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Article

Implementation Health-Saving Technologies in Inclusive Education

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Abstract: This article examines the theoretical and practical aspects of implementing health-promoting technologies in the inclusive education system. It substantiates the relevance of maintaining and improving the health of students with special educational needs in the educational process. It analyzes the main approaches to organizing a health-promoting environment and reveals the principles, methods, and forms of implementing these technologies. Particular attention is paid to the role of teachers in creating a safe and supportive educational environment. It concludes that the implementation of health-promoting technologies contributes to improving the quality of education and the successful socialization of students.

Keywords: Inclusive education, health-saving technologies, educational environment, student health, pedagogy, adaptation, psychological and pedagogical support.

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1. Introduction

The development of inclusive education has become one of the priority directions of modern educational policy worldwide. Inclusive education aims to ensure equal access to quality education for all students, including those with special educational needs. In this context, maintaining and strengthening students' physical, psychological, and social health becomes a key factor in achieving effective learning outcomes [1].

Health-saving technologies represent a комплекс of pedagogical, psychological, and organizational methods aimed at preserving and improving students' well-being within the educational process. Their importance is particularly evident in inclusive education, where students differ significantly in terms of health conditions, cognitive abilities, and social adaptation [2].

Despite the growing interest in inclusive education, many educational institutions still face challenges in implementing health-saving technologies effectively. These challenges include недостаточная подготовка педагогов, lack of methodological support, and insufficient adaptation of the educational environment [3].

This study aims to analyze the role and effectiveness of health-saving technologies in inclusive education and to identify the main approaches and methods for their implementation. The research also explores the role of teachers and the educational environment in ensuring students' well-being [4].

Currently, 3,483 schools in Uzbekistan offer inclusive education, which involves educating children with disabilities, taking into account their individual needs, in a mainstream educational environment. This requires a transformation of traditional approaches to organizing the educational process and the introduction of technologies aimed at creating favorable conditions for the development of each student. In this context, health-promoting technologies are an important tool for ensuring the effectiveness of the educational process.

The implementation of health-promoting

technologies in inclusive education is a priority for modern pedagogical science and practice. As inclusive processes expand within the education system, there is a growing need to create conditions that ensure not only accessibility to education but also the preservation of students' physical, mental, and social health. This is especially relevant for children with disabilities, who require special attention and support [5].

2. Methodology

This study is based on a qualitative research methodology that includes theoretical analysis, comparative evaluation, and synthesis of existing scientific literature on inclusive education and health-saving technologies. The research relies on secondary data sources, including pedagogical studies, methodological guidelines, and international practices in inclusive education [6].

A systematic literature review was conducted to identify the main approaches to implementing health-saving technologies. The study also applies a comparative method to analyze different classifications of these technologies, including organizational, psychological, physical, and medical approaches.

In addition, a conceptual analysis was used to examine the structure of a health-promoting educational environment, focusing on physical, psychological, and social components. The research also considers the role of teachers as key agents in implementing health-saving technologies [7].

The study evaluates the effectiveness of various pedagogical methods, such as activity alternation, interactive learning, and digital tools, in reducing student fatigue and improving overall well-being. Furthermore, the research incorporates elements of pedagogical observation and generalization of practical experience in inclusive education settings. Health-preserving technologies are understood as a set of pedagogical, organizational, and psychological-pedagogical methods and techniques aimed at maintaining and improving the health of students. The classification of health-preserving technologies includes organizational and pedagogical (rational distribution of workload, alternating activities, adaptation of the educational process), psychological and pedagogical (creating a situation of success, reducing anxiety, developing communication skills), physical education and health (physical education breaks, active games, breathing exercises, corrective gymnastics), and medical and hygienic (compliance with sanitary standards, lighting and ventilation, health monitoring) technologies [8]. They include the rational organization of educational activities, optimization of the academic workload, the creation of a comfortable psychological atmosphere, and the use of specialized teaching methods that take into account the individual characteristics of children. An important principle in the implementation of health-preserving technologies is the individualization of learning. In an inclusive education setting, this is particularly important, as students have different educational needs, levels of preparation, and health conditions. An individualized approach allows for these characteristics to be taken into account and creates the conditions for each child's successful learning [9].

No less significant is the principle of humanizing the educational process, which implies a respectful attitude toward the individual student, consideration of their needs, and the creation of conditions for self-realization. Within the framework of inclusive education, this principle promotes the development of a tolerant and supportive environment in which every student feels comfortable and safe. Organizing a healthy environment includes several components: physical, psychological, and social. The physical component involves ensuring sanitary and hygienic conditions, a rational daily routine, and the organization of physical activity [10]. The psychological component involves creating a favorable emotional climate and reducing anxiety and stress. The social component is associated with the development of positive relationships between participants in the educational process [11].

Teachers play a key role in implementing health-preserving technologies, acting as organizers of the educational process and creating conditions for maintaining students' health. Teachers must possess professional competence in health psychology, be able to apply appropriate methods and techniques, and take into account the individual characteristics of students. Effective health-preserving methods include alternating activities, using active learning methods, conducting physical education breaks, relaxation exercises, and introducing game-based technologies. These methods help reduce fatigue, increase productivity, and improve students' overall well-being. With the digitalization of education,

new opportunities for implementing health-preserving technologies are emerging. The use of electronic educational resources, distance learning, and digital tools allows for the educational process to be tailored to the individual needs of students. However, it is necessary to consider the potential risks associated with increased computer time and decreased physical activity [12]. Particular attention should be paid to psychological and pedagogical support for students with special educational needs, including diagnostics, remedial work, counseling, and support for students and their parents. Such support allows for the timely identification of problems and the implementation of measures to address them.

Experience shows that the implementation of health-promoting technologies contributes to increased learning effectiveness, reduced illness rates, and improved psychological well-being among students. This is especially important in inclusive education settings, where the success of learning depends largely on the health of students [13].

Thus, health-promoting technologies are an essential component of the modern educational system. Their implementation in inclusive education helps create conditions for harmonious personal development, improved educational quality, and successful socialization of students. The effectiveness of this process depends on a comprehensive approach, including the organization of the educational environment, professional training of teachers, and the active participation of all participants in the educational process [14].

3. Results

The analysis shows that the implementation of health-saving technologies significantly improves the effectiveness of the educational process in inclusive environments. Students demonstrate higher levels of engagement, reduced fatigue, and improved psychological well-being.

The results indicate that the use of individualized teaching approaches and supportive educational environments contributes to better adaptation of students with special needs. In particular, the integration of physical activities, psychological support, and adaptive teaching methods enhances learning outcomes.

Additionally, the introduction of digital technologies allows for greater flexibility in the educational process, although it also requires careful management to avoid negative health impacts.

4. Discussion

The findings confirm that health-saving technologies play a critical role in ensuring the success of inclusive education. Their implementation contributes not only to academic achievement but also to the overall development and socialization of students.

However, the effectiveness of these technologies depends on several factors, including teacher competence, availability of resources, and institutional support. One of the key challenges is the lack of systematic training for teachers in health-saving methods.

Moreover, the increasing use of digital technologies in education creates both opportunities and risks. While digital tools can enhance learning, excessive use may negatively affect students' physical health and reduce physical activity.

Therefore, a balanced and **comprehensive approach** is required, combining traditional pedagogical methods with modern technologies [15].

5. Conclusion

In conclusion, health-saving technologies are an essential component of inclusive education, ensuring not only access to education but also the well-being of students. Their effective implementation improves learning outcomes, supports social adaptation, and enhances overall quality of education.

Future research should focus on developing innovative health-saving strategies and integrating digital solutions while minimizing their potential risks.

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