

THE PEDAGOGICAL ROLE OF TEACHERS IN ADVANCING INCLUSIVE EDUCATION PRACTICES

Islomova Shahrizoda Sharifovna

4th year student of Uzbekistan State World Languages University

Scientific supervisor: Sheraliyeva Sh.A.

Doctor of Philosophy in Philological Sciences (PhD), Assoc. Prof. (Int.)

Uzbekistan State World Languages University

Abstract: *Inclusive education has become one of the central priorities of contemporary educational policy, aiming to ensure equal learning opportunities for all students regardless of their abilities or special educational needs. The effective implementation of inclusive education largely depends on the professional competence and pedagogical strategies of teachers. This article examines the role of teachers in the development and implementation of inclusive educational practices, highlighting the professional skills required to work with students with diverse learning needs. The study emphasizes the importance of creating supportive learning environments, applying differentiated instruction, and fostering cooperation among students. It also discusses the significance of individualized teaching strategies, continuous professional development, and collaborative classroom management in ensuring the success of inclusive education.*

Keywords: *inclusive education, teacher's role, special educational needs, inclusive classroom, differentiated instruction, learning environment.*

Introduction

In recent decades, inclusive education has emerged as a key priority in global educational reforms. The concept of inclusive education is grounded in the principle that every individual has the right to access quality education regardless of their physical, intellectual, social, or cultural differences. The goal of this approach is to eliminate discrimination in educational settings while ensuring equal participation and learning opportunities for all students.

Within this framework, teachers play a central role in the successful implementation of inclusive education. Their professional responsibilities extend beyond the traditional function of knowledge transmission. In inclusive classrooms, teachers act as facilitators of learning, organizers of collaborative activities, and designers of individualized learning strategies. They must identify students' diverse learning needs and adapt instructional approaches accordingly in order to support both academic and social development.

Furthermore, teachers contribute to the sustainability of inclusive education by fostering effective communication, cooperation, and reflective practices within the classroom environment. Therefore, the successful implementation of inclusive education largely

depends on teachers’ professional competence, pedagogical preparedness, and commitment to the principles of equality and humanistic education.

Literature Review

Recent studies highlight the growing importance of teacher preparedness in the development of inclusive education systems. Research conducted by Legorburu Fernandez et al. (2023) indicates that the attitudes of future teachers toward inclusive education significantly influence the effectiveness of inclusive practices in schools. Positive attitudes and professional readiness are considered essential factors for successful implementation.

Similarly, Jackson-Summers et al. (2024) emphasize that although research on inclusive pedagogy has expanded considerably, certain gaps remain, particularly in science and technology education. The authors identify three essential competencies for inclusive teaching: effective communication, the use of inclusive pedagogical strategies, and the ability to design curricula that accommodate diverse learning needs.

Dignath et al. (2022) argue that teachers’ beliefs about inclusive education are shaped by several factors, including professional training, previous teaching experience, and the level of institutional support provided by schools. Their findings suggest that professional development programs play a significant role in strengthening teachers’ confidence and competence in inclusive teaching.

In addition, Alnahdi, Lindner, and Schwab (2022) demonstrate that students’ perceptions of inclusive practices are closely associated with their academic performance and emotional well-being. Classrooms that implement differentiated instruction and individualized learning strategies tend to create more positive educational experiences for students. These studies collectively underline the importance of teacher competence, professional training, and supportive institutional environments in the successful implementation of inclusive education.

The development of education based on human rights principles has become increasingly significant in modern society. Inclusive education represents one of the most effective approaches to ensuring equality and accessibility within the educational system. It aims to provide learning opportunities for all individuals, particularly those who may be at risk of exclusion due to social, economic, or physical factors.

Inclusive education promotes the integration of students with diverse abilities into general educational environments rather than separating them into specialized institutions. This approach emphasizes respect for diversity and encourages schools to adapt their teaching methods to accommodate different learning needs.

Moreover, inclusive education contributes to the social integration of students with disabilities by providing opportunities for interaction and cooperation with their peers. Such an environment supports the development of important social skills, including communication, teamwork, and independent problem-solving. Consequently, the

development of inclusive education should be regarded as a strategic priority within modern educational systems, as it promotes both educational equality and social cohesion.

Teachers play a crucial role in ensuring the effectiveness of inclusive education. Their responsibilities involve creating learning environments that support the participation of all students, regardless of their individual abilities or learning challenges. In inclusive classrooms, teachers must implement differentiated instruction, which involves adapting teaching methods, materials, and learning activities to accommodate diverse learning needs. They also promote positive social interaction among students, encouraging cooperation and mutual respect.

Another important aspect of the teacher's role involves the application of diagnostic and formative assessment methods. These tools allow teachers to monitor students' progress, identify learning difficulties, and provide appropriate pedagogical support. Furthermore, teachers are responsible for maintaining a supportive emotional climate in the classroom. A positive psychological environment enhances students' motivation, strengthens their self-confidence, and contributes to more effective learning outcomes.

In inclusive education settings, the professional responsibilities of teachers become increasingly complex. Teachers must ensure fairness and equal opportunities for all learners while addressing the specific needs of students with disabilities. To achieve this goal, teachers are required to design adapted curricula, modify teaching materials, and provide additional support where necessary. The principles of differentiated instruction and individualized learning trajectories are essential in this process.

International experience indicates that the success of inclusive education largely depends on the professional training of teachers. Continuous professional development programs help educators acquire the necessary skills for adapting lesson plans, applying innovative teaching methods, and implementing collaborative teaching strategies.

In addition, cooperation with assistant teachers, psychologists, and parents is essential for supporting students with special educational needs. Such collaborative efforts contribute to the creation of a holistic support system that enhances the effectiveness of inclusive education.

The organization of effective learning processes for students with special educational needs requires teachers to adapt both teaching materials and instructional methods. Inclusive education encourages educators to move beyond traditional knowledge transmission and focus on developing practical competencies. One of the key aspects of this process involves simplifying and structuring educational content. Complex theoretical concepts should be presented in a clear and accessible manner using practical examples that relate to students' everyday experiences.

Another important strategy is the use of concise and understandable instructions. Students with learning difficulties may struggle to interpret lengthy explanations; therefore, tasks should be explained using clear language and, when possible, supported by visual aids

such as diagrams, pictograms, or demonstrations. Assessment practices also require adaptation. Standardized evaluation criteria may not accurately reflect the abilities of students with special educational needs. For this reason, individualized assessment approaches that recognize gradual progress are more appropriate in inclusive classrooms.

Additionally, remedial or supportive learning sessions can be integrated into the curriculum to address specific cognitive or developmental challenges. These sessions help students strengthen their learning skills and overcome difficulties. The use of diverse learning materials, including visual organizers, audiobooks, and interactive activities, can further enhance student engagement and support effective learning outcomes.

Conclusion

The successful implementation of inclusive education depends on several interrelated factors, among which the professional competence of teachers occupies a central position. Teachers must possess not only subject knowledge but also the pedagogical skills necessary to work with students who have diverse learning needs. Providing systematic professional development opportunities, strengthening institutional support, and fostering collaboration between teachers, school administrators, and parents are essential steps toward improving inclusive educational practices. Furthermore, studying international experiences and adapting effective strategies to national educational systems can significantly contribute to the development of inclusive education. By creating supportive and accessible learning environments, educational institutions can promote equal opportunities for all students and facilitate the social integration of individuals with disabilities. Ultimately, inclusive education serves as an important mechanism for building equitable and socially responsible societies where every individual has the opportunity to achieve their full potential.

References:

1. Alnahdi, G. H., Lindner, K.-T., & Schwab, S. (2022). Teachers' implementation of inclusive teaching practices as a potential predictor for students' perception of academic, social and emotional inclusion. *International Journal of Inclusive Education*, 26(10)1125–1143.
2. Dignath, C., Rimm-Kaufman, S., van Ewijk, R., & Kunter, M. (2022). Teachers' beliefs about inclusive education and insights on what contributes to those beliefs: A meta-analytical study. *Educational Psychology Review*, 34,2609-2660.
3. G. Afriani (2025).The Role of Teachers in Implementing Inclusive Education for Children with Special Needs in General School Enviroments. *International Journal of Special Education*, 40(4), 575–583.
4. Jackson-Summers, A. G., Mrakovcich, K. L., Gray, J. P., Fleischmann, C. M., Emami, T., & Page, E. J. (2024). A systematic review of inclusive pedagogical research using

the CIRTl inclusive pedagogy framework: Multi-disciplinary and STEM perspectives, current trends and a research agenda. *Discover Education*, 3(1), Article 30.

5. Kumar, A., & Ghosh, S. (2024). Modern teacher's role in promoting inclusive learning: A summary. *Journal of Informatics Education and Research*, 12(6), 1632-1639.

6. Legorburu Fernandez, I., Dosil-Santamaria, M., Idoiaga Mondragon, N., & Ozamiz-Etxebarria, N. (2023). Teachers' involvement in inclusive education: Attitudes of future teachers. *Education Sciences*, 13(9), 851.

7. UNESCO. (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris, France: UNESCO.

8. UNESCO. (2009). *Policy guidelines on inclusion in education*. Paris, France: UNESCO.