



INCLUSIVE TEACHING AS A NEW SPHERE IN EDUCATION

Ezozkhon Adhamovna

Abstract: *Inclusive teaching often referred to as equitable or equality-focused teaching, is a method in which educators create a learning environment where all students - regardless of ethnicity, disabilities, gender, sexual orientation, and background - have equal opportunities to succeed. All students must receive equal treatment and respect. Students must also be afforded every opportunity to reach their full potential. Educators must identify blockers, barriers, or boundaries preventing students from partaking, completing assignments, and learning. In order to organize the teaching process effectively, several teaching strategies have been investigated in this article.*

Key words: *Inclusive teaching, teaching strategies, education, methods, approaches, disabled children.*

Introduction

Inclusive education is generally considered to be a multi-dimensional concept that includes the celebration and valuing of difference and diversity, consideration of human rights, social justice and equity issues, as well as of a social model of disability and a socio-political model of education. It also encompasses the process of school transformation and a focus on children's entitlement and access to education (Kozleski et al., 2011; Loreman et al., 2011; Mitchell, 2005; Slee, 2011; Smith, 2010; Topping, 2012). Salend (2011) highlights four key principles through which the philosophy of inclusion is put into practice. These are, firstly, providing all learners with challenging, engaging and flexible general education curricula; secondly, embracing diversity and responsiveness to individual strengths and challenges; thirdly, using reflective practices and differentiated instruction; and fourthly, establishing a community based on collaboration among students, teachers, families, other professionals and community agencies. Inclusive education, therefore, aims to provide a facilitative and constructive focus for improving the education of children.

Inclusive teaching means the type of the pedagogy which is devoted to meet all of the students' requirements. In this type of teaching, the main objective is to make equal all students regardless of background or identity; moreover it is teacher's duty to support their engagement with subject material. While attending the classroom students can be able to enrich student learning by exposing everyone to having global discussion, expanding techniques to traditional and contemporary problems, and situating learning within students' own contexts while exploring those contexts. Students are more motivated to take control of their learning in classroom climates that recognize them, draw relevant connections to their lives, and respond to their unique concerns (Ambrose et. al, 2010). Inclusive teaching requires the instructor to hear all students' voice in any situation. Furthermore, it is considered to be the vital key features of inclusive learning that all students must have an opportunity to take part in all activities and should be very active with the help of instructor. Therefore, students should be ready to participate fully in the



learning process, by digging a little deeper into why participation imbalances exist. To develop this complex climate, instructors must practice a mixture of intrapersonal and interpersonal awareness, regular curriculum review, and knowledge of inclusive practices (Salazar et. al, 2009).

Methodology

This article deals with the finding the approaches and teaching methods and their advantages from scientific corner, therefore the methods which are used in this article are comparative method which compares different methods and find the most effective for inclusive education, descriptive which refers to give descriptions to approaches and basic explanatory which gives theoretical background of the topic. In order to identify the most-used and prominent teaching strategies and approaches, numerous articles have been investigated and sorted out according to their benefits in inclusive teaching.

Results and Discussions

The main importance of the inclusive teaching is improving students' self-confidence. Conversely, many students become terrified at the prospect of reading in front of a group or completing a written assignment. An inclusive environment will address these stumbling blocks by either helping children overcome their fear of public speaking or finding another way to assess them while they develop the skills necessary to tackle that particular obstacle. By avoiding these awkward and often painful situations, students can become more confident with their answers and not have to worry about the method in which they provide them.

Second important features of the inclusive teaching are to boost participation levels. The goal of removing barriers and obstacles for students is an important one and doing so will encourage students to take part and make it a more enjoyable process. Students, no matter their age, will be far more likely to participate if they feel comfortable in their surroundings. This means that they will not be judged for what they say, that their opinions and views will be valued, and that there will never be negative pushback. Likewise, if activities or assessments are less daunting for students, or cater to their specific needs, they need only worry about showcasing their knowledge and intelligence. Rather than coaxing responses out of students, educators that promote inclusive learning will more likely find students willing to participate willingly rather than simply because they have to.

Several teaching strategies are given as follows

The teacher must create a safe learning environment

Firstly, safety in this scenario implies a psychologically safe space within which students can express themselves and their opinions without fear of teasing, retribution, or backlash. It goes without saying that school should be a physically safe space free from harm or abuse too. To do this, educators must make it abundantly clear that everyone needs to respect the views of others, show empathy, and not bully students for misunderstanding, for struggling, or for simply being incorrect. Showing respect to one



another is a key element of any interactive classroom. Educators may need to set ground rules and remind students before they proceed with a lesson.

Teachers should have diversify learning material

There is a vast amount of academics and experts that can provide top-quality information on any given subject. For many students, seeing an author or studying a historical or influential figure of a similar background or situation can help them better connect to what they are learning. Likewise, diverse views and opinions will help students develop their critical thinking skills and provide a more holistic view of a given topic. Letting students identify biases in authors, compare their works, and see for themselves which they can relate to, will provide a more enriching experience than using the same books and use cases over and over.

The most important teaching strategies is to take students' needs into account

Knowing the students and adapting the teaching method to their needs should be a high priority for any teacher. Some students may have limited access to laptops and the internet at home, so their homework should not be overly reliant on spending hours creating Google Docs or searching the internet for answers. Other students may have learning disabilities that could make reading difficult. Thus they may require more video or audio material to help them keep pace with their fellow students. The ultimate goal here is to ensure that no student is left behind simply because they have different needs from their classmates.

The teacher should make it easy for all students to take part

To some, raising a hand and enthusiastically answering a question is the easiest thing in the world to do. For others, this is a daunting experience, and despite having all the knowledge required to properly and correctly showcase what they know, some students lack the courage to do so. Thus, removing this barrier will go a long way to creating a more open and inclusive environment. If educators can give an added confidence boost to those students who need it, they will be far less likely to see the same confident hands shoot up. Moreover, with the rise of online learning and remote teaching, having a tool or series of tools that make it possible and simple for students joining online to jump right into the discussions is also an important step.

Conclusion

In conclusion, inclusive teaching or inclusive learning is being discussed more and more in today's teaching circles especially given its numerous benefits. With the increased levels of discussion, it is thought it could be useful to dive deeper into what inclusive teaching is and what educators can do to transform their classrooms or lecture theaters. Moreover, creating the ideal learning environment for the students, as it has been said before, is a worthy use of the time that will certainly require some time and effort. But there are of course countless ways in which teachers can smoothen this process to make it more time efficient and effective for themselves and their students.



THE LIST OF USED LITERATURES:

1. Uzoqova Xayriniso (2023) Opportunities of internet in teaching english in the classroom, International Journal of Education, Social Science & Humanities. FARS Publishers
2. Tilavova, M. (2020). Language is a bridge to the wonders of the world. Журнал дошкольного образования, (1).
3. Nizomova, Z. (2020). Teachers' English Proficiency and classroom language use. Журнал иностранных языков и лингвистики,1(1), 92-96.
4. Tilavova, M. (2021). The Impact of Motivation In Learning Foreign Languages. Журнал иностранных языков и лингвистики, 4(9).
5. Nizomova, Z. (2023). Analysis of english alliteration as a stylistic device, International Journal of Education, Social Science & Humanities. FARS Publishers