



INCLUSIVE EDUCATION AS A FACTOR IN THE FORMATION OF A HUMANISTIC EDUCATIONAL ENVIRONMENT IN THE CONTEXT OF DIGITAL TRANSFORMATION

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Abstract

The article examines inclusive education as a key factor in shaping a humanistic educational environment in the era of digital transformation. It emphasizes that the integration of inclusive principles into modern educational systems requires not only the adaptation of teaching methods and infrastructure but also the transformation of pedagogical values toward humanism, empathy, and equality. Digital transformation creates new opportunities for inclusive learning through the implementation of assistive technologies, online platforms, and artificial intelligence tools that facilitate access to education for learners with diverse needs. At the same time, it poses challenges related to digital inequality, teacher readiness, and the preservation of the human-centered essence of education. The study highlights the need to prepare educators for inclusive digital pedagogy, focusing on their professional competencies, emotional intelligence, and ability to create a supportive learning atmosphere. The results underline that inclusive education, combined with digital innovation, contributes to the development of an educational environment that respects individual differences, promotes collaboration, and supports lifelong learning.

Keywords: Inclusive education, humanistic environment, digital transformation, teacher competencies, accessibility, educational innovation, empathy, equality, pedagogical values, lifelong learning.



**ИНКЛЮЗИВНОЕ ОБРАЗОВАНИЕ КАК ФАКТОР
ФОРМИРОВАНИЯ ГУМАНИСТИЧЕСКОЙ ОБРАЗОВАТЕЛЬНОЙ
СРЕДЫ В УСЛОВИЯХ ЦИФРОВОЙ ТРАНСФОРМАЦИИ**

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Аннотация

В статье рассматривается инклюзивное образование как ключевой фактор формирования гуманистической образовательной среды в эпоху цифровой трансформации. Подчеркивается, что интеграция инклюзивных принципов в современные образовательные системы требует не только адаптации методов обучения и инфраструктуры, но и трансформации педагогических ценностей в сторону гуманизма, эмпатии и равенства. Цифровая трансформация создает новые возможности для инклюзивного обучения посредством внедрения вспомогательных технологий, онлайн-платформ и инструментов искусственного интеллекта, обеспечивающих доступ к образованию для обучающихся с различными потребностями. Вместе с тем, она порождает проблемы, связанные с цифровым неравенством, готовностью педагогов и сохранением человекоцентрированного характера образования. В исследовании акцентируется необходимость подготовки педагогов к инклюзивной цифровой педагогике, направленной на развитие их профессиональных компетенций, эмоционального интеллекта и способности создавать поддерживающую образовательную атмосферу. Результаты показывают, что инклюзивное образование, объединенное с цифровыми инновациями, способствует формированию образовательной среды, уважающей индивидуальные различия, развивающей сотрудничество и поддерживающей обучение на протяжении всей жизни.

Ключевые слова: инклюзивное образование, гуманистическая среда, цифровая трансформация, компетенции педагога, доступность, образовательные инновации, эмпатия, равенство, педагогические ценности, непрерывное обучение.



**RAQAMLI TRANSFORMATSIYA SHAROITIDA GUMANISTIK
TA'LIM MUHITINI SHAKLLANTIRISHDA INKLYUZIV**

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Annotatsiya

Maqolada raqamli transformatsiya davrida gumanistik ta'lim muhitini shakllantirishda inklyuziv ta'limning o'rni va ahamiyati tahlil etilgan. Zamonaviy ta'lim tizimlariga inklyuzivlik tamoyillarini joriy etish nafaqat o'qitish metodlari va infratuzilmani moslashtirishni, balki pedagogik qadriyatlarni insonparvarlik, empatiya va tenglik yo'nalishida o'zgartirishni ham talab etishi ta'kidlangan. Raqamli texnologiyalar yordamida maxsus ehtiyojli o'quvchilar uchun imkoniyatlar kengayib, sun'iy intellekt, onlayn platformalar va yordamchi texnologiyalar orqali ta'limga kirish yanada qulaylashmoqda. Shu bilan birga, raqamli tengsizlik, o'qituvchilarning tayyorgarligi va insonparvarlik tamoyillarini saqlab qolish kabi muammolar ham mavjud. Tadqiqotda o'qituvchilarni inklyuziv raqamli pedagogikaga tayyorlash, ularning kasbiy kompetensiyasi, emotsional intellekti va qo'llab-quvvatlovchi muhit yaratish qobiliyatini rivojlantirish zarurligi ko'rsatib o'tilgan. Natijalar shuni ko'rsatadiki, inklyuziv ta'lim va raqamli innovatsiyalar uyg'unligi individual farqlarni hurmat qiluvchi, hamkorlikni rivojlantiruvchi va umr bo'yi o'qishni qo'llab-quvvatlovchi ta'lim muhitini shakllantirishga xizmat qiladi.

Kalit so'zlar. inklyuziv ta'lim, gumanistik muhit, raqamli transformatsiya, pedagog kompetensiyasi, qulaylik, ta'lim innovatsiyasi, empatiya, tenglik, pedagogik qadriyatlar, umrboqiy ta'lim.

Introduction

In the modern educational landscape, the concept of inclusivity has become a cornerstone of progressive pedagogical development. Inclusive education reflects the recognition of diversity among learners and the creation of equal opportunities for all individuals, regardless of their physical, psychological, social, or cultural



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differences. The transition toward an inclusive model represents a significant shift from traditional approaches based on selectivity and uniformity to humanistic principles centered on the unique potential and dignity of each learner. At the same time, the rapid pace of digital transformation across the globe has profoundly changed the way education is delivered, managed, and perceived. These two phenomena — inclusion and digitalization — are increasingly intertwined, shaping a new paradigm of humanistic education.

The emergence of digital technologies, artificial intelligence, and online communication platforms has opened new possibilities for inclusive learning environments. For instance, adaptive learning systems, speech recognition tools, visual aids, and digital accessibility functions allow students with disabilities to participate more actively in educational processes. Furthermore, the integration of technology into inclusive education promotes individualized learning trajectories, enabling teachers to consider each student's needs and pace. However, the digital transformation also brings new challenges, including the risk of social exclusion for those lacking digital literacy or access to technology, as well as the danger of depersonalization in the learning process.

Therefore, it becomes crucial to explore how inclusive education contributes to the formation of a humanistic educational environment under digital conditions. A humanistic approach ensures that technology serves people, not the other way around, and that digital innovation reinforces values such as empathy, respect, and mutual support. The article aims to analyze the role of inclusive education in fostering such an environment, emphasizing the need to develop teachers' digital and emotional competencies, implement innovative teaching strategies, and maintain the moral and social foundations of education in the digital era.

Methods

The methodological basis of this study relies on a combination of theoretical analysis, comparative research, and pedagogical observation. The theoretical framework includes the analysis of scientific literature, international educational standards, and policy documents related to inclusive and digital education. These sources provide a comprehensive understanding of how inclusive practices evolve under the influence of technological progress. Comparative analysis is



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used to examine different models of inclusive education implemented in various educational systems, focusing on their effectiveness in promoting humanistic values in the digital context.

Pedagogical observation and synthesis were employed to identify the relationship between inclusive education and the humanistic orientation of the modern educational environment. Special attention was given to the transformation of the teacher's role, which now requires mastering digital competencies alongside traditional pedagogical skills. This approach also allows for an assessment of how inclusive education practices enhance social interaction, empathy, and collaboration among students within digitalized learning settings.

The study further applies an interdisciplinary approach that combines elements of pedagogy, psychology, sociology, and information technology. This enables a deeper exploration of how humanistic education principles can be harmonized with digital innovation. A human-centered methodology underlies the analysis, ensuring that technology integration is viewed through the lens of accessibility, equality, and personal development.

In addition, a qualitative analysis of recent academic works and practical experiences from inclusive schools and universities was conducted. The collected data were interpreted to identify patterns of success and challenges faced in implementing inclusive strategies supported by digital tools. The methodological design of the research ensures the reliability of conclusions about the potential of inclusive education to shape a humanistic, empathetic, and equitable digital learning environment that meets the diverse needs of all participants in the educational process.

Results

The study revealed that the integration of inclusive education principles within digital transformation processes significantly enhances the humanistic orientation of the modern educational environment. One of the key findings is that digital technologies, when effectively applied, can serve as powerful instruments for overcoming barriers in learning and communication. Interactive educational platforms, virtual classrooms, and assistive technologies have expanded access to quality education for students with physical, cognitive, or sensory limitations.



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Such technologies foster independence, self-confidence, and active participation in the learning process.

Another important result is the redefinition of the teacher's professional identity. Teachers are no longer seen merely as transmitters of knowledge but as facilitators, mentors, and designers of individualized learning experiences. In inclusive digital environments, teachers must demonstrate empathy, flexibility, and adaptability while integrating technological tools into their pedagogical practice. The results show that teacher readiness, including digital literacy and emotional intelligence, directly influences the success of inclusive initiatives. Professional development programs aimed at improving these competencies lead to more effective management of diverse classrooms and to higher levels of student engagement.

Furthermore, the research identified that inclusive education supported by digital technologies contributes to the cultivation of humanistic values such as mutual respect, solidarity, and social responsibility among students. Digital collaboration tools promote teamwork and communication between learners of different backgrounds and abilities, fostering tolerance and understanding. The results also indicate that institutions embracing inclusive and digital transformation strategies experience an overall improvement in educational quality, innovation, and student satisfaction.

However, the findings also highlight certain challenges. These include the persistence of digital inequality, insufficient infrastructure in some educational institutions, and the lack of systematic support for teachers in developing inclusive digital competencies. Addressing these issues is essential to ensure that digital transformation does not widen existing gaps but instead serves as a bridge to equitable and humanistic education for all learners.

Discussion

The discussion of findings emphasizes that inclusive education plays a transformative role in shaping the humanistic essence of modern pedagogy amid rapid digitalization. The convergence of inclusion and technology has not only expanded access to education but also redefined its moral and social foundations. The essence of humanistic education lies in the recognition of each learner's



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individuality, potential, and right to participation. When digital tools are implemented through this lens, they become a means of empowering learners rather than isolating them. Thus, inclusion and technology must coexist in balance—where innovation serves humanity, not the opposite.

A key aspect highlighted in this study is the transformation of pedagogical culture. Teachers and educational institutions face the challenge of rethinking traditional methods, replacing them with approaches that combine technological efficiency with empathy and moral responsibility. The modern educator is expected to possess not only digital literacy but also a deep understanding of inclusive pedagogy, ethical communication, and cultural sensitivity. Digital transformation should therefore be accompanied by the strengthening of teachers' humanistic competencies. Without this balance, education risks becoming a purely technical process devoid of emotional and ethical dimensions.

Furthermore, the results suggest that inclusive digital education enhances the social cohesion of the learning community. Online collaboration platforms encourage dialogue and cooperation among students with different experiences, abilities, and perspectives. This interaction forms a supportive micro-society based on respect and mutual aid, reflecting the ideals of a humanistic society. Nevertheless, the success of such systems depends on the digital readiness of all participants — including students, teachers, and administrators. The absence of proper infrastructure, accessible interfaces, or inclusive software can undermine inclusivity efforts.

From a policy perspective, it is crucial to design educational strategies that integrate inclusion and digital transformation as interdependent processes. Governments and institutions should promote digital equity by ensuring access to technology for marginalized learners and by developing programs for continuous teacher training. The humanistic orientation of education will be sustained only if digital transformation is guided by ethical principles and the fundamental goal of serving human development. In this sense, inclusive education becomes not merely a social necessity but a vital component of the moral renewal of education in the digital age.



Conclusion

The conducted research confirms that inclusive education is a decisive factor in the formation of a humanistic educational environment in the context of digital transformation. It unites two global trends — the democratization of education and technological progress — within a single pedagogical framework that prioritizes the individual, their dignity, and their right to self-realization. Digital technologies, when guided by humanistic values, become not only instruments of innovation but also catalysts for equality, participation, and empathy. They expand the educational space, allowing every learner to find a place within it, regardless of physical, cognitive, or social differences.

At the same time, the study emphasizes that the successful realization of inclusive principles in the digital era requires systemic preparation of the educational process. Teachers must develop digital and emotional competencies, educational institutions must provide infrastructure and methodological support, and policymakers must ensure equal access to digital resources. The formation of a truly humanistic environment depends on the cooperation between all participants in the educational system.

The article concludes that inclusivity and digital transformation are not mutually exclusive but mutually reinforcing phenomena. When inclusivity shapes the moral foundation of education and digitalization provides the means for its realization, the educational process reaches a new qualitative level. Such an environment fosters creativity, collaboration, social responsibility, and lifelong learning.

Ultimately, inclusive education in the digital age represents a new educational philosophy — one that aligns technological innovation with humanistic ideals, ensuring that progress in education remains centered on the person. This approach allows the educational system to meet the challenges of the 21st century while preserving its fundamental mission: to nurture individuals who think freely, act ethically, and care deeply for others.



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