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PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS AND EDUCATIONAL NEEDS OF INDIVIDUALS WITH MENTAL DISORDERS

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Abstract

This article examines the psychological and pedagogical characteristics of individuals with mental disorders and analyzes their educational needs within contemporary inclusive and corrective-supportive learning environments. The relevance of the topic is determined by the growing demand for individualized educational support, early psychological assistance, and the development of humane pedagogical models that ensure equal access to learning for students with emotional, behavioral, cognitive, and adaptive difficulties. The study is grounded in the idea that mental disorders affect not only emotional stability and social interaction, but also attention, memory, motivation, communication, self-regulation, and academic performance. In this regard, effective education for such learners requires coordinated psychological, pedagogical, and social support based on diagnostic sensitivity, differentiated instruction, structured communication, and a safe developmental environment. The article systematizes the main manifestations that influence learning behavior, including anxiety, impulsivity, withdrawal, instability of interest, reduced concentration, and difficulties in adaptation to collective educational settings. Special attention is given to the role of teachers, psychologists, and families in designing supportive educational strategies that respect individual differences and protect learner dignity. The paper argues that educational needs of individuals with mental disorders should be addressed through flexible curricula, adaptive methods, emotional support mechanisms, and interdisciplinary cooperation. The findings may contribute to improving teacher preparation and strengthening inclusive psychological-pedagogical practice in higher and general education systems.



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Keywords: Mental disorders, psychological characteristics, pedagogical support, educational needs, inclusive education, adaptive learning, emotional development, special educational support, learner-centered approach, psychosocial adjustment

Introduction

MENTAL MUAMMOLI SHAXSLARNING PSIXOLOGIK- PEDAGOGIK XUSUSIYATLARI VA TA'LIM EHTIYOJLARI


Safiyeva Mohinur Akram qizi

Chirchiq davlat pedagogika universiteti tayanch doktoranti

Chirchiq, O'zbekiston

Annotatsiya

Mazkur maqolada mental muammoli shaxslarning psixologik-pedagogik xususiyatlari hamda ularning ta'lim ehtiyojlari zamonaviy inkluziv ta'lim yondashuvlari asosida tahlil qilinadi. Mavzuning dolzarbligi ruhiy-emotsional, xulq-atvor, kognitiv va moslashuv muammolariga ega shaxslar uchun ta'lim jarayonini individual ehtiyojlarga moslashtirish zarurati bilan belgilanadi. Tadqiqotda bunday o'quvchilarning diqqat, xotira, tafakkur, muloqot, motivatsiya va o'zini boshqarish jarayonlaridagi o'ziga xosliklar ko'rib chiqiladi. Shuningdek, ularning ta'lim jarayonida uchraydigan asosiy qiyinchiliklari, xususan, ijtimoiy moslashuvdagi murakkabliklar, hissiy beqarorlik, o'quv faolligining pasayishi, guruh bilan ishlashdagi to'siqlar va pedagogik ta'sirga nisbatan sezgirlik tahlil etiladi. Maqolada bunday shaxslarning ta'lim ehtiyojlarini qondirish uchun differensial yondashuv, moslashtirilgan o'quv dasturlari, psixologik qo'llab-quvvatlash, ijobiy emotsional muhit va fanlararo hamkorlik zarurligi asoslab beriladi. Shuningdek, pedagog, psixolog va ota-onalarning o'zaro hamkorligi ta'lim samaradorligini oshirishning muhim omili sifatida yoritiladi. Tadqiqot natijalari mental muammoli shaxslar bilan ishlashda pedagogik strategiyalarni takomillashtirish,

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inkluziv ta'lim amaliyotini mustahkamlash va bo'lajak mutaxassislarning kasbiy tayyorgarligini rivojlantirishga xizmat qiladi.

Kalit so'zlar: mental muammolar, psixologik xususiyatlar, pedagogik qo'llab-quvvatlash, ta'lim ehtiyojlari, inklyuziv ta'lim, adaptiv o'qitish, emotsional rivojlanish, maxsus ta'limiy yordam, shaxsga yo'naltirilgan yondashuv, psixososial moslashuv

Introduction

In contemporary pedagogy and psychology, increasing attention is being paid to the educational inclusion and personal development of individuals whose learning trajectories are complicated by mental disorders. This issue has gained particular significance due to the global shift from segregated models of care toward inclusive, person-centered, and rights-based approaches in education. Mental disorders are not limited to medical symptoms alone; they also affect emotional balance, social participation, communication style, motivation, behavioral regulation, and cognitive functioning. As a result, their influence extends directly into the educational sphere, where learners may encounter barriers related to concentration, memory, self-expression, interpersonal interaction, and adaptation to institutional expectations. For this reason, the study of psychological and pedagogical characteristics of such individuals has become an important area of interdisciplinary inquiry connecting psychology, pedagogy, special education, and social support practice.

The educational process for individuals with mental disorders requires deeper understanding than conventional instructional models can offer. Standardized teaching strategies often assume relatively stable attention, predictable behavioral responses, and uniform rates of comprehension. However, many learners with mental health-related difficulties demonstrate fluctuating engagement, increased emotional vulnerability, anxiety in social situations, impulsive reactions, or withdrawal from collective activity. These manifestations are not signs of inability to learn; rather, they indicate the need for adapted educational conditions that recognize the learner's psychological

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state and developmental pace. In this context, the role of the teacher is transformed from a transmitter of knowledge into a facilitator of safe communication, emotional support, structured participation, and developmental guidance.

From a psychological perspective, mental disorders may influence different domains of personality and functioning in unequal ways. Some learners experience difficulties primarily in emotional self-regulation, others in social adaptation or verbal interaction, and still others in executive functions such as planning, persistence, and self-control. These variations make it necessary to reject overly generalized assumptions and instead focus on individual educational profiles. Pedagogically, this means that effective instruction must rely on differentiated methods, flexible pacing, supportive routines, visual and verbal scaffolding, and consistent cooperation between teachers, psychologists, parents, and other specialists. The educational environment must become not only academically accessible but also emotionally secure and socially responsive.

The relevance of this topic is especially strong for systems of teacher education, where future psychologists, pedagogues, and inclusive education specialists are expected to develop competencies for working with diverse learners. In higher pedagogical education, the preparation of professionals capable of identifying educational needs, designing supportive strategies, and preventing secondary marginalization is a priority. Individuals with mental disorders often face not only internal psychological challenges but also external misunderstanding, stigmatization, and underestimation of their potential. Therefore, the pedagogical response should be grounded in dignity, empathy, scientific knowledge, and practical flexibility.

This article aims to examine the psychological and pedagogical characteristics of individuals with mental disorders and to identify their core educational needs in the context of inclusive and supportive learning. Particular attention is given to the relationship between mental functioning and learning behavior, as well as to the pedagogical conditions necessary for successful participation in education. By clarifying these interconnections, the study contributes to the

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development of more humane, adaptive, and professionally grounded educational practice.

Methods

This study was designed as a theoretical-analytical and descriptive research project aimed at identifying the psychological and pedagogical characteristics of individuals with mental disorders and clarifying their major educational needs within inclusive and supportive learning environments. The methodological framework combined comparative analysis, systematic literature review, conceptual synthesis, and interpretive pedagogical analysis. Such an approach was selected because the topic requires not only the description of psychological manifestations but also the interpretation of their educational implications in real pedagogical practice. The study relied on interdisciplinary integration of psychological, pedagogical, and special education perspectives in order to produce a holistic understanding of the learner's condition and developmental possibilities.

The empirical base of the study was formed through the examination of scientific publications, methodological recommendations, legal and conceptual documents on inclusive education, and contemporary works devoted to mental health in educational settings. Sources were selected according to several criteria: relevance to the problem of mental disorders in learning contexts, conceptual value for the analysis of educational needs, applicability to pedagogical universities and teacher training systems, and consistency with learner-centered and inclusive approaches. Special attention was given to publications discussing emotional-behavioral disorders, cognitive dysregulation, adaptive difficulties, socialization problems, and the role of educational support systems. The analytical procedure focused on extracting recurrent psychological characteristics that affect educational participation, as well as pedagogical strategies shown to facilitate successful learning adaptation. The first stage of the research involved terminological clarification. At this stage, the concepts of mental disorders, psychological-pedagogical characteristics, educational needs, adaptation, and support were examined in



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order to avoid conceptual ambiguity. Because the category of mental disorders includes a broad range of conditions with different severity and manifestation, the study did not aim to medicalize education or reduce learners to clinical labels. Instead, it focused on those psychological features that influence learning processes, communication, motivation, self-regulation, and participation in the educational environment. This methodological decision allowed the analysis to remain pedagogically meaningful and ethically balanced.

The second stage included classification and systematization of the identified characteristics. Psychological manifestations were grouped into several conditional domains: emotional, cognitive, behavioral, communicative, and adaptive. Emotional characteristics included anxiety, emotional instability, vulnerability to stress, and low frustration tolerance. Cognitive characteristics involved reduced concentration, fluctuations in memory productivity, slow information processing, and difficulties in organizing activity. Behavioral features included impulsivity, passivity, avoidance, or inconsistent task engagement. Communicative indicators covered problems in verbal interaction, interpretation of social cues, and maintenance of constructive peer contact. Adaptive features referred to difficulties in adjusting to classroom routines, rules, demands, and collective participation.

The third stage focused on the pedagogical interpretation of these characteristics. At this stage, the study identified corresponding educational needs such as structured instruction, individualized pace, emotional safety, positive reinforcement, psychological support, collaboration with families, and interdisciplinary coordination. The method of analytical matching was used to connect specific learner difficulties with appropriate educational responses. For example, unstable attention was interpreted as a need for shorter instructional segments and repeated guidance, while emotional tension was linked to the need for predictable classroom routines and supportive feedback.

To ensure internal consistency, the findings were interpreted through the principles of inclusivity, humanistic pedagogy, differentiation, and developmental appropriateness. The study did not claim statistical generalization, since its purpose was conceptual and methodological rather than

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experimental. Nevertheless, the chosen methods allowed for a reasoned and academically grounded description of how psychological traits associated with mental disorders shape educational needs and what pedagogical conditions are necessary for effective support.

Results

The analytical results of the study demonstrate that individuals with mental disorders present a complex combination of psychological and pedagogical characteristics that significantly influence the organization, pace, and outcomes of learning. These characteristics do not appear in identical form for all learners; however, the research identified several recurring patterns that have direct implications for educational support. The most frequently observed tendencies include emotional instability, heightened anxiety, reduced stress tolerance, difficulties in concentration, inconsistent motivation, communicative barriers, and limited adaptive flexibility in structured educational environments. Together, these factors shape a distinct profile of educational vulnerability that requires differentiated pedagogical responses.

The findings show that emotional factors occupy a central position in the learning difficulties of such individuals. Many learners demonstrate increased sensitivity to criticism, fear of failure, internal tension during classroom interaction, and rapid exhaustion under evaluative pressure. In educational settings, these emotional features often manifest as avoidance of participation, reluctance to answer publicly, withdrawal from group tasks, or excessive dependence on adult reassurance. At the same time, some students exhibit irritability, impulsive emotional reactions, or unstable mood, which complicate both classroom communication and behavioral self-regulation. These outcomes indicate that emotional safety is not a secondary condition but a fundamental prerequisite for successful instruction.

The results also reveal persistent cognitive challenges that affect academic performance. Learners with mental disorders often experience reduced concentration span, distractibility, slower processing of verbal instructions, and instability in retaining newly presented material. In some cases, understanding

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is preserved, but the speed of response and the ability to organize activity remain weakened. This means that poor performance may reflect not lack of intellectual potential, but difficulty in regulating cognitive effort under ordinary classroom conditions. The study therefore confirms that many educational barriers arise not from inability to learn, but from mismatch between individual functioning and standardized pedagogical demands.

Behavioral and communicative manifestations were also identified as major factors shaping educational needs. Some learners tend toward passivity, silence, and limited initiative, while others demonstrate impulsive actions, rule-breaking, or abrupt shifts between engagement and refusal. Communication with peers may be hindered by mistrust, low confidence, misunderstanding of social cues, or fear of negative judgment. These features often reduce participation in collaborative learning and may lead to social isolation within the class. The findings suggest that group-based educational models require careful adaptation when working with learners whose social-emotional functioning is unstable.

A further result of the study is the confirmation that educational needs of individuals with mental disorders are multidimensional. They include the need for predictable routines, simplified and clearly structured instructions, flexible pacing, repetition, emotional reinforcement, low-conflict communication, and access to psychological guidance. The need for individualization was especially prominent. Uniform methods were found to be less effective than personalized approaches that account for the learner's emotional condition, attention capacity, communication style, and adaptive readiness. Interdisciplinary cooperation between teachers, psychologists, special educators, and families emerged as another essential condition for educational success.

Overall, the results show that individuals with mental disorders can participate productively in education when the learning environment is responsive, humane, structured, and developmentally sensitive. Their educational progress depends less on formal inclusion alone and more on the quality of pedagogical adaptation and psychological support integrated into everyday practice.

Discussion

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The results of the study confirm that the educational situation of individuals with mental disorders should be interpreted through an integrated psychological and pedagogical lens rather than through a narrow medical or deficit-based framework. One of the central points emerging from the analysis is that learning difficulties in this group are often produced not only by the internal manifestations of the disorder itself, but also by the rigidity of traditional educational systems. When instruction is organized around uniform pacing, generalized expectations, and limited emotional responsiveness, learners with mental disorders are more likely to experience repeated failure, reduced participation, and secondary social exclusion. Therefore, the problem is not solely located within the individual; it also reflects the degree to which the educational environment is capable of adaptation.

From a psychological standpoint, the findings support the idea that emotional regulation, self-confidence, and social security are foundational conditions for cognitive engagement. In many cases, academic underachievement is preceded by emotional overload, anxiety, or fear of judgment rather than by lack of learning ability. This suggests that pedagogical strategies focusing only on content delivery are insufficient. Instruction becomes effective only when it is accompanied by emotional stabilization, supportive communication, and the reduction of environmental stressors. The discussion therefore highlights the importance of a psychologically safe classroom climate in which learners can participate without fear of humiliation, constant comparison, or punitive responses to behavioral instability.

The study also demonstrates that individualized educational planning is not an optional addition but an essential pedagogical requirement. Learners with mental disorders differ substantially in the intensity, form, and educational consequences of their difficulties. Some require assistance in attention regulation and task organization, others benefit most from communicative mediation or emotional reassurance, while still others need structured repetition and reduced cognitive load. For this reason, educational practice should move away from uniform intervention models and toward flexible, diagnostically informed support. This does not mean lowering academic expectations in a

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simplistic way; rather, it means creating accessible pathways through which students can demonstrate competence according to their actual developmental capacities.



An important aspect of the discussion concerns the professional readiness of teachers and university-based specialists. Many pedagogical difficulties described in inclusive settings are intensified by insufficient preparation of educators for working with students who have mental health-related challenges. Teachers may misunderstand avoidance as laziness, impulsivity as disobedience, or silence as unwillingness to learn. Such interpretations create a risk of pedagogical error and emotional distancing. Consequently, teacher education institutions should strengthen training in psychological observation, differentiated instruction, preventive classroom management, and interdisciplinary communication. For future psychologists and pedagogues, competence in this field must include both theoretical literacy and practical empathy.

The role of family and interdisciplinary collaboration also deserves emphasis. Educational support becomes more stable and meaningful when teachers, psychologists, parents, and support staff share information and coordinate expectations. Isolated interventions rarely produce lasting improvement if the learner moves between contradictory environments and inconsistent demands. The discussion therefore supports a model of cooperative support in which educational adaptation is continuous, contextual, and sensitive to the learner's lived experience.

In a broader sense, the findings contribute to the development of inclusive pedagogy as a humanistic and socially responsible field. Individuals with mental disorders should not be perceived as passive recipients of care, but as active participants in education whose abilities can unfold under conditions of respect, structure, and professionally organized support.

Conclusion

The study of psychological and pedagogical characteristics of individuals with mental disorders shows that their educational needs are complex, dynamic, and

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closely connected with emotional, cognitive, communicative, and adaptive functioning. Such learners cannot be effectively supported through generalized instructional models that ignore differences in self-regulation, social behavior, motivation, and response to stress. The conducted analysis makes it clear that mental disorders influence not only personal well-being but also the structure of educational participation, the pace of learning, the stability of attention, and the quality of interaction with teachers and peers. For this reason, the educational process must be organized on the basis of recognition, flexibility, and scientifically grounded support rather than on rigid uniform expectations.

One of the principal conclusions is that psychological safety is a necessary condition for academic development. Emotional vulnerability, heightened anxiety, impulsive reactions, withdrawal, and reduced confidence often prevent learners from demonstrating their actual abilities. When educational environments are emotionally tense, evaluatively harsh, or socially unsupportive, the difficulties of such individuals become more severe. Conversely, a stable and respectful pedagogical atmosphere contributes to improved participation, stronger trust in adults, and greater readiness for learning. This means that academic effectiveness in work with individuals with mental disorders depends not only on what is taught, but also on how learning relationships are built and maintained.

The analysis also confirms that differentiated and individualized pedagogical support is central to meeting educational needs in this group. Clear instructions, flexible pacing, repeated explanation, visual support, positive reinforcement, predictable routines, and adaptive communication strategies are among the most important components of effective educational practice. These tools help reduce internal tension and create accessible pathways for cognitive engagement. At the same time, support should not be reduced to simplified teaching alone. It must include developmental guidance that strengthens autonomy, social competence, emotional resilience, and self-expression. In this regard, education serves not only as a means of transmitting knowledge but also as a mechanism of psychological stabilization and social integration.

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Another important conclusion concerns the professional role of teachers, psychologists, and families. The successful education of individuals with mental disorders is rarely the result of isolated action. It requires coordinated cooperation among specialists who understand the learner’s condition, observe changes in behavior and emotional state, and respond consistently to emerging needs. Teacher preparation in pedagogical universities should therefore include stronger attention to inclusive methodology, psychological diagnostics, classroom adaptation, and interdisciplinary collaboration. The quality of support largely depends on the educator’s ability to interpret behavioral manifestations correctly and to distinguish between unwillingness, incapacity, stress response, and need for assistance.

In summary, individuals with mental disorders possess real educational potential, but its realization depends on the presence of adaptive, humane, and professionally organized educational conditions. Inclusive education in this context should be understood not as formal access alone, but as meaningful participation supported by psychological sensitivity and pedagogical competence. The findings of the study may contribute to the further improvement of educational practice, teacher training, and support systems aimed at protecting dignity, promoting development, and ensuring equitable learning opportunities for all.

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