



PECULIARITIES OF EVALUATION OF INCLUSIVE ENGLISH LANGUAGE TEACHING PRACTICES

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Abstract: In the modern education system, inclusive education is an important pedagogical approach aimed at creating equal educational opportunities for all students. The use of inclusive methods in the process of English language teaching (ELT) helps students with different abilities and needs to actively participate in the educational process. This study aimed to evaluate inclusive ELT practices and analyze teachers' reflections on this process. The results of the study show that inclusive teaching strategies increase student motivation, develop interaction, and create a favorable learning environment. It was also found that teachers' reflective activity is an important factor in the effective implementation of inclusive pedagogical approaches.

Keywords: inclusive education, English language teaching, inclusive pedagogy, teacher reflection, differentiated learning, educational process.

Introduction

In recent years, the concept of inclusive education has become one of the important directions of the education system. Inclusive education aims to create equal educational opportunities for all students, including those with special needs or different levels of ability. In the process of teaching English, students may have different language levels, learning styles, and individual needs. Therefore, teachers need to ensure that all students actively participate in the



learning process by using inclusive teaching strategies.

In addition, teachers' reflective activities are important in improving the educational process. By analyzing their lessons, teachers have the opportunity to identify students' needs and adapt teaching strategies. The purpose of this study is to evaluate inclusive English teaching practices and analyze teachers' opinions and experiences on this process.

Methods

This study was conducted using a qualitative research approach. The research involved interviews with English language teachers, observation of classroom activities, and analysis of teachers' reflective diaries. The study participants were English language teachers working in secondary schools and higher education institutions. Lesson observations examined the use of inclusive teaching strategies, including differentiated instruction, group work, and interactive methods. The data collected was analyzed using thematic analysis to identify key trends in inclusive teaching practices and teacher reflection.

Literature Review

In recent years, the issue of inclusive education and the application of inclusive pedagogy principles in English language teaching (ELT) has been studied by many researchers. Inclusive education is interpreted as a pedagogical approach aimed at creating equal educational opportunities for all students, regardless of their abilities, needs and social background. Ainscow and Booth interpret inclusive education as the process of adapting the educational environment to all students and emphasize the importance of creating an inclusive environment in educational institutions¹¹¹.

Florian and Black-Hawkins, developing the concept of inclusive pedagogy, emphasize the role of teachers in actively involving all students in the learning process¹¹². In their opinion, inclusive pedagogy requires teachers to use flexible teaching strategies. Tomlinson argues for the importance of taking into account the individual needs and abilities of students through a differentiated teaching approach.

In the field of ELT, Richards and Rodgers emphasize that communicative and student-centered approaches are effective in implementing inclusive

¹¹¹ Ainscow, Mel, and Tony Booth. *Index for Inclusion: Developing Learning and Participation in Schools*. Centre for Studies on Inclusive Education, 2011.

¹¹² Florian, Lani, and Kristine Black-Hawkins. "Exploring Inclusive Pedagogy." *British Educational Research Journal*, vol. 37, no. 5, 2011, pp. 813–828.



education¹¹³. Farrell and Schön also show that teachers' reflective activities play an important role in improving the pedagogical process. Reflective teachers can better understand the needs of students by analyzing their lessons and effectively apply inclusive teaching strategies. The scientific literature shows that inclusive ELT practices and teachers' reflective activities are important factors in increasing the effectiveness of the educational process.

Results

The results of the study showed that inclusive English language teaching practices (Inclusive ELT) significantly increased student engagement in the lesson. According to observations and analysis of teacher reflections, in lessons where inclusive teaching strategies were used, students were more actively engaged in communication and showed high motivation in the language learning process. In particular, group work, pair work, and interactive activities increased student engagement in the lesson.

The results also showed that the use of differentiated instructional strategies made it possible to take into account the individual needs of students. Teachers ensured that all students actively participated in the lesson by adapting the tasks to the language level and learning abilities of students. This helped to increase students' self-confidence and develop language skills.

Teachers' reflective practice was also shown to be an important factor in the effective organization of inclusive education. Teachers who regularly analyzed their lessons were able to better identify the needs of students and adapt their teaching methods. Overall, the results of the study showed that inclusive ELT practices transform the educational process into a more effective and supportive environment.

Analysis

The results of the study show that inclusive English language teaching practices play an important role in increasing the effectiveness of the learning process. An inclusive approach allows you to organize the educational process taking into account the individual needs, abilities and learning styles of students. As a result, all students have the opportunity to actively participate in the lesson process, and the language learning process is more effective¹¹⁴.

The analysis shows that the use of differentiated teaching strategies helps to reduce the differences between students' language levels and learning opportunities. By using tasks at different levels, teachers ensure that each

¹¹³ Florian, Lani, and Kristine Black-Hawkins. "Exploring Inclusive Pedagogy." *British Educational Research Journal*, vol. 37, no. 5, 2011, pp. 813–828.

¹¹⁴ Ainscow, Mel. "Developing Inclusive Education Systems: What Are the Levers for Change?" *Journal of Educational Change*, vol. 6, no. 2, 2005, pp. 109–124



student is active in the learning process. This increases students' self-confidence and develops their communicative skills.

Also, the reflective activity of teachers is an important factor in the effective implementation of inclusive education. Through a reflective approach, teachers have the opportunity to analyze their lessons and identify the needs and difficulties of students. This helps to further improve teaching methods and effectively apply the principles of inclusive pedagogy in practice. Overall, the results of the analysis confirm that inclusive ELT practices have a positive impact not only on the development of students' language skills, but also on the formation of their social engagement and cooperation skills.

Discussion

The results of the study showed that inclusive English language teaching practices have an important pedagogical value in the educational process. An inclusive approach helps to organize the educational process more effectively by taking into account the individual needs, abilities and learning styles of students. The study found that in lessons using inclusive methods, students' activity in the lesson process increased and an atmosphere of dialogue and cooperation was formed¹¹⁵.

It was also found that the reflective activity of teachers is one of the important factors in the effective organization of inclusive education. By analyzing their lessons, teachers can identify the needs of students and adjust their teaching methods. However, there are some difficulties in implementing inclusive education. In particular, large class sizes, insufficient training of teachers in inclusive pedagogy, and a lack of educational resources can complicate this process. Therefore, professional training and methodological support for teachers is important for the development of inclusive education.

Conclusion

In conclusion, inclusive English language teaching practices are important in creating an equal and supportive learning environment for all students. The use of inclusive teaching strategies increases students' engagement in the learning process, enhances their motivation, and develops their communication skills. Also, the reflective work of teachers plays an important role in the effective implementation of the principles of inclusive pedagogy in practice. Therefore, the widespread introduction of inclusive teaching approaches in the education system, teacher training, and adaptation of the learning environment are among the important tasks of modern pedagogy.

¹¹⁵ Farrell, Thomas S. C. Reflective Language Teaching: From Research to Practice. Bloomsbury Academic, 2015. - p 90



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