does not always give the expected result. Through an individual approach, the teacher identifies the strengths of the student, takes into account his existing difficulties and selects appropriate methods for him. As a result, the student feels like an active participant in the educational process. Differential educational methods also serve to increase the effectiveness of inclusive education. In this approach, educational tasks are adjusted according to the level of complexity, method of implementation or time criteria. This creates the opportunity for equal participation for students with different abilities. It is important that a differential approach should not isolate any student from others, but, on the contrary, should serve to ensure that all students work together towards a common goal.

Creating a positive psychological climate in the educational environment is also an important component of pedagogical mechanisms. When an atmosphere of mutual respect, cooperation and trust is formed in the group, students strive to freely express their opinions, ask questions and actively acquire new knowledge. The teacher's culture of communication, a fair assessment system and respectful attitude towards each student are important factors in forming a positive psychological environment. In such conditions, students feel safe and participate more actively in the learning process. Psychological mechanisms are aimed at supporting the emotional state of students, reducing stress and stimulating their personal development. Effective organization of psychological services in higher education institutions allows for early identification of students' problems and providing them with practical assistance. Through individual interviews, psychological consultations, training sessions and group work, students learn to manage their emotions, develop communication skills and constructively resolve conflict situations.

Supporting motivation is also of particular importance in ensuring psychological adaptation. When a student feels that his work is appreciated, when his small achievements are recognized and

when he can see prospects for future development, his interest in education increases. Therefore, it is advisable to focus motivation not only on high results, but also on the student's personal development and efforts. This approach is especially important in an inclusive educational environment, allowing each student to demonstrate their potential. Student cooperation is also an important factor in psychological adaptation. Group projects, team tasks and activities based on mutual assistance develop positive relationships between students. During such activities, students learn to listen to each other's opinions, share responsibility and work together towards a common goal. As a result, social distance within the group decreases, mutual trust increases and the inclusive environment is further strengthened.

The teacher's professional competence also directly affects the success of the psychological adaptation process. A teacher working in inclusive education must not only have excellent knowledge of his subject, but also have sufficient knowledge of pedagogical psychology, conflictology, and effective communication. The teacher must correctly assess the individual differences of students, make appropriate decisions in various pedagogical situations, and strive to create a comfortable learning environment for all students. Cooperation with parents and families also plays an important role in ensuring psychological adaptation. Especially when working with students with special educational needs, regular communication between the educational institution and the family ensures effective results. Mutual exchange of information about the student's development, academic achievements, or difficulties encountered helps to form a unified approach. Such cooperation increases the student's self-confidence and strengthens his psychological stability.

The use of modern information and communication technologies is also expanding the possibilities of inclusive education. E-learning platforms, interactive programs and digital resources create a comfortable learning environment for students with different needs. The use of distance learning elements or adapted electronic materials reduces barriers to learning for some students. At the same time, technologies also facilitate regular contact between the teacher and the student and provide individual advice. Assessment and monitoring of psychological adaptation should also not be ignored . Regular analysis of the state of students in the educational process, studying their feedback and assessing the level of adaptation allow for timely identification of existing problems. Based on the results obtained, it will be possible to improve pedagogical activities, introduce new methods and develop individual support measures.

In general, ensuring the psychological adaptation of students in inclusive education is carried out not by a single method, but through a set of pedagogical and psychological mechanisms that are inextricably linked to each other. An individual approach, a positive psychological environment, effective communication, motivational support, cooperation with the family, and the rational use of modern pedagogical technologies are important for the successful adaptation of students to the educational process.

CONCLUSION

Ensuring the psychological adaptation of students in inclusive education is one of the important factors in improving the quality of education. Psychological adaptation, along with the successful adaptation of the student to the new educational environment, team and educational process, also has a positive effect on his personal development, self-confidence and increased social activity. Therefore, when organizing inclusive education, it is necessary to pay special attention not only to the content of education, but also to the mental state and individual needs of students. During the study, it was found that the harmonious use of pedagogical and psychological mechanisms increases the effectiveness of the adaptation process of students. An individual approach, collaborative teaching methods, the formation of a positive psychological environment, regular cooperation between a teacher and a psychologist, and the provision of psychological support to students serve to increase their activity in the educational process. Also, an educational environment based on the principles of mutual respect,

tolerance and equal opportunities allows each student to fully realize his potential. The effectiveness of inclusive education largely depends on the professional competence of teachers, the ability to use modern pedagogical technologies, and effective communication between educational participants . At the same time, it is important to further improve the activities of psychological services in higher education institutions, regularly monitor the level of adaptation of students, and implement preventive and developmental programs.

In conclusion, ensuring the psychological adaptation of students in inclusive education requires an integrated approach. The combination of pedagogical and psychological mechanisms serves to increase the effectiveness of the educational process, create a healthy socio-psychological environment among students, and support their comprehensive development as individuals. In the future, it is advisable to continue research in this area on the introduction of innovative pedagogical technologies, improving the psychological support system, and developing inclusive education practices on a scientific basis.

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