

PSYCHOLOGICAL FACTORS INFLUENCING THE DEVELOPMENT OF STUDENTS' EMOTIONAL INTELLIGENCE IN INCLUSIVE EDUCATION

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Abstract: This article examines the psychological factors influencing the development of students' emotional intelligence in an inclusive education environment. The study analyzes key components such as self-awareness, empathy, social sensitivity, pedagogical support, and the psychological climate of the educational setting. The results indicate that the development of emotional intelligence in inclusive settings plays a significant role in students' social adaptation, psychological stability, and academic performance. The article also provides psychological and pedagogical recommendations for enhancing emotional intelligence.

Keywords: inclusive education, emotional intelligence, empathy, social sensitivity, psychological climate, pedagogical support, social adaptation

INTRODUCTION

In the modern education system, the processes of globalization and social transformation are imposing new demands on the content and methodology of education. Inclusive education, as a logical outcome of these processes, implies organizing the educational process by taking into account each individual's capabilities, needs, and psychological characteristics. The inclusive approach is not limited to involving students with physical or cognitive limitations in education; rather, it represents a humanistic paradigm aimed at ensuring the personal development of all students.

In such conditions, the formation of the student as an individual, their psychological stability, and social adaptation become significant scientific concerns. In an inclusive educational environment, students' academic success largely depends on the level of development of their emotional sphere. Emotional intelligence reflects an individual's ability to understand and manage their own emotions, express emotional states appropriately, understand others' feelings, and respond accordingly.

Psychological research indicates that the development of emotional intelligence is directly related to the effectiveness of interpersonal relationships, stress resistance, and academic achievement. Particularly in inclusive education, these factors play a crucial role in preventing social exclusion, ensuring students do not feel isolated, and creating a positive psychological environment. In environments where students with diverse developmental characteristics learn together, emotional intelligence emerges as a leading mechanism of psychological adaptation.

In such settings, students learn not only to regulate their emotional states but also to communicate effectively, demonstrate empathy, and understand social roles. Psychological difficulties that arise in inclusive education are often associated with insufficient development of emotional self-regulation, which necessitates specific psychological approaches. From this perspective, identifying and scientifically substantiating the psychological factors influencing the development of students' emotional intelligence in inclusive education is of both theoretical and practical importance.

This issue lies at the intersection of psychology and special pedagogy and highlights the necessity of organizing the educational process as a student-centered, psychologically safe, and



supportive environment. Therefore, this article analyzes the main psychological factors influencing the development of students' emotional intelligence in inclusive education and highlights their significance in educational practice.

METHODOLOGY

This study is aimed at identifying and scientifically substantiating the psychological factors influencing the development of students' emotional intelligence in inclusive education. A combination of theoretical and empirical methods was employed.

The theoretical basis of the study consisted of analyzing scientific literature in psychology and special pedagogy related to emotional intelligence and inclusive education. This analysis clarified the concept of emotional intelligence, its structural components, and its role in personality development within inclusive environments, while also systematizing existing scientific approaches.

At the empirical stage, the observation method was used to study the emotional states and social interaction characteristics of students in inclusive educational groups. Observation allowed for identifying emotional reactions manifested during academic activities and interpersonal interactions in natural conditions.

Using psychological analysis, the empirical data were interpreted in terms of students' self-regulation levels, empathy indicators, and emotional stability. Additionally, the comparison method was applied to examine the characteristics of emotional intelligence across different inclusive educational settings and to determine their relationship with the psychological environment.

Through generalization, the obtained results were systematized, and the key psychological factors influencing the development of emotional intelligence were explained within a unified conceptual framework. This methodological approach ensured the scientific validity of the findings and expanded their applicability in inclusive education practice.

RESULTS

The findings confirmed that emotional intelligence in inclusive education is a complex and multifactorial psychological phenomenon. Empirical observations and analyses demonstrated that students' emotional intelligence levels are directly related to their self-awareness.

Students with higher levels of self-awareness were better able to understand and regulate their emotional states, which contributed to emotional stability. Positive self-esteem increased adaptability to psychological pressure and uncertainty within inclusive environments.

The results also showed that empathy and social sensitivity are key factors in ensuring effective interpersonal relationships in inclusive groups. Students with higher abilities to understand and accept others' emotions were more active in social cooperation and tended to resolve conflicts constructively. This confirms the significant role of emotional intelligence in successful social integration within inclusive education.

Furthermore, supportive psychological relationships between teachers and students were identified as an important factor in students' emotional development. A communication environment based on trust and safety created by teachers fostered openness and positive emotional experiences among students.

The study also revealed that a positive psychological climate reduces stress and anxiety levels. Mutual respect and support within inclusive groups strengthened students' emotional stability and increased their motivation for learning. These findings scientifically confirm that considering psychological factors influencing emotional intelligence is essential for improving educational effectiveness in inclusive settings.



DISCUSSION

The findings indicate that the development of emotional intelligence in inclusive education is determined not only by individual psychological characteristics but also by the structure of the educational environment, pedagogical approaches, and social interactions. This suggests that developing emotional intelligence requires a systematic and well-planned approach.

Inclusive environments involve students with diverse abilities and needs, whose psychological states are constantly evolving. Therefore, both individual approaches and group dynamics must be considered in fostering emotional intelligence.

Self-awareness and positive self-esteem represent internal mechanisms of emotional intelligence, enabling individuals to regulate emotions and maintain psychological stability in complex social situations. Conversely, low self-awareness may lead to misinterpretation of emotional reactions and social conflicts. Thus, enhancing emotional awareness should be a key focus in inclusive education.

Empathy and social sensitivity were also confirmed as crucial for social integration. Empathy involves understanding, accepting, and appropriately responding to others' emotions. In inclusive settings, it strengthens social support, cooperation, and mutual respect. However, low empathy may result in social isolation and decreased motivation, highlighting the need for targeted interventions such as social stories, role-playing, and group training.

Teachers' emotional competence and psychological culture play a central role in shaping students' emotional experiences. Supportive and respectful communication fosters a sense of security and encourages self-expression. In contrast, emotional detachment may lead to fear and psychological imbalance. Therefore, professional development programs and psychological support services for teachers are essential.

The results also emphasize the importance of creating a positive psychological climate, which reduces anxiety, promotes confidence, and encourages creativity and openness to learning. Such an environment naturally supports the development of emotional intelligence through social interaction and shared experiences.

Additionally, the development of emotional intelligence requires continuous monitoring and individualized approaches. It should be integrated into the ongoing educational process rather than treated as a one-time intervention. This necessitates collaboration between educational institutions, psychologists, teachers, and parents.

Overall, the findings demonstrate that psychological factors influencing emotional intelligence are significant at both individual and social-pedagogical levels, supporting the need for strategies that integrate emotional intelligence development into educational policy and practice.

CONCLUSION

The development of students' emotional intelligence in inclusive education is a key psychological factor determining the effectiveness of this educational model. The results show that emotional intelligence formation depends on the systematic interaction of multiple psychological factors.

Self-awareness plays a central role by enabling students to understand their emotions, identify their causes, and form conscious self-perception. Students with high self-awareness demonstrate better emotional regulation and adaptability to challenges in inclusive environments.

Empathy and social sensitivity are also critical factors, facilitating cooperation, conflict resolution, and social support. High levels of empathy contribute to successful social integration, while its deficiency may lead to isolation and rejection, emphasizing the need for targeted psychological interventions.



Creating a positive psychological environment is essential for emotional intelligence development. Such an environment promotes safety, reduces stress, and encourages active participation and creativity.

Pedagogical support is equally important. Teachers' emotional competence and supportive communication strengthen students' confidence and emotional awareness, contributing to a psychologically healthy learning environment.

In general, integrating these psychological factors into the educational process enhances the effectiveness of inclusive education. The development of emotional intelligence not only improves academic outcomes but also supports social adaptation, psychological stability, and overall personal development.

Thus, fostering emotional intelligence in inclusive education contributes to improving the quality of the educational environment, strengthening social integration, and unlocking students' full potential.

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