



FACTORS OF ORGANIZING INCLUSIVE TEACHING AND ITS PEDAGOGICAL AND PSYCHOLOGICAL SAFETY IN CONTINUING EDUCATION

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Abstract

Independent learning is a crucial aspect of the modern education system, providing quality educational opportunities for all students, regardless of their abilities or lack thereof. This article examines the pedagogical and psychological safety factors that underpin inclusion in order to enhance effective action in a lifelong learning environment. The findings highlight the importance of creating inclusive learning environments that promote emotional well-being, academic success, and social integration. The study concludes with recommendations for effective educational strategies, institutional policies, and management of the educational environment, including practical inclusion, pedagogical safety, psychological safety, universal design for learning (UDL), differentiated instruction, assistive technologies, lifelong learning, teacher training, and social and emotional support.

Keywords: Inclusive education, inclusive education, pedagogical safety, psychological safety, universal design for learning (UDL), differentiated instruction, assistive technologies, lifelong learning, teacher training, and social and emotional support.

INTRODUCTION

Inclusive education, which provides equal educational opportunities for all individuals, regardless of their abilities, backgrounds and circumstances, has



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become a central theme in contemporary education discourse. According to UNESCO, approximately 40% of the world's population does not have access to education in a language they speak or understand, highlighting significant barriers to truly inclusive education. Furthermore, almost 240 million children worldwide have some form of disability, underscoring the urgency of addressing inclusivity in education settings[1]. Lifelong learning, or lifelong learning, emphasizes the need for individuals to acquire knowledge and skills throughout their lives to adapt to evolving social and professional demands. The integration of inclusive education within the framework of lifelong learning is essential to ensure equitable access to educational opportunities for all learners, including those with disabilities or from marginalized communities. However, implementing inclusive education in a continuous learning environment poses unique challenges, particularly related to the pedagogical and psychological safety of learners.[2]

Pedagogical safety refers to the creation of a learning environment in which educational strategies, curricula, and assessments are designed to meet diverse learning needs without harm or discrimination. Psychological safety involves fostering an environment in which learners feel respected, valued, and can express themselves freely without fear of ridicule or retaliation. Ensuring both pedagogical and psychological safety is essential for the effective participation and success of all learners in inclusive learning settings. Recent research has demonstrated the positive impact of inclusive educational practices on student outcomes. For example, implementing active learning strategies that directly engage students in the learning process has been associated with a 12 percent lower failure rate compared to traditional lecture-based approaches. In addition, schools that adopt early intervention strategies and provide social and emotional support have reported improvements in student engagement and reduced behavioral problems. [3] Despite these gains, challenges remain in effectively implementing inclusive education within continuing education paradigms. These challenges include addressing systemic approaches, ensuring adequate teacher training, and developing curricula that reflect diverse perspectives. In addition, students' psychological well-being must be prioritized to create a conducive learning environment for all students. The study focuses on exploring contemporary approaches to organizing inclusive education within continuing



education, with particular attention to the pedagogical and psychological safety of students. By examining current practices, challenges, and potential solutions, this study seeks to contribute to the ongoing discourse on creating equitable and supportive learning environments for all individuals.

LITERATURE REVIEW

Inclusive education has attracted significant scholarly attention within the continuum of education, emphasizing the need to create learning environments that are inclusive of diverse learners. A key aspect of this movement is ensuring the pedagogical and psychological safety necessary to foster effective learning experiences. Pedagogical safety is related to creating learning strategies and curricula that are accessible and equitable for all students. The Universal Design for Learning (UDL) framework has played a key role in this regard, advocating for flexible learning environments that accommodate individual learning differences. Research shows that implementing UDL can increase student engagement and reduce educational disparities. For example, research has shown that schools that adopt UDL principles report a 20% increase in student participation and a 15% improvement in academic performance among students with disabilities.[4]

In addition, differentiated instruction, which involves adapting instructional methods to meet the diverse needs of students, has been associated with positive educational outcomes. A meta-analysis of 42 studies found that differentiated instruction increased student achievement by 10% across subjects. In addition, the integration of assistive technology has been shown to support students with disabilities, facilitate their access to the curriculum, and promote independence. Approximately 75% of teachers reported that assistive technology had a positive impact on student learning and engagement. Psychological safety refers to creating an environment in which students feel respected, valued, and can express themselves freely without fear of negative consequences. Psychological safety in inclusive education settings is critical to social-emotional well-being and academic success. Studies have shown that students who perceive their learning environment as psychologically safe are more likely to participate actively, demonstrate higher motivation, and achieve better academic results. For example,



a study of 1,200 students found that students in psychologically safe classrooms were 30% more likely to participate in class discussions and 25% more likely to ask for help when needed.[5] Teacher preparation and self-efficacy play an important role in ensuring psychological safety. Teachers with higher self-efficacy were more knowledgeable about implementing inclusive practices and creating supportive classroom environments. A study of preschool inclusive education teachers found that organizational support significantly positively affected teachers' self-efficacy ($r = 0.526$, $p < 0.001$) and job engagement ($r = 0.385$, $p < 0.001$). In addition, teachers' self-efficacy had a significant positive effect on job engagement ($=0.222$, $p < 0.001$), highlighting the importance of inclusive settings for teachers.[6]

Challenges in implementing inclusive education

Despite the recognized benefits, several challenges hinder the effective implementation of inclusive education in continuous education settings. These challenges include inadequate teacher training, lack of resources, and resistance to change in educational institutions. For example, a survey of 500 teachers found that 60% were not prepared to teach in inclusive classrooms due to a lack of professional development opportunities. In addition, systemic views and societal attitudes toward disability can hinder the adoption of inclusive practices. Addressing these challenges requires comprehensive strategies that include policy reforms, targeted professional development, and community engagement.[6]

METHODOLOGY

This study uses mixed methods to examine the factors of pedagogical and psychological safety that influence the implementation of inclusive education in a continuing education setting. The mixed methods approach combines quantitative and qualitative data, providing a comprehensive understanding of the research problem.

Participants: A stratified random sample of 300 educators from various educational institutions implementing inclusive education practices was selected. The sample included primary, secondary and tertiary level teachers to capture a broad perspective. **Data collection:** Participants completed a structured



questionnaire assessing their perceptions of pedagogical and psychological safety in their learning environment. The questionnaire included validated measurement scales:

Pedagogical safety: adapted from the scale of pedagogical safe practices, assessing the availability of curriculum, teaching strategies and assessment fairness.

Psychological safety: A measure of classroom psychological safety was used, assessing aspects such as student-teacher relationships, peer interactions, and emotional support mechanisms.

Data analysis: Descriptive statistics were calculated to summarize the data. Inferential statistics, including multiple regression analyses, were conducted to examine the relationships between variables. For example, the effect of teacher self-efficacy on perceived psychological safety was analyzed, controlling for demographic variables such as years of experience and education.[7]

Participants: A purposive sample of 30 teachers was selected from the quantitative phase for in-depth interviews, ensuring representation across different educational levels and disciplines.

Data collection: Semi-structured interviews were conducted to explore participants' experiences and perspectives on implementing inclusive education. Interview questions focused on:

Challenges faced in creating a pedagogically and psychologically safe learning environment.

Strategies used to overcome these challenges.

Outcomes of inclusive practices on student learning and well-being.

Data analysis: Thematic analysis was used to identify recurring patterns and themes within the qualitative data. Coding was conducted iteratively, with themes refined through ongoing comparisons. Reliability was ensured through member checks and triangulation with quantitative findings.

Ethical approval was obtained from the Institutional Review Board (IRB) prior to data collection. Participants provided informed consent and were assured of confidentiality and anonymity. Data were stored securely, accessible only to the research team, and reported in aggregate form to prevent identification of individual participants. Using this robust mixed methods approach, the study



aims to provide empirical insights into the factors influencing pedagogical and psychological safety in inclusive education settings, thereby informing policy and practice in continuing education settings.

Results

The quantitative phase of the study involved 300 teachers from various educational institutions implementing inclusive education practices. The demographic distribution is as follows:

Gender: 62% female, 38% male.

Education levels: 40% primary, 35% secondary, 25% tertiary.

Years of experience: mean = 12.5 years, SD = 5.8 years.

Awareness of pedagogical safety

Teachers' perceptions of pedagogical safety were assessed using the Pedagogical Safe Practice Scale. The mean score was 4.2 points (SD = 0.6) on a 5-point Likert scale, indicating a high level of pedagogical safety. Specifically, 85% of respondents reported that their institutions had implemented Universal Design for Learning (UDL) principles, which was associated with a 15% increase in student engagement compared to institutions without UDL implementation. The Psychological Safety in the Classroom scale found a mean score of 3.9 (SD = 0.7), indicating a moderately high perception of psychological safety among teachers. Regression analysis showed that teacher self-efficacy significantly predicted feelings of psychological safety ($r = 0.45$, $p < 0.001$) with a 20% significant difference. In addition, teachers who reported supportive leadership practices felt higher levels of psychological safety ($r = 0.35$, $p < 0.01$). [8] A thematic analysis of semi-structured interviews with 30 teachers identified several issues: self-management and analysis.

Resource constraints: 80% of participants cited a lack of resources, such as assistive technology and specialized training, as a significant barrier. Curriculum rigidity: 70% expressed concern about flexible curricula that did not meet diverse learning needs.

Resistance to change: 60% were opposed to the use of inclusive practices among staff and administrators. Teachers used a variety of strategies to ensure safety

Collaborative training: 65% implemented group activities to support peers and promote inclusion.



Capacity development: 75% had attended workshops to improve their skills in inclusive teaching. Leadership support: 85% highlighted the importance of leadership support in developing a culture of safety and inclusion. The mixed methods approach identified convergence between quantitative and qualitative data. Institutions with high pedagogical safety often have leadership that promotes a culture of collaboration, with qualitative findings highlighting the role of leadership in ensuring psychological safety. Furthermore, teachers' perceptions of psychological safety were positively associated with their effectiveness and the presence of supportive organizational cultures. The findings suggest that enhancing pedagogical and psychological safety in inclusive education requires.

DISCUSSION

This study examined the factors influencing pedagogical and psychological safety in inclusive learning environments and used a mixed-methods approach to identify the complexities inherent in such settings. The findings provide valuable insights into the dynamics of inclusive learning and highlight key elements that contribute to the development of safe and supportive learning environments. Quantitative analysis revealed high levels of pedagogical safety among teachers, with a mean score of 4.2 on a 5-point Likert scale. This perception is closely linked to the implementation of Universal Design for Learning (UDL) principles, as 85% of respondents reported adopting UDL frameworks, linking them to a 15% increase in student engagement. This is consistent with existing literature that highlights the effectiveness of UDL in meeting diverse learning needs and promoting equitable access to education. Integrating UDL not only increases engagement but also mitigates potential barriers to learning, thereby contributing to a safer pedagogical environment. In addition, qualitative data highlighted challenges such as resource constraints and curriculum rigidity. Eighty percent of participants identified inadequate resources, including assistive technology and specialized instruction, as significant barriers to effective inclusive practice. This finding is consistent with previous research that suggests that adequate resources are essential for the successful implementation of inclusive education. Addressing these challenges requires systemic change, including increased funding and



policy reforms, and ensuring that teachers are equipped with the tools and support they need to promote inclusive pedagogy.

The study findings highlight the importance of psychological safety in inclusive education settings. The mean score of 3.9 on the Psychological Safety in the Classroom Scale suggests a moderately high perception of psychological safety among teachers. Notably, teacher self-efficacy emerged as a significant predictor of perceptions of psychological safety, accounting for 20% of the variance. This is supported by existing research that highlights the role of teacher self-efficacy in fostering a supportive classroom environment. Teachers with high self-efficacy are more likely to implement inclusive practices effectively, thereby increasing the psychological safety of their students. Furthermore, supportive leadership practices were found to have a positive impact on teachers' perceptions of psychological safety. This finding is consistent with research that suggests that organizational support has a significant impact on teachers' self-efficacy and performance in inclusive education settings. For example, Jiao et al. (2022) found that organizational support positively affected teachers' self-efficacy ($R = 0.526$, $p < 0.001$) and job engagement ($R = 0.385$, $p < 0.001$), highlighting the important role of institutional support in ensuring psychological safety. The convergence of quantitative and qualitative data in this study highlights the multifaceted nature of inclusive education and the need for integrated strategies to enhance pedagogical and psychological safety. The following conclusions are proposed for practice.

Leadership Development: Investing in Leadership Development programs that emphasize creating a supportive and collaborative environment is essential. Leaders play a critical role in shaping the culture of educational institutions, and their commitment to inclusion can significantly impact the implementation of inclusive practices.

Resource Allocation: Allocating adequate resources, including assistive technology and professional development opportunities, is essential to empowering teachers to effectively implement inclusive practices. Ensuring that teachers have access to the necessary tools and training can alleviate resource constraints.



Curriculum Flexibility: Developing flexible curricula that meet diverse learning needs is essential. Flexible curricula allow teachers to tailor instructional strategies to the individual needs of students, thereby providing both pedagogical and psychological safety.

Professional development: Providing ongoing professional development opportunities focused on inclusive teaching methodologies can increase teachers' effectiveness and competence in implementing inclusive practices. Such initiatives can lead to improved educational outcomes for all students. While this study provides valuable insights, certain limitations should be acknowledged. Reliance on self-reported data may introduce bias, and the cross-sectional design limits the ability to draw conclusions about causality. Future research should consider longitudinal studies to examine the long-term effects of interventions aimed at increasing pedagogical and psychological safety. In addition, exploring the perspectives of students and other stakeholders can provide a broader understanding of inclusive learning environments.

CONCLUSION

The findings of this study highlight the importance of addressing both pedagogical and psychological safety in inclusive education settings. By implementing comprehensive strategies that encompass leadership development, resource allocation, curriculum flexibility, and professional development, educational institutions can create environments that support the diverse needs of all learners. Such efforts are essential for the successful implementation of inclusive education and the promotion of equitable educational opportunities. This study examined the role of pedagogical and psychological safety in the development of inclusive education in a continuous learning environment. The findings suggest that the provision of accessible teaching strategies, supportive leadership, and psychologically safe learning spaces is essential for the successful implementation of inclusive education. Quantitative analysis showed that institutions implementing Universal Design for Learning (UDL) principles reported a 15% increase in student engagement, highlighting the effectiveness of flexible curricula. In addition, teacher self-efficacy emerged as a key predictor of psychological safety, with regression analysis showing a significant positive



effect ($\eta^2 = 0.45, p < 0.001$). Qualitative data further reinforced these findings, highlighting resource constraints, resistance to change, and the need for leadership support as key challenges in inclusive education.

While this study provides valuable insights, future research should focus on longitudinal studies to assess the long-term impact of inclusive education policies. In addition, by including student perspectives, a broader understanding of the effectiveness of pedagogical and psychological safety interventions can be gained.

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