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CONTENT / СОДЕРЖАНИЕ

SECTION 1: THEORY AND HISTORY OF PEDAGOGY	10
РАЗДЕЛ 1: ТЕОРИЯ И ИСТОРИЯ ПЕДАГОГИКИ	10
<i>Bermus Aleksandr</i> ЭКЗИСТЕНЦИАЛЬНО-ФЕНОМЕНОЛОГИЧЕСКИЙ ПОДХОД К ТРАНСФОРМАЦИИ СОДЕРЖАНИЯ ОБРАЗОВАНИЯ НА ОСНОВЕ АКТУАЛИЗАЦИИ НАУЧНОГО НАСЛЕДИЯ: КЕЙС О.М.ТУТУНДЖЯНА	10
SECTION 2: TEACHING AND UPBRINGING	29
РАЗДЕЛ 2: ОБУЧЕНИЕ И ВОСПИТАНИЕ	29
<i>Baghdasaryan Lilit, Hovhannisyan Nare</i> EXPERIENTIAL LEARNING AS A MEANS OF IMPROVING THE QUALITY OF EDUCATION	29
<i>Plachynda Tetiana, Dovga Tetiana</i> THE USE OF INTERACTIVE TECHNOLOGIES IN THE CONTEXT OF HIGH-QUALITY TRAINING OF FUTURE SPECIALISTS IN HIGHER EDUCATION INSTITUTIONS	44
SECTION 3: TEACHING METHODICS	58
РАЗДЕЛ 3: МЕТОДИКА ПРЕПОДАВАНИЯ	58
<i>Asatryan Varduhi, Sargsyan Anzhela</i> METHODS OF SUMMARIZING CHESS TOPICS IN PRIMARY SCHOOL	58
<i>Karapetyan Svetlana</i> METHODOLOGICAL PECULIARITIES OF TEACHING IELTS TO SECOND LANGUAGE LEARNERS	76
<i>Marabyan Luiza, Petrosyan Alina</i> INTEGRATING THE METACOGNITIVE FUNNEL AND STRATEGIC ANNOTATION TO ENHANCE ACADEMIC READING IN HIGHER EDUCATION	88
SECTION 4: MANAGEMENT OF HIGHER EDUCATION	102
РАЗДЕЛ 4: УПРАВЛЕНИЕ ВЫСШИМ ОБРАЗОВАНИЕМ	102
<i>Narutyunyan Nazik, Abajyan Khachik</i> THE ISSUE OF UNIVERSITY-LABOR MARKET COOPERATION IN THE HIGHER EDUCATION SYSTEM OF THE REPUBLIC OF ARMENIA	102
SECTION 5: COMPARATIVE PEDAGOGY	115
РАЗДЕЛ 5: СРАВНИТЕЛЬНАЯ ПЕДАГОГИКА	115
<i>Avetisyan Meri</i> СРАВНИТЕЛЬНЫЙ АНАЛИЗ ПРОФЕССИОНАЛЬНЫХ ОСОБЕННОСТЕЙ УЧИТЕЛЕЙ- ЛИДЕРОВ В ОБРАЗОВАТЕЛЬНЫХ СИСТЕМАХ АРМЕНИИ И ФРАНЦИИ.....	115
SECTION 6: EDUCATION AND ARTIFICIAL INTELLIGENCE	129
РАЗДЕЛ 6: ОБРАЗОВАНИЕ И ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ	129
<i>Cardim Sofia, Fernandes Ana Maia</i> ARTIFICIAL INTELLIGENCE IN INCLUSIVE EDUCATION: A BIBLIOMETRIC ANALYSIS OF TRENDS, OPPORTUNITIES AND ETHICAL CHALLENGES	129

Mikeladze Tamar

A STUDY OF CHATGPT AS AN ASSISTANT FOR PRE-SERVICE TEACHERS' REFLECTIVE WRITING.....	141
--	-----

SECTION 7: FAMILY UPBRINGING AND PSYCHOLOGY 157

РАЗДЕЛ 7: СЕМЕЙНОЕ ВОСПИТАНИЕ И ПСИХОЛОГИЯ 157

Казарян Лусине

РОЛЬ ИНТЕРНЕТ-ЗАВИСИМОСТИ В ТРАНСФОРМАЦИИ СИСТЕМЫ СЕМЕЙНОЙ КОММУНИКАЦИИ.....	157
--	-----

SECTION 8: DIGITAL PEDAGOGY 169

РАЗДЕЛ 8: ЦИФРОВАЯ ПЕДАГОГИКА 169

Казарян Аревик

ВЛИЯНИЕ ЦИФРОВЫХ УЧЕБНЫХ МАТЕРИАЛОВ НА ВНИМАНИЕ УЧАЩИХСЯ: НЕЙРОДИДАКТИЧЕСКИЙ АНАЛИЗ	169
---	-----

SECTION 9: PEDAGOGICAL PSYCHOLOGY 182

РАЗДЕЛ 9: ПЕДАГОГИЧЕСКАЯ ПСИХОЛОГИЯ 182

Мирзоян Вананэ

ИССЛЕДОВАНИЕ ВЗАИМОСВЯЗИ СУБЪЕКТИВНОГО БЛАГОПОЛУЧИЯ, МОТИВАЦИИ ДОСТИЖЕНИЯ УСПЕХА И АКАДЕМИЧЕСКОЙ УСПЕВАЕМОСТИ У СТУДЕНТОВ.....	182
--	-----

SECTION 6: EDUCATION AND ARTIFICIAL INTELLIGENCE РАЗДЕЛ 6: ОБРАЗОВАНИЕ И ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ

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ARTIFICIAL INTELLIGENCE IN INCLUSIVE EDUCATION: A BIBLIOMETRIC ANALYSIS OF TRENDS, OPPORTUNITIES AND ETHICAL CHALLENGES

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Abstract

This study explores the multifaceted role of artificial intelligence (AI) in inclusive education, focusing on identifying global research trends, thematic structures, and emerging technological challenges. As AI tools and generative algorithms become increasingly embedded within contemporary educational contexts, a comprehensive understanding of their implications for classroom inclusion, accessibility, and systemic equity has become essential for sustainable development. The study adopts a rigorous bibliometric research design, analyzing 426 peer-reviewed documents indexed in the Scopus database to systematically map the field's intellectual and conceptual architecture over time. Utilizing VOSviewer for advanced keyword co-occurrence and network density visualization analysis, the research delineates five dominant thematic clusters: AI computational frameworks, adaptive pedagogical practices, learner diversity in special education, system accessibility and digital equity, and educational technology infrastructure. The empirical findings reveal a significant, accelerated convergence between technological innovation and inclusive pedagogy, specifically within personalized learning paradigms and assistive interface design. However, the synthesized literature concurrently underscores severe ethical anxieties, notably algorithmic bias, data privacy vulnerabilities, and the reinforcement of the digital divide. The study contributes to academic literature by providing a theoretically grounded, structured mapping of current scholarship and establishing distinct future research directions. It offers critical, evidence-based insights for educators and policymakers aiming to responsibly leverage AI to foster truly equitable, responsive, and transformative learning environments.

Keywords: *artificial intelligence, inclusive education, accessibility, educational equity, personalized learning, assistive technologies, bibliometric analysis*

Introduction

Artificial Intelligence in Contemporary Education

Artificial intelligence has become one of the most visible drivers of change in contemporary education (Bozkurt et al., 2021). Its growing presence in digital platforms,

adaptive systems, automated feedback tools and data-informed learning environments has reshaped debates about teaching, learning and educational innovation (Holmes et al., 2019). In recent years, AI has moved from being treated as a specialist technological topic to becoming a broader educational concern (Bozkurt et al., 2021), affecting curriculum design, assessment practices, learner support and institutional decision-making. This shift has been reinforced by the rapid expansion of intelligent systems capable of personalising content, supporting prediction and automating selected educational processes (Luckin et al., 2016).

The educational relevance of AI lies in its technical sophistication and in its capacity to influence how learning is organised and experienced (Ouyang & Jiao, 2021). Recent literature has shown that AI-based systems can support personalised instruction, identify patterns in learner performance and provide new forms of feedback and interaction (Chen et al., 2020; Holmes et al., 2019). At the same time, this expansion has raised questions about the pedagogical assumptions embedded in these systems, as well as the extent to which technological efficiency is being prioritised over educational judgment, relational teaching and learner diversity (Selwyn, 2019; Zawacki-Richter et al., 2019). For this reason, AI in education should not be viewed solely as a technical development, but as part of a wider transformation in educational thought and practice (Holmes & Tuomi, 2022; Ouyang & Jiao, 2021).

Inclusive education has become a central principle in international educational policy and research, particularly in efforts to ensure equity, participation, and access for all learners (Ainscow, 2020). Rather than being limited to special education or disability-related provision, inclusive education is now widely understood as a broader commitment to recognising learner diversity and reducing barriers to participation and achievement, a perspective rooted in international frameworks such as the Salamanca Statement (UNESCO, 1994; Ainscow & César, 2006). This perspective emphasises that educational systems should adapt to learners, rather than expecting learners to conform to rigid institutional norms (Ainscow & César, 2006; Norwich, 2014).

From this standpoint, inclusion is both a pedagogical and an ethical project, requiring educational systems to address barriers to participation and promote equity for all learners (Ainscow, 2020). It concerns the design of learning environments in which students with different abilities, social backgrounds, languages and learning profiles can participate meaningfully (Florian, 2014; Florian & Black-Hawkins, 2011). It also requires attention to justice, representation and the structural conditions that produce exclusion, in line with broader international debates on the future of inclusive education (Ainscow & César, 2006; Norwich, 2014; Sharma et al., 2016). The literature consistently shows that inclusive education depends on access to schooling, the quality of participation within educational settings, the flexibility of pedagogical practices, and the responsiveness of institutions to diversity (Florian, 2014; Florian & Black-Hawkins, 2011; Sharma et al., 2016). As such, inclusion is closely connected to questions of accessibility, universal design, learner support and educational equity (Rose & Meyer, 2002; CAST, 2024).

The Intersection of Artificial Intelligence and Inclusive Education

The intersection between artificial intelligence and inclusive education is an increasingly important area of research because it brings together two agendas that are often discussed separately: technological innovation and educational justice. At the outset, AI offers significant opportunities to support inclusion (Luckin et al., 2016). Intelligent systems can facilitate adaptive learning, provide multimodal access to information, support assistive

communication, and respond more flexibly to different learner needs (Chen et al., 2020; Luckin et al., 2016). Such developments have encouraged researchers and policymakers to consider AI as a potentially valuable resource for creating more accessible and responsive educational environments.

Alternatively, this same intersection raises several tensions (Celik et al., 2022). Technologies that are presented as inclusive may reproduce exclusion if they are based on biased datasets, inaccessible interfaces or narrow assumptions about learning and ability. Similarly, the benefits of AI are unevenly distributed across institutions that differ in infrastructure, teacher preparedness, and digital access (Celik et al., 2022; OECD, 2023; OECD, 2025). The literature therefore suggests that the relationship between AI and inclusion is not inherently positive; rather, it depends on how technologies are designed, implemented and evaluated in practice. This makes it necessary to examine what AI can do, who it serves, under what conditions, and with what consequences.

The growing use of AI in education has raised concerns about ethics, governance and fairness (European Commission, 2022; UNESCO, 2023). Scholars have pointed to risks associated with algorithmic bias, data privacy, opacity of automated systems and the possibility that AI may reinforce rather than reduce existing inequalities (Celik et al., 2022; European Commission, 2022; OECD, 2025; UNESCO, 2023). These concerns are especially significant in inclusive education, where the stakes are particularly high. When AI is used to classify, monitor or guide learners, the assumptions built into these systems may affect students who are already at risk of marginalisation. For this reason, recent debates increasingly emphasise the need for a human-centred and equity-oriented approach to AI in education (European Commission, 2022; OECD, 2023; UNESCO, 2023). Such an approach requires more than technical improvement. It calls for pedagogical reflection, ethical oversight and attention to institutional context (Celik, 2023). Teachers remain central in this process, not as passive users of technology, but as mediators who interpret, adapt, and critically evaluate digital tools in relation to learners' needs (Celik, 2023; Zawacki-Richter et al., 2019). A critical perspective is therefore essential if AI is to contribute meaningfully to inclusive education rather than simply extending existing patterns of stratification under the language of innovation (Selwyn, 2019).

Research Gap and Study Justification

Although the literature on artificial intelligence in education has expanded rapidly, international organisations have also highlighted the need to better understand its implications for equity and inclusion in education (Miao et al., 2021). Existing studies tend to focus either on technological applications or on broader discussions of inclusion, with fewer attempts to map how these strands connect across the research landscape, despite recent efforts to synthesise the broader field of artificial intelligence in education and to define future research agendas (Mustafa et al., 2024). This study responds to that gap by offering a bibliometric analysis of research on artificial intelligence in inclusive education. Rather than examining one specific tool or intervention, it aims to provide a structured overview of the field as a whole. In doing so, it seeks to identify the main research trends, thematic clusters and emerging issues that shape current scholarship at this intersection.

The present study was guided by a central research question that informed both the methodological design and the analytical framework. The question aims to explore the development and structure of the research field at the intersection of artificial intelligence and inclusive education: What are the main research trends, thematic areas and emerging issues in

the field of artificial intelligence in inclusive education? To address this question, the study was structured around the following specific objectives:

- to identify the main research trends in the field over time;
- to map the dominant thematic clusters through bibliometric analysis;
- to examine the pedagogical opportunities associated with the use of artificial intelligence in inclusive education;
- (iv) to analyse the ethical, social and educational risks highlighted in the literature.

Methodology

Research Design

This study employed a bibliometric research design, supported by a qualitative thematic reading of the literature, to examine the development of scholarship on artificial intelligence in inclusive education. This approach was considered suitable because it allows the identification of publication patterns, conceptual connections, and thematic concentrations within a defined body of research. At the same time, the thematic reading enabled the identification and the interpretation of the educational significance of the clusters identified through the bibliometric mapping. The study was guided by the following research question: “What are the main research trends, thematic areas and emerging issues in the field of artificial intelligence in inclusive education?” In line with this question, the study sought to identify the main publication trends in the field, map the dominant thematic clusters, examine the pedagogical opportunities associated with the use of artificial intelligence in inclusive education, and analyse the ethical, social and educational risks highlighted in the literature.

Data Source, Search Strategy, and Selection Criteria

The data used in this study were obtained from the Scopus database. The search was conducted in Scopus in March 2026, and the dataset included all records indexed up to that date. No temporal restrictions were applied, and all publications available in the database were considered. Scopus was selected because of its broad international coverage of peer-reviewed academic publications and its frequent use in bibliometric studies across the social sciences and education. Its indexing structure also makes it particularly suitable for keyword-based mapping and trend analysis. The search focused on the intersection between artificial intelligence and inclusive education and used the following search string: TITLE-ABS-KEY (“artificial intelligence” OR “AI”) AND TITLE-ABS-KEY (“inclusive education”). The search was limited to documents published in English. After screening for relevance and applying the inclusion and exclusion criteria, a final dataset of 426 documents was retained for analysis.

The selection of documents followed clear inclusion criteria. Only publications indexed in Scopus and written in English were considered. The search was restricted to documents explicitly addressing artificial intelligence and inclusive education in the title, abstract, or keywords. This ensured that the dataset remained focused on the conceptual intersection that defined the study's scope. Documents were excluded if they addressed artificial intelligence solely in technical or computational terms, lacked a clear educational focus, or examined education more broadly without a specific connection to inclusive education. This process ensured the analytical coherence of the dataset and reduced the inclusion of marginally relevant records.

As shown in Figure 1, the network is organised into five thematic clusters that capture the field's main conceptual structures. In addition to identifying clusters, the network visualisation reveals the relative centrality and connectivity of key concepts within the field. Terms such as “artificial intelligence” and “inclusive education” occupy central positions in the network, indicating their role as core nodes that connect multiple thematic areas. The density of links between clusters suggests a high level of conceptual integration, particularly among the technological, pedagogical, and inclusion-related dimensions. At the same time, peripheral nodes indicate more specialised or emerging topics, reflecting the ongoing diversification of research in this area. The visual proximity between clusters further indicates that research on artificial intelligence in inclusive education is not fragmented but rather characterised by overlapping areas of inquiry that reflect the field's interdisciplinary nature.

For greater clarity, these clusters are synthesised in Figure 2, which highlights their thematic composition and relative positioning. The following sections examine each cluster in detail, discussing its key concepts and implications for research on artificial intelligence in inclusive education.

<p>Cluster 1: Artificial Intelligence Technologies and Computational Approaches</p>	<p>Cluster 2: Pedagogy, Teaching and Learning Contexts</p>
<p>The first cluster brings together terms associated with the technological foundations of artificial intelligence. Concepts such as machine learning, deep learning, natural language processing and computer vision appear frequently, indicating a strong focus on the development and application of AI-driven tools. Rather than being purely theoretical, this body of work reflects an ongoing effort to translate computational advances into educational settings. It highlights how technological innovation continues to shape the possibilities for data-driven, automated support in learning environments.</p>	<p>The second cluster reflects the pedagogical dimension of the field, examining the integration of artificial intelligence into teaching practices and learning processes. Terms such as teaching, students, learning environments and personalised learning suggest a concern with how AI can be meaningfully embedded in educational contexts. The literature within this cluster tends to explore how technology interacts with instructional design, classroom dynamics and student engagement, pointing to a gradual shift towards more adaptive and learner-centred approaches.</p>
<p>Cluster 3: Special Education and Learner Diversity</p>	<p>Cluster 4: Accessibility, Equity and Inclusive Design</p>
<p>The third cluster is closely aligned with the core principles of inclusive education, focusing on learners with diverse needs. The presence of terms such as special education, disabilities, autism and special needs indicates a strong research interest in how artificial intelligence can support students who require additional or differentiated forms of learning. This cluster highlights a growing recognition that technological solutions must be responsive to individual differences, particularly in contexts where traditional educational approaches may not be sufficient.</p>	<p>The fourth cluster is oriented towards broader concerns of accessibility and educational equity. Concepts such as universal design, accessibility, equity and digital divide point to an ongoing discussion about fairness and inclusion in technologically mediated education (Rose & Meyer, 2002; CAST, 2024). The literature in this area tends to emphasise the importance of designing systems that are functional and accessible to all learners, regardless of their socio-economic background or abilities. It reflects an awareness that technological innovation, if not carefully implemented, can reinforce existing inequalities rather than reduce them.</p>

Cluster 5: Educational Technology and Learning Systems

The fifth cluster focuses on the practical implementation of artificial intelligence through educational technologies and digital learning systems. Terms such as e-learning, adaptive learning, learning analytics, and computer-aided instruction suggest an applied perspective, in which AI is embedded in tools and platforms used in everyday educational practice. This cluster captures the operational side of the field, showing how technological systems are being developed and refined to support teaching, monitor learning progress and personalise educational experiences.

Figure 2

Thematic Clusters Identified in the Keyword Co-occurrence Analysis

In addition to the network visualisation, a density map was generated to illustrate the relative concentration of research themes within the field (see Figure 3).

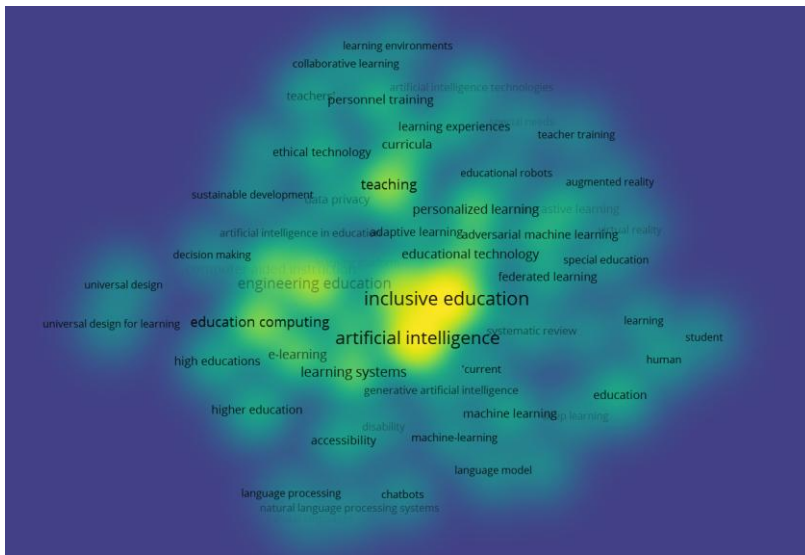


Figure 3

Density Visualisation of Keyword Co-occurrence in Artificial Intelligence and Inclusive Education.

As shown in Figure 3, the highest-density areas are centred on the terms 'artificial intelligence' and 'inclusive education', indicating their central role in the research landscape. Surrounding these core concepts, several moderately dense areas can be observed, reflecting established research domains such as teaching, learning systems and educational technology. Less dense regions appear at the periphery, suggesting emerging or more specialised themes within the field. These patterns also suggest that research in this field is structured around a strong conceptual core, with artificial intelligence and inclusive education acting as anchoring themes that organise surrounding areas of inquiry. The density gradient further indicates varying levels of maturity across topics, with well-established domains such as educational technology and teaching practices showing greater consolidation, while emerging areas remain more diffuse and less interconnected. This distribution reflects an evolving research landscape in which new themes are progressively integrated into the field, reinforcing its dynamic and interdisciplinary character. In this sense, the density visualisation not only maps the distribution of research themes but also provides insight into the field's evolving structure and direction.

Discussion

The findings of this study provide a structured overview of the research landscape at the intersection of artificial intelligence and inclusive education, revealing a field that is both rapidly expanding and conceptually interconnected (Holmes & Tuomi, 2022). The identification of five thematic clusters highlights the multidimensional nature of the topic, in which technological innovation, pedagogical practices, and inclusion-oriented approaches are closely intertwined.

One of the most significant findings concerns the central role of artificial intelligence as both a technological driver and an educational enabler. The prominence of terms such as machine learning, deep learning and natural language processing reflects the increasing reliance on advanced computational techniques to support educational processes. At the same time, the strong co-occurrence of these terms with concepts such as inclusive education and accessibility suggests that the field is moving beyond purely technical applications towards more socially oriented objectives.

The pedagogical dimension identified in the second cluster reinforces this interpretation. The presence of terms related to teaching, learning environments and personalised learning indicates that artificial intelligence is increasingly being integrated into instructional design and classroom practice, while also highlighting the need to foreground educators and pedagogical judgment in research and implementation (Zawacki-Richter et al., 2019; Florian & Black-Hawkins, 2011).

The third and fourth clusters, focusing on learner diversity and accessibility, further highlight the relevance of artificial intelligence for inclusive education. The concentration of terms such as disabilities, special education, universal design and equity suggests that a significant portion of the literature is concerned with addressing the needs of students who have traditionally been underserved by standardised educational approaches (Florian, 2014; Norwich, 2014). These findings resonate with international policy frameworks, particularly those promoted by UNESCO, which advocate for inclusive and equitable quality education as a fundamental goal of contemporary education systems (Miao et al., 2021).

However, the results also point to important challenges and tensions within the field. While artificial intelligence offers clear opportunities for personalisation and accessibility, it also raises concerns about fairness, bias, and digital inequality. The presence of terms such as data privacy and ethical technology indicates an emerging awareness of these issues. This is particularly relevant in inclusive education contexts, where the use of data-driven systems may unintentionally reinforce existing inequalities if not carefully designed and implemented.

Another relevant aspect concerns the role of educational technology as an intermediary between artificial intelligence and pedagogical practice. The fifth cluster, which includes terms such as e-learning, learning systems and learning analytics, suggests that the practical application of AI is largely mediated through digital platforms and tools. This highlights the importance of considering the capabilities of AI technologies, and the contexts in which they are deployed, including institutional infrastructures, teacher competencies and access to digital resources.

Taken together, these findings suggest that the field is evolving towards a more integrated perspective, where artificial intelligence is understood as a set of technological solutions within a broader ecosystem of educational innovation (Holmes & Tuomi, 2022; Ouyang & Jiao, 2021). This perspective requires a shift from a purely technical focus to a more holistic approach that considers pedagogical, social and ethical dimensions.

From a practical standpoint, the results have important implications for educators and policymakers, particularly regarding the responsible and equitable integration of artificial intelligence into education systems (Miao et al., 2021; OECD, 2023). The integration of artificial intelligence in inclusive education requires careful consideration of how technologies are designed, implemented and evaluated. Teachers play a central role in this process, serving as mediators between technological systems and learners. Therefore, professional development and digital competence become critical factors in ensuring that AI is used in ways that support, rather than hinder, inclusive practices (Celik, 2023).

From a practical standpoint, these findings highlight the need for a responsible, equity-oriented integration of artificial intelligence into inclusive education. Teachers and institutions play a central role in mediating the use of AI-based tools, underscoring the importance of professional development, inclusive design practices, and policy frameworks that prioritise accessibility, participation, and fairness.

Conclusions, Limitations and Future Research Directions

This study examined the development of research on artificial intelligence in inclusive education using a bibliometric approach. By analysing 426 publications indexed in the Scopus database, the study identified key trends, thematic structures and emerging areas within the field. In response to the research question, the study shows that the field of artificial intelligence in inclusive education is characterised by growing scientific interest, a structured yet evolving thematic architecture, and a persistent tension between technological opportunity and ethical responsibility. More specifically, the analysis identified major research trends over time, mapped five dominant thematic clusters, highlighted the pedagogical potential of AI for accessibility and personalised learning, and underscored the ethical and social risks associated with bias, privacy and digital inequality.

The findings demonstrate that research on artificial intelligence in inclusive education is characterised by a strong interconnection between technological innovation, pedagogical practices and inclusion-oriented approaches. The identification of five thematic clusters highlights the multidimensional nature of the field, where issues of accessibility, learner diversity and educational equity are increasingly central. The prominence of accessibility, learner diversity and educational equity in the results is consistent with broader understandings of inclusion as a process of reducing exclusion and promoting participation for all learners (Ainscow, 2020). At the same time, the study reveals that the integration of artificial intelligence in education is accompanied by significant challenges, particularly in relation to ethical concerns such as bias, data privacy and digital inequality (OECD, 2025). These findings underscore the importance of adopting a critical, balanced approach to AI use in educational contexts (Selwyn, 2019).

This study contributes to the field by offering a structured bibliometric mapping of the intersection between artificial intelligence and inclusive education, clarifying its thematic architecture and highlighting key ethical and pedagogical tensions for future research. From a practical perspective, the results suggest that the effective use of artificial intelligence in inclusive education depends not only on technological development but also on educators' and institutions' capacity to integrate these tools in meaningful and equitable ways. This reinforces the need for teacher training, inclusive design practices and policy frameworks that prioritise equity and accessibility (OECD, 2023). Overall, this study contributes to a better understanding of a rapidly evolving field and provides a foundation for future research, in

line with recent calls for more coherent and forward-looking research agendas in artificial intelligence in education (Mustafa et al., 2024).

From a methodological perspective, this study presents certain limitations. The analysis was based on a single database (Scopus) and focused exclusively on the school context. While these choices were deliberate to avoid bias from literature on higher education or corporate training, they may have excluded relevant inclusive practices emerging in informal learning environments or in local publications not written in English.

Further studies are encouraged to explore the empirical impact of AI-based interventions in inclusive settings and to examine how technological innovation can be aligned with the principles of inclusive and equitable education.

**ԱՐՇԵՍՏԱԿԱՆ ԲԱՆԱԿԱՆՈՒԹՅՈՒՆԸ ՆԵՐԱՌԱԿԱՆ ԿՐԹՈՒԹՅԱՆ ՄԵՋ.
ՄԻՏՈՒՄՆԵՐԻ, ՀՆԱՐԱՎՈՐՈՒԹՅՈՒՆՆԵՐԻ ՈՒ ԲԱՐՈՅԱԳԻՏԱԿԱՆ
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Ամփոփագիր

Սույն հետազոտությունն ուսումնասիրում է արհեստական բանականության (ԱԲ) բազմակողմանի դերը ներառական կրթության մեջ՝ կենտրոնանալով համաշխարհային հետազոտական միտումների, թեմատիկ կառուցվածքների ու ի հայտ եկող տեխնոլոգիական մարտահրավերների բացահայտման վրա: Քանի որ ԱԲ գործիքներն ու սերող ալգորիթմները գնալով ավելի են արմատավորվում ժամանակակից կրթական համատեքստերում, դասարանային ներառման, մատչելիության ու համակարգային արդարության վրա դրանց ազդեցության համապարփակ ըմբռնումը դարձել է կայուն զարգացման էական նախապայման: Ուսումնասիրությունը կիրառում է խիստ մատենաչափական հետազոտական ձևաչափ՝ վերլուծելով SCOPUS տվյալների բազայում ցուցագրված 426 գրախոսվող փաստաթուղթ՝ ժամանակի ընթացքում ոլորտի իմացական ու հայեցակարգային ճարտարապետությունը համակարգված կերպով քարտեզագրելու նպատակով: Կիրառելով VOSviewer ծրագիրը հիմնաբառերի համատեղ հանդիպման ու ցանցային խտության տեսողականացման առաջադեմ վերլուծության համար՝ հետազոտությունն առանձնացնում է հինգ գերակա թեմատիկ խումբ՝ ԱԲ հաշվողական շրջանակներ, հարմարվողական ման-

կավարժական գործելակերպեր, սովորողների բազմազանությունը հատուկ մանկավարժության մեջ, համակարգերի մատչելիություն ու թվային արդարություն, ինչպես նաև կրթական տեխնոլոգիական ենթակառուցվածքներ: Փորձառական արդյունքները բացահայտում են տեխնոլոգիական նորարարության ու ներառական մանկավարժության միջև զգալի, արագացված համադրում, մասնավորապես՝ անհատականացված ուսուցման հարացույցներում ու օժանդակ միջոցների նախագծման մեջ: Այնուամենայնիվ, համադրված գրականությունը միաժամանակ ընդգծում է լուրջ բարոյագիտական մտահոգություններ, մասնավորապես՝ ալգորիթմային կողմնակալությունը, տվյալների գաղտնիության խոցելիությունն ու թվային անհավասարության խորացումը: Ուսումնասիրությունը նպաստում է ակադեմիական գրականության զարգացմանը՝ տրամադրելով առկա գիտական աշխատանքների տեսականորեն հիմնավորված, կառուցակարգված քարտեզագրում ու սահմանելով ապագա հետազոտությունների հստակ ուղղություններ: Այն առաջարկում է կարևոր, ապացուցահեն պատկերացումներ մանկավարժների և քաղաքականություն մշակողների համար, որոնք նպատակ ունեն պատասխանատու կերպով օգտագործելու ԱԲ-ն իսկապես արդար, արձագանքող և փոխակերպող ուսումնական միջավայրեր ձևավորելու համար:

Հիմնաբառեր՝ արհեստական բանականություն, ներառական կրթություն, մատչելիություն, կրթական արդարություն, անհատականացված ուսուցում, օժանդակ տեխնոլոգիաներ, մատենաչափական վերլուծություն:

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*On the cover of the journal is a portrait of Mesrop Mashtots
(Author: Stepanos Nersisyan).*

*На обложке журнала изображен портрет Месропа Маштоца
(Автор – Степанос Нерсисян).*

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As a university press and not-for-profit publisher, we are committed to the advancement of open research, exploring and innovating new models that will ensure sustainability and quality while maximizing the benefits that openness can offer.

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Об Издательстве Ереванского государственного университета

Издательство Ереванского государственного университета тесно сотрудничает с академическим сообществом с целью публикации высококачественных научных журналов, монографий и учебников, а также оказывает услуги по поддержке преподавания и исследовательской деятельности. Наша главная миссия — сделать научные труды армянского исследовательского сообщества международными, открытыми, доступными и прозрачными.

Наши публикации включают цифровой, печатный и открытый контент в области гуманитарных, социальных, естественных и технических наук. Тесно взаимодействуя с авторами, мы распространяем передовые академические материалы как на региональном, так и на мировом уровне.

Опубликуйте свой журнал или книгу в Издательстве Ереванского государственного университета, и вы присоединитесь к научному сообществу выдающихся авторов, чьи труды помогли сформировать и развить образование в регионе и во всем мире.

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Услуги для авторов

Чтобы продолжать публиковать работы лучших местных, региональных и международных исследователей, нам важно поддерживать авторов на этапе подготовки их трудов к печати в наших журналах. Помогая будущим авторам подготовиться к подаче материалов и достичь своих публикационных целей, мы предлагаем спектр высококачественных услуг по подготовке рукописей, включая языковую редактуру и создание видеоаннотаций.

Директором Издательства Ереванского государственного университета является доктор филологических наук Карен Григорян.

