

**ПЕДАГОГИКА ҒЫЛЫМДАРЫ БАҒЫТЫ
НАПРАВЛЕНИЕ ПЕДАГОГИЧЕСКИХ НАУК
DIRECTION OF PEDAGOGICAL SCIENCES**

тақырыптық рубрикалар/тематические рубрики/ subject headings

**ПСИХОЛОГИЯ ЖӘНЕ ИНКЛЮЗИВТІ БІЛІМ БЕРУ
ПСИХОЛОГИЯ И ИНКЛЮЗИВНОЕ ОБРАЗОВАНИЕ
PSYCHOLOGY AND INCLUSIVE EDUCATION**

IRSTI / FTAXP / МРПТИ: 376:378:37.015.3

<https://orcid.org/0009-0001-2695-8845>

***Ilyasova K.B.**

Senior lecturer, M.Auezov SKRU. Shymkent, Kazakhstan

**INCLUSIVE PEDAGOGICAL PRACTICES AND THEIR EFFECT ON STUDENT
MOTIVATION AND PARTICIPATION**

* Correspondent author: anar.ilyasova.74@mail.ru

Abstract: This article explores inclusive pedagogical practices and their impact on students' motivation and participation in the context of a semester-long classroom-based experiment. The research is based on the direct teaching experience with second- year students of the FI-24-3k5 group at Mukhtar Auezov South Kazakhstan Research University. I observed that participation was not solely determined by academic ability. We found out that students very often kept silent not because they did not know anything, but because they were afraid to be visible. As the semester unfolded, students started to talk more freely, sometimes briefly, sometimes hesitantly, yet with heightened confidence. It is revealed that motivation emerged as an outcome rather than a precursor to participation. In this respect, an inclusive pedagogy was a relational process through which classroom interaction, students' self-perception, and their readiness to participate were reconstructed.

Key words: inclusive pedagogy, student motivation, classroom participation, learning atmosphere, second-year students, pedagogical experiment, higher education

***Ильясова К.Б.**

аға оқытушы, М. Әуезов атындағы ОҚЗУ. Шымкент, Қазақстан

**ИНКЛЮЗИВТІ ПЕДАГОГИКАЛЫҚ ТӘЖІРИБЕЛЕРДІҢ СТУДЕНТТЕРДІҢ
МОТИВАЦИЯСЫ МЕН ОҚУ ПРОЦЕСІНЕ ҚАТЫСУЫНА ӘСЕРІ**

*Автор-корресподент: anar.ilyasova.74@mail.ru

Түйін: Бұл мақала инклюзивті педагогикалық тәжірибелердің студенттердің мотивациясы мен оқу процесіне қатысуына ықпалын бір семестрге созылған аудиториялық эксперимент негізінде қарастырады. Зерттеу Мұхтар Әуезов атындағы Оңтүстік Қазақстан зерттеу университетінің ФИ-24-3к5 тобының 2-курс студенттерімен жүргізілді. Мен аудиторияда студенттердің қатысуы тек академиялық дайындыққа ғана байланысты емес екенін байқадым. Ол ортаға тәуелді болды. Біз студенттердің көп жағдайда білмегендіктен

емес, көзге түсуге тартынғандықтан үнсіз қалғанын аңғардық. Эксперимент қалыпты тілдік сабақтар аясында өтіп, сапалық аудиториялық бақылауға, рефлексивті оқытушылық тәжірибеге және педагогикалық шешімдерді үнемі қайта қарауға негізделді. Инклюзивті тәсілдер біртіндеп енгізілді. Уақыт өте студенттер қысқа болса да пікір білдіре бастады. Кейде сенімсіз. Кейде батылырақ. Нәтижелер мотивацияның қатысудан кейін қалыптасатынын көрсетті. Бұл жағдайда инклюзивті педагогика қарым-қатынасқа негізделген үдеріс ретінде аудиториялық өзара әрекет пен студенттердің өзін қабылдауын өзгертті.

Кілт сөздер: инклюзивті педагогика, студенттердің мотивациясы, аудиториялық қатысу, оқу ортасының атмосферасы, екінші курс студенттері, педагогикалық эксперимент, жоғары білім беру

***Ильясова К.Б.**

старший преподаватель, ЮКИУ им. М. Ауэзова. Шымкент, Қазақстан

ВЛИЯНИЕ ИНКЛЮЗИВНЫХ ПЕДАГОГИЧЕСКИХ ПРАКТИК НА МОТИВАЦИЮ СТУДЕНТОВ И ИХ УЧАСТИЕ В УЧЕБНОМ ПРОЦЕССЕ

*Автор-корреспондент: anar.ilyasova.74@mail.ru

Аннотация. В статье рассматривается влияние инклюзивных педагогических практик на мотивацию студентов и их участие в учебном процессе на основе аудиторного эксперимента, продолжавшегося в течение одного семестра. Исследование проводилось со студентами второго курса группы ФИ-24-3к5 Южно-Казахстанского исследовательского университета имени Мухтара Ауэзова. В ходе работы я наблюдала, что активность студентов зависела не столько от уровня подготовки, сколько от атмосферы в аудитории. Мы заметили, что молчание часто было связано не с отсутствием знаний, а с неуверенностью и страхом быть замеченным. Эксперимент проходил в рамках обычных занятий по языковой дисциплине и основывался на качественном аудиторном наблюдении, рефлексивной педагогической практике и постоянной корректировке учебных решений. Инклюзивные подходы вводились постепенно, позволяя студентам включаться в работу в собственном темпе. Со временем студенты стали активнее высказываться — иногда кратко, иногда с паузами, но с растущей уверенностью. Полученные результаты показывают, что мотивация формировалась через участие.

Ключевые слова: инклюзивная педагогика, мотивация студентов, участие в учебном процессе, учебная атмосфера, студенты второго курса, педагогический эксперимент, высшее образование

Introduction

I believe that “inclusive pedagogy” is not actually a set of principles or strategies, which is what the phrase seems to imply. Rather, it seems to be “something that breathes.” I discovered this as I began my career as a teacher. There were not students who resisted doing things, as the literature seemed to suggest. There were students who were careful. Guarded. Watching.

We noticed that communication levels were unpredictable. Some students spoke easily. Some students did not make eye contact. We noticed that silence possessed meaning. It did not denote emptiness. It denoted hesitation.

I recall standing in the classroom waiting. Waiting more than usual. It felt uncomfortable. But it also told me something. The students were not unready. They were uncertain. Such a finding from research on inclusive pedagogy reveals that, for students to participate, the climate or safety of the setting is paramount as opposed to the difficulty of the instruction [1].

On the pages British educational research journal, inclusive pedagogy is presented not as a set

of remedial strategies for particular learners, but as a way of extending learning opportunities to all students without marginalizing difference. The authors argue that teachers should avoid practices that separate or label students according to perceived limitations. Instead, classroom practice should assume capacity and create shared learning contexts that reduce exclusion while maintaining high expectations [1, 813–828].

Such a notion was not meant to be abstract. It had to become visible in interaction. Gradually, however, the focus of the research changed. The issue was no longer how to make students participate, but how to stop blocking them.

And blocking did not always occur through strict rules or rigid tasks. Sometimes it occurred through tone. Through impatience. Through the speed at which a discussion moved. I began to notice how quickly a raised eyebrow or a hurried correction could close a conversation. Not intentionally. But effectively.

We observed that once pressure was reduced, students began to reorganize themselves within the classroom space. Those who had remained on the margins moved slightly inward. They did not transform overnight. They did not suddenly become confident speakers. But they stayed. They remained present in the discussion instead of withdrawing from it.

Participation, then, appeared less as a skill to be trained and more as a condition to be allowed. When the environment shifted, behavior shifted with it. Not perfectly. Not consistently. But perceptibly. Over time, I understood that inclusive pedagogy was less about adding strategies and more about removing invisible barriers. The barriers were rarely structural. They were psychological. They existed in anticipation of judgment, in fear of interruption, in the memory of previous embarrassment.

When those barriers softened, even slightly, the classroom atmosphere changed. Discussion slowed. Listening deepened. Silence no longer felt threatening. It became part of thinking. And it was in that slower, more attentive rhythm that learning began to expand — not as performance, but as engagement.

Materials and methods.

Theoretical analysis

The qualitative research methods employed in the study were rooted in classroom observation. Data collection was carried out over one academic semester; no artificial instruments were introduced. We relied on systematic observation, reflective teaching notes, and spontaneous student feedback. Sometimes feedback emerged surprisingly. A sentence after class. A quiet remark during group work.

Creswell emphasizes that qualitative research seeks to understand meaning within natural contexts rather than to quantify variables. He explains that qualitative inquiry prioritizes interpretation, reflexivity, and contextual sensitivity. Researchers are encouraged to examine processes as they unfold and to remain responsive to emerging patterns rather than relying solely on predetermined instruments [2, 447-448].

Quantitative tools were deliberately avoided. Numbers flatten experience. We needed texture. Qualitative approaches allow the researcher to notice such things as pauses, hesitation, and gradual shifts in engagement that statistics cannot capture. They make it possible to follow meaning as it forms, not only after it has been stabilized into outcomes.

In the classroom, these subtleties mattered. A delayed response. A half-finished sentence. A student beginning to speak and then stopping. None of these moments would register on a scale, yet each carried significance. Over time, such small indicators revealed patterns of confidence, uncertainty, and emerging participation.

The researcher acted as both teacher and observer. This combined role called for relentless

reflexivity. Teaching decisions were made in the heat of the moment, then reconsidered outside the classroom. Adjusted. Sometimes reversed.

While facilitating discussion, I remained attentive to tone, tempo, and emotional atmosphere. When a student withdrew, I asked myself why. When participation increased, I examined what had shifted. Reflection did not occur only at the end of the semester. It occurred daily, sometimes immediately after class, sometimes hours later while reviewing notes.

This ongoing reflexive process allowed the study to remain responsive rather than fixed. The classroom was not treated as a laboratory. It was treated as a living environment in which research and teaching unfolded simultaneously, each shaping the other.

Experimental Section

The pedagogical experiment took place at MukhtarAuezov South Kazakhstan University. The subjects of the experiment were the first-year students of the FI-24-3k5 group. The students were making the transition into academic discourse. Students had never participated in discussion-style learning.

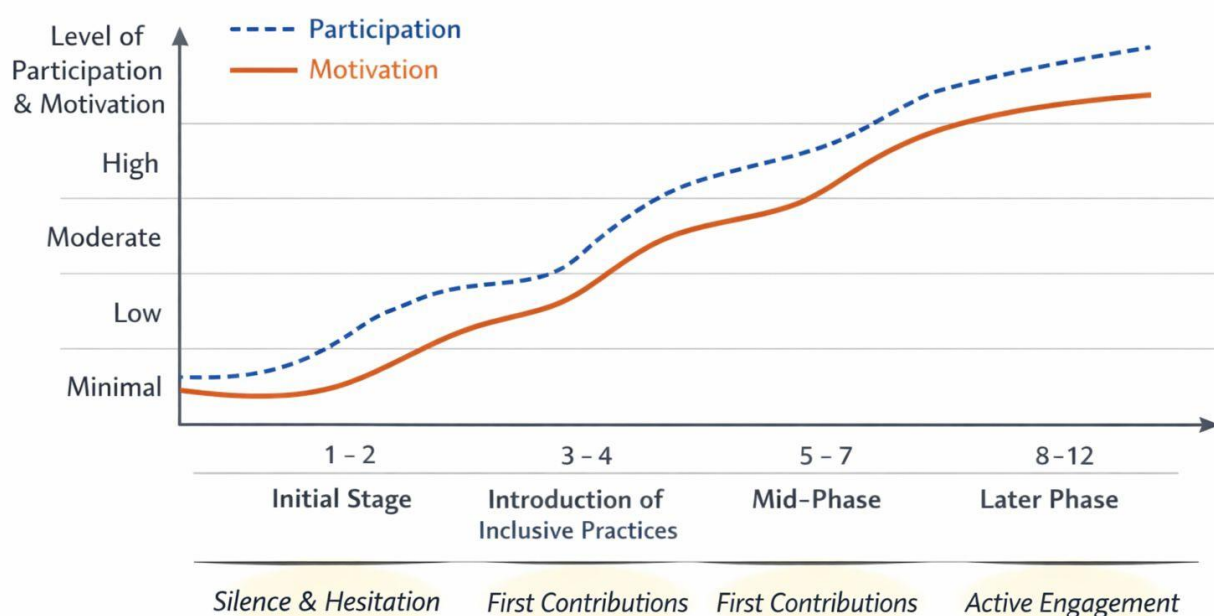


Figure- 1. Gradual changes in student participation and motivation during the experimental phase.

Student participation was low within the first weeks of the experiment. I realized that most participated answers were short, hesitating, and mostly consisted of the bare minimum of verbal reactions. As the inclusion of the pupil-centered pedagogical approaches was stepped up, student participation increased. We realized that the students progressed from silence to short verbal reactions and finally to confident interactions. The idea portrayed in the illustration is not that of a dramatic increase but that of a slow and irregular process.

At the outset, levels of participation were small. The students waited, listened, wrote. Speaking out seemed dangerous. We observed that, despite their confidence, students made their comments constricted. UNESCO stresses that inclusive education requires educational systems to ensure participation, belonging, and dignity for all learners. The report highlights that inclusion is not limited to access but involves emotional safety, equitable engagement, and meaningful learning experiences. Sustainable inclusive practices must be embedded in everyday classroom interaction rather than

implemented as isolated reforms [3, 174–176].

The experiment was conducted in the context of regular language learning. Nothing was staged, nothing was simulated; inclusive learning methods were gradually introduced to give students time to adapt to the new methods at their own pace.

Individual performance was replaced by group work. Discussing mistakes involved the group. Keeping quiet was no longer judged a failure. This affected the classroom in several small but important ways. International education frameworks stress that inclusive learning environments should be long-term rather than episodic in nature, and our observations verified this.

The OECD analysis connects educational quality with equity, arguing that systems that support diverse learners tend to demonstrate stronger long-term outcomes. The report underscores that psychological engagement, access to support, and fairness in learning opportunities are essential conditions for improving overall performance and reducing disparities [4, 177–180].

Results and Discussion

As the weeks went by, the effects became apparent. Slowly but unevenly, the quality of participation was beginning to shift for the group as a whole. Students who hadn't been contributing were now making short comments. Some were as short as five words. That was enough.

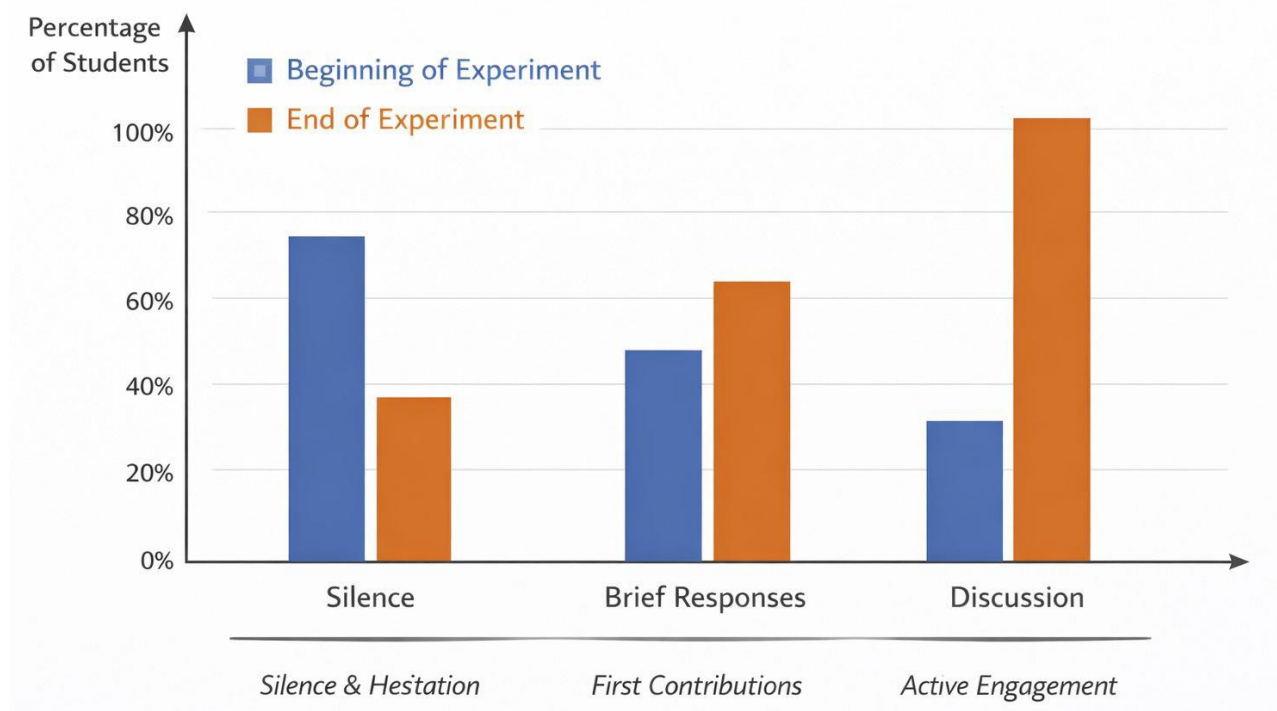


Figure - 2. Student participation preferences at different stages of the experiment.

The figure depicts a comparative picture of student preferences observed for different types of student participation at the initial and final stages of the experiment. At the beginning, all students presented clear preferences for passive or written forms of participation; verbal forms of student representation remained low. Observing this, it was noted that group interaction was considered a risky situation for many students at the beginning of this experiment. At the final stage, there was an increase in preference shifts towards more active forms of student representation. It should be noted that this was not observed simultaneously within a group, and this represents a gradual increase in student confidence related to joint classroom interaction.

We noticed that the motivation occurred after the participation and not prior to it. The students

participated and then became more confident, and then they began to make comments. Not the opposite.

Ryan and Deci outline self-determination theory, explaining that intrinsic motivation is strengthened when learners experience autonomy, competence, and relatedness. They argue that external pressure may produce compliance but not deep engagement. Educational environments that nurture psychological needs foster sustained effort and meaningful learning [5, 54–67].

Feedback was also important. When it was received as dialogue, students responded; when it was received as evaluation, they did not. These effects mirror those found in intrinsic motivation and autonomy support research.

Inclusive pedagogies changed significantly the way students viewed an error. An error was part of a dialogue. Not a verdict. The difference is big. Researches on inclusive education stressed the political and emotional significance of participation. Participation is an act of trust in our classroom setting.

Slee critiques traditional educational structures that subtly marginalize difference. He argues that inclusion is both a pedagogical and political process, requiring educators to confront systemic inequalities and psychological exclusion. Participation, he suggests, is shaped by power relations within classrooms and institutions [6, 895–907].

Discussion

The experiment verified that inclusive pedagogical strategies are indeed effective via a cumulative process, as no single intervention was ever enough on its own to catalyze a change in participation; repetition and attention had to occur first.

These findings are consistent with the study on visible learning, which stressed the concept that involvement is promoted by the feeling of being seen as opposed to being measured. Hattie discusses the importance of feedback, teacher clarity, and visible progress in promoting student achievement. He notes that students learn most effectively when they understand learning intentions and feel confident in their capacity to improve. Trust and relational transparency between teacher and learner are identified as critical conditions for engagement [7, 377–378].

Some students answered immediately. Some students needed time. Silence in this context was a measure of preparation. Being flexible with these differences was crucial.

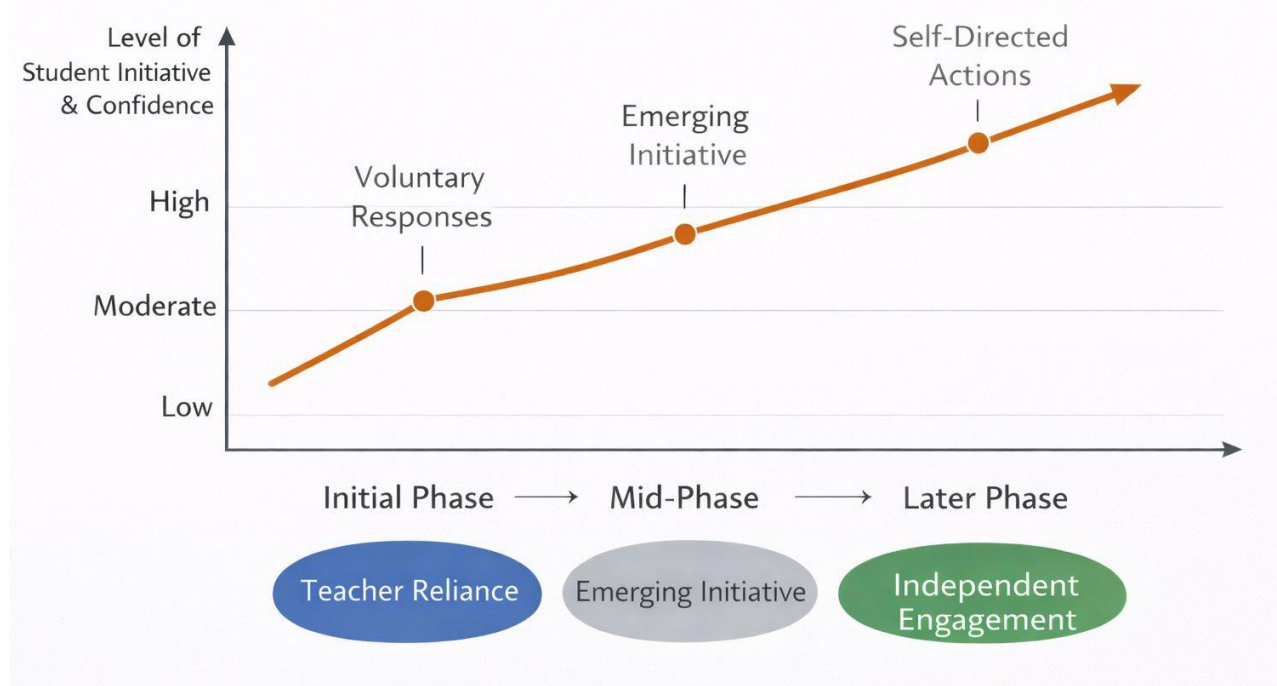


Figure- 3. Growth of student confidence and initiative across experimental phases.

The figure illustrates emergence of student confidence and initiative through successive phases of the experiment. I felt that in the beginning, most students would not do anything without dependence on teacher guidance; whereas in the due course of time, when inclusive pedagogical practice was sustained, we had more voluntary responses, peer interaction, and engagement initiated by themselves. Needless to say, it was not a linear development. Some students rapidly developed this, while others took longer. Fig. 3 shows this uneven but sure development - that is, confidence emerged through iterative participation rather than direct instructional pressure.

There was also the application and use of differentiated instruction principles. One was that it did not necessarily have to be achieved in the same way for everyone. This was due to the fact that inclusion was not about uniformity; it was about being responsive to. Meanwhile, there were limitations. There were fatigue, assessment pressure, and other factors that affected motivation. While inclusive pedagogy lessened these limitations, it did not eradicate them entirely.

Tomlinson explains that differentiation does not mean lowering expectations but adjusting pathways to learning. Effective differentiation responds to student readiness, interests, and learning profiles while maintaining shared learning goals. Inclusive differentiation promotes participation without isolating students [8, 285–286].

Conclusion

The pedagogical experiment is performed with the students of the 1st year of studying, FI-24-3k5 group, and it proves that an inclusive pedagogical approach influences the motivation and participation of students considerably.

When students felt respected, they spoke. When they felt safe, they experimented. When pressure decreased, motivation increased. I saw this not in numbers but in posture, in pauses, in tone.

Inclusive pedagogy functioned not as a method, but as a relation. It reshaped classroom culture and learner identity. Classrooms of higher education are not neutral territories; they are emotive ecologies. It is the recognition of this very fact that will allow for meaningful participation to take

place in the first instance. What was most important was not innovation.

**Referens liste:
sources and bibliographic review**

1. Florian L., Black-Hawkins K. Exploring inclusive pedagogy (Исследование инклюзивной педагогики). British Educational Research Journal, 2011, Vol. 37, No. 5, P. 813-828.
2. Creswell J.W. Qualitative inquiry and research design. (Качественные методы исследования и дизайн) Thousand Oaks: Sage Publications, 2013, P. 447-448.
3. UNESCO. Inclusion and education: All means all (Инклюзия и образование: образование для всех). Paris: UNESCO Publishing, 2020, P. 174-176.
4. OECD. Equity and quality in education (Равенство и качество в образовании). Paris: OECD Publishing, 2012, P. 177-180.
5. Ryan R.M., Deci E.L. Intrinsic and extrinsic motivations in education (Внутренняя и внешняя мотивация в образовании) Contemporary Educational Psychology, 2000, Vol. 25, No. 1, P. 54–67.
6. Slee R. Inclusive education and the politics of difference (Инклюзивное образование и политика различий). International Journal of Inclusive Education, 2013, Vol. 17, No. 9, P. 895–907.
7. HattieJ. Visiblelearning (Видимое обучение). London: Routledge, 2009, P. 377- 378.
8. Tomlinson C.A. Differentiated instruction in academically diverse classrooms (Дифференцированное обучение в условиях академической разнородности обучающихся). Alexandria: ASCD, 2017, P. 285-286.

Information about the author responsible for the correspondence (place of work, phone number, e-mail) **Ильасова К.В.** - Senior lecturer, M.Auezov SKRU. Shymkent, Kazakhstan, *e-mail* anar.ilyasova.74@mail.ru