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**PEDAGOGICAL AND PSYCHOLOGICAL SUPPORT  
TECHNOLOGIES IN THE EDUCATIONAL-CORRECTIONAL  
PROCESS BASED ON AN INDIVIDUALIZED APPROACH:  
EVIDENCE FROM ‘NURLI MASKAN’ INSTITUTIONS**

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**Abstract**

This study examines contemporary pedagogical and psychological support technologies implemented within the educational and correctional process based on an individualized approach, drawing empirical evidence from Nurli Maskan specialized educational institutions. The research is grounded in the idea that children with special educational needs require differentiated and personalized support strategies that take into account their cognitive abilities, emotional states, and social development levels.

The primary aim of the study is to assess the effectiveness of individualized pedagogical and psychological interventions in enhancing the cognitive, emotional, and social development of learners with special educational needs. Particular attention is given to the role of systematic psychological support, adaptive teaching methods, and coordinated collaboration between educators and psychologists in creating a supportive educational environment.

A mixed-methods research design was employed to ensure the reliability and validity of the findings. The study utilized pedagogical observation, psychological diagnostics, structured interviews, and pre- and post-intervention assessments. Quantitative data were analyzed using descriptive and comparative statistical methods to identify measurable changes in learners' academic achievements and behavioral indicators. Qualitative data were examined through thematic analysis, allowing for an in-depth interpretation of learners' emotional responses, social interactions, and adaptive behaviors.

The findings reveal statistically and practically significant improvements in academic performance, emotional self-regulation, and social adaptation among participants who received individualized support.



Learners demonstrated increased motivation for learning, improved communication skills, and greater emotional stability. Additionally, the results highlight the positive impact of individualized support technologies on reducing behavioral difficulties and enhancing social inclusion.

**Keywords:** individualized approach; pedagogical support; psychological support; educational-correctional process; special education; inclusive education

## Introduction

The rapid global development of inclusive education has significantly increased the importance of individualized approaches in educational and correctional settings. Inclusive education is based on the principle of ensuring equal educational opportunities for all learners, including children with special educational needs (SEN), by taking into account their individual characteristics, abilities, and developmental limitations. Research and practice show that children with SEN often face complex cognitive, emotional, and behavioral challenges that cannot be effectively addressed through standardized teaching methods alone. Therefore, the implementation of individualized pedagogical and psychological support technologies has become a priority in modern correctional and inclusive education systems.

In the Republic of Uzbekistan, the relevance of inclusive and individualized education has been substantially strengthened through large-scale educational reforms initiated by Presidential decrees and resolutions. In particular, the Presidential Decree No. PF-5712 “On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030” emphasizes the modernization of education, the development of inclusive learning environments, and the provision of equal access to quality education for children with special educational needs. Furthermore, the Presidential Resolution No. PQ-4860 “On Measures to Improve the System of Inclusive Education” outlines concrete tasks related to the introduction of inclusive education, the development of correctional-pedagogical services, and the strengthening of psychological support within educational institutions. These normative documents highlight the importance of individualized educational programs, early diagnosis, interdisciplinary cooperation, and the integration of pedagogical and psychological assistance.



Within this national reform framework, educational-correctional institutions such as Nurli Maskan centers play a vital role in implementing state policy on inclusive education. These institutions provide comprehensive support to children with developmental delays, intellectual disabilities, speech and language impairments, and emotional-behavioral difficulties. Individualized pedagogical-psychological support technologies function as a key mechanism for ensuring learners' cognitive development, emotional stability, academic progress, and social adaptation.

Despite the strong legal and policy foundation for inclusive education in Uzbekistan, empirical research analyzing the effectiveness of individualized support technologies in local institutional contexts remains limited. Therefore, this study aims to investigate the implementation and outcomes of individualized pedagogical and psychological support technologies in Nurli Maskan institutions, contributing to evidence-based inclusive education practices and supporting the effective realization of presidential reforms in the field of education.

### **Methodology**

This study employed a mixed-methods research design to ensure a comprehensive and multidimensional analysis of individualized pedagogical and psychological support technologies implemented within the educational-correctional process. The choice of a mixed-methods approach is grounded in the methodological views of scholars such as J. Creswell and A. Tashakkori, who emphasize that the integration of quantitative and qualitative methods allows for a deeper understanding of complex educational phenomena. In the context of correctional education, this approach made it possible to examine both measurable learning outcomes and in-depth developmental changes in learners with special educational needs.

Quantitative data were collected through pre- and post-intervention assessments to evaluate changes in academic achievement and key psychological indicators. This approach aligns with the ideas of B. Bloom and J. Hattie, who highlight the importance of evidence-based assessment in determining the effectiveness of educational interventions. At the same time, qualitative data were obtained through systematic observations and expert evaluations, providing contextual and interpretive insights into learners' emotional responses, behavioral changes, and social interactions. Such qualitative inquiry reflects the theoretical perspectives of L. S. Vygotsky, particularly his emphasis on the social nature of learning and the role of guided support within the learner's zone of proximal development.

The participants of the study included 60 learners aged 7 to 12 years enrolled in Nurli Maskan educational-correctional institutions. All learners had previously identified special educational needs, including cognitive, emotional, or behavioral difficulties. In addition to the learners, 12 teachers and 6 psychologists participated as expert respondents, offering professional evaluations and reflective feedback on the implementation process. Purposive sampling was used to ensure the relevance of participants to the research objectives, a strategy widely supported in special education research for its ability to capture meaningful and context-specific data.

Data collection involved a range of validated instruments and structured procedures. Standardized psychological diagnostic tools were administered to assess emotional stability, adaptive behavior, and self-regulation, drawing on approaches proposed by A. Bandura regarding self-regulation and social learning. Academic achievement tests adapted for correctional education measured progress in core learning areas, while structured observation checklists focused on engagement, communication, and behavioral regulation. Furthermore, Individualized Education Plans (IEPs), consistent with international inclusive education practices recommended by UNESCO, were developed for each learner and implemented over a six-month intervention period, ensuring systematic personalization and continuous monitoring.

Quantitative data were analyzed using descriptive statistical methods, including mean scores and percentage changes, to identify trends and improvements over time. Qualitative data obtained from observations and expert interviews were analyzed thematically, enabling the identification of recurring patterns related to learner progress, intervention effectiveness, and the practical implementation of individualized pedagogical-psychological support technologies. Overall, this methodological framework reflects contemporary research traditions in inclusive and correctional education and provides a robust foundation for evaluating individualized support practices.

## **Results**

The quantitative analysis revealed notable improvements across all assessed domains following the implementation of individualized support technologies.

**Table 1. Changes in Learners' Developmental Indicators (Pre- and Post-Intervention)**

Indicator	Pre-Intervention (%)	Post-Intervention (%)
<b>Academic performance</b>	45	68
<b>Emotional stability</b>	48	72
<b>Social adaptation</b>	50	75
<b>Learning motivation</b>	52	78

The data indicate a consistent positive trend in learners' development, with the most significant gains observed in learning motivation and social adaptation.

### Discussion

The findings of the study confirm that individualized pedagogical and psychological support technologies significantly enhance the overall effectiveness of the educational and correctional process. The implementation of personalized interventions enabled educators and psychologists to accurately identify and address learners' specific cognitive, emotional, and behavioral needs. As a result, learners demonstrated noticeable reductions in anxiety levels, increased learning motivation, improved classroom engagement, and more stable emotional regulation. These positive changes were accompanied by measurable improvements in academic performance, indicating the practical effectiveness of individualized support strategies.

The results are consistent with contemporary international and national research that emphasizes learner-centered, inclusive, and differentiated pedagogical models as essential components of effective correctional education. The findings further highlight that individualized approaches are particularly beneficial for learners with special educational needs, as they allow for flexibility in instructional methods and psychological interventions, thereby fostering a supportive and responsive learning environment.

An important outcome of the study is the identification of collaborative interaction among teachers, psychologists, and parents as a critical factor in the successful implementation of individualized pedagogical-psychological support technologies. Regular communication and coordinated efforts among these stakeholders contributed to a more comprehensive understanding of learners' needs and ensured consistency between educational and psychological interventions both within and beyond the institutional setting. Additionally, the structured development and systematic use of Individualized Education Plans (IEPs) played a key role in monitoring learner progress and making timely adjustments to intervention

strategies based on ongoing assessment results.

Overall, the findings provide empirical evidence supporting the integration of individualized pedagogical and psychological support technologies as a core element of educational-correctional practice. The study underscores the necessity of institutionalizing individualized approaches to enhance learner outcomes and promote the holistic development and social inclusion of children with special educational needs.

### **Conclusion**

This study demonstrates that individualized pedagogical and psychological support technologies play a vital role in improving educational and developmental outcomes for children with special educational needs. Evidence from Nurli Maskan institutions highlights the effectiveness of personalized correctional strategies in fostering cognitive growth, emotional well-being, and social integration. The study recommends the broader adoption of individualized support models and continued professional training for specialists in correctional education.

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