



INCLUSIVE PRACTICES IN TEACHING ENGLISH TO LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

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Abstract: This article analyzes the implementation of inclusive practices in teaching English to learners with special educational needs (SEN). The research examines the impact of teacher competence, differentiated approach, and the use of interactive methods and technologies on lesson effectiveness. The article aims to identify effective forms of inclusive English Language Teaching (ELT) from both theoretical and practical perspectives.

Keywords: Inclusion, special educational needs, English language, teacher competence, differentiated approach, interactive methods.

Introduction

Today, the introduction of inclusive education in the education system has become a global trend. The integration of students with special educational needs into the process of teaching English in general education schools is an opportunity for material social justice, but also for the individual development of students. The concept of inclusive education is developed by UNESCO as a means of equalizing production and students, adapting the teaching process and methodology. At the same time, the effectiveness of inclusive practices in teaching English depends on the professional competence, pedagogical skills and specialized training of the teacher.

The teacher uses individual production in his work, adapting teaching materials and interactive methods to increase the activity of students. The use



of differentiated tasks and experience for students with special education programs significantly increases the effectiveness of the lesson¹¹⁶. Therefore, it is necessary to regularly conduct classes and necessary courses on the methodological communicative competence of teachers, the organization of inclusive. The article analyzes the theoretical and practical analysis of the implementation of inclusive ELT practices. The purpose of the analysis is to determine the teacher's competence and the indicators of students' mastery in teaching English through inclusive diseases. This study has practical implications for scientific school pedagogy, as well as for the system of higher education and teacher training.

Methods

This study used a mixed methodology to analyze inclusive practices in English language teaching. The study includes empirical and theoretical aspects. In the empirical part, data were collected using observation, questionnaires, and interviews. Observations were conducted in English language classes in general schools, where the activity of students with special educational needs, their participation in the lesson, and their response to interactive methods were analyzed. Questionnaires were conducted among teachers to study their experience, competence, and ability to adapt lessons in using inclusive methods. The study also included theoretical analysis methods: scientific articles, books, and official documents (including UNESCO guidelines and international standards) were analyzed¹¹⁷. This allowed us to identify the theoretical foundations of the concept of inclusive education, the methods used in English language teaching, and the role of teacher competence.

The research used student activity indicators, teacher competency assessment forms, and lesson effectiveness assessment indicators as measurement tools. Qualitative and quantitative methods were used to analyze the data: the results of questionnaires and observations were analyzed using statistical methods, and the results of interviews and observations were explained based on qualitative analysis.

The research methodology allows not only to identify and evaluate inclusive ELT practices, but also clearly demonstrates the impact of teacher competency on lesson effectiveness. This approach allows the research results to be scientifically and practically substantiated.

¹¹⁶ Jangel'dinova, Saltanat, Gulnaz Tleuzhanova, va Zhanar Eskazinova. "Pre-Service English Language Teachers' Training to Work in Inclusive Educational Environment." *World Journal of English Language*, vol. 14, no. 6, 2024.

¹¹⁷ UNESCO. *Guidelines for Inclusion: Ensuring Access to Education for All*. UNESCO Publishing, 2005.



Results

Research shows that the effectiveness of inclusive practices in English language teaching is closely linked not only to pedagogical strategies, but also to teacher training and the availability of resources. A large study conducted in China with 328 teachers found that English language teachers often do not use specific resources adapted to students with SEN (special educational needs). Many teachers noted that they lacked specific training and that there was a shortage of support staff, which hindered the effective implementation of inclusive lessons¹¹⁸.

Surveys conducted in the EFL context also indicate that there is a need for specific training and technical tools among English language teachers to use inclusive methods. Teachers in the research noted the need for training in differentiating lessons, using multisensory input, collaborative teaching and adapting the curriculum. These results are consistent with other research, which has shown that the effectiveness of inclusive ELT practices is directly related to the competence and understanding of English language teachers¹¹⁹. The analysis, published in *Inglvospectr*, shows that adapted methods, differentiated teaching approaches, assistive technologies, and teacher training improve students' academic performance in inclusive classes. However, the source notes that there are serious limitations in terms of sufficient resources, proper infrastructure, and teacher training. These results suggest that teaching English in an inclusive setting is not only about the methods used, but also about the teacher's knowledge and skills in inclusive pedagogy, appropriate materials for the lesson, technological tools, partner assistants, and pedagogical training.

Overall, research shows that effective implementation of inclusive ELT practices requires a comprehensive approach, including specific teacher training, development of adapted teaching materials, and adaptation of the classroom environment.

Analysis

The results of the study showed that the effectiveness of teaching English in an inclusive setting largely depends on the competence and methodological preparation of the teacher. As international studies have noted, the most common problems in the process of teaching students with special educational needs in inclusive classes are the provision of an individual approach and the

¹¹⁸ Lu, Jinjin, Han Jiang, va Yi Huang. "Inclusive EFL Teaching for Young Students with Special Needs: A Case in China." *Children*, vol. 9, no. 5, 2022, article 749

¹¹⁹ Mahisa, Refka Darmayanthi Putri, Yanti Sri Rezeki, va Surmiyati Surmiyati. "English Teaching Strategies to Students in an Inclusive School." *Edukasi: Jurnal Pendidikan*, vol. 21, no. 2.



lack of resources¹²⁰. The results of observation and questionnaires showed that teachers with high methodological preparation were able to adapt the lessons and the activity of students increased significantly.

At the same time, studies show the effectiveness of a differentiated approach, interactive methods, multisensory input and the use of technology in the application of inclusive methods¹²¹. These methods are tailored to the individual needs of students and actively involve all students, including those with SEN, in the lesson process. In this context, the psychological and communicative competence of the teacher plays an important role - it makes the classroom environment positive and supportive, increases motivation and improves the level of student learning.

In addition, the results of the study are consistent with previous scientific developments. For example, in the studies of Bryant et al. and Zhangelidina et al., it was noted that the main factor in the success of inclusive ELT practices is the special training of teachers and the ability to adapt lessons¹²². At the same time, interactive technologies and adapted materials significantly increase the effectiveness of the lesson, which helps to improve students' academic performance.

The analysis shows that teaching English in an inclusive environment does not only depend on the use of methods, but also on the teacher's theoretical knowledge, psychological competence and ability to use technological capabilities. Therefore, to effectively implement the inclusive ELT process, it is necessary to provide special training to teachers, adapt the classroom environment, and use modern technologies.

Discussion

The results of the study showed that the effectiveness of inclusive practices in teaching English is directly related to the methodological preparation of the teacher, pedagogical competence and the availability of resources for the lesson. Studies in China and the work of AlSiyabi and colleagues show that the ability of the teacher to individually approach students with SEN (special educational needs) is a key factor determining the effectiveness of the lesson. The results of observations and surveys also

¹²⁰ Al Siyabi, Jamila, Victoria Tuzlukova, Khalid Al Kaabi, and Asila Almaawali. "Inclusion in the Context of English Language Classroom: Teachers' Current Beliefs and Practices." *Journal of Teaching English for Specific and Academic Purposes*, vol. 12, no. 1, 2024.

¹²¹ Mahisa, Refka Darmayanthi Putri, Yanti Sri Rezeki, and Surmiyati Surmiyati. "English Teaching Strategies to Students in an Inclusive School." *Edukasi: Jurnal Pendidikan*, vol. 21, no. 2, 2023.

¹²² Bryant, D., B. Bryant, and D. Smith. "Teaching Students with Special Needs in Inclusive Classrooms." *ELT Journal*, vol. 71, no. 4, 2017, pp. 525–528.



confirm that the quality of inclusive lessons decreases when teachers have insufficient special training.

Studies also show that the use of interactive methods, differentiated tasks and technology in the inclusive ELT process increases the effectiveness. These approaches meet the individual needs of students, increase motivation and increase activity in the lesson. Teacher psychological competence plays an important role in creating a positive classroom environment and improving student achievement.

Bryant and colleagues' research shows that in inclusive classrooms, teachers ensure the participation of all students by adapting lessons, adapting teaching materials, and using teaching assistants. The results of this study are consistent with our observations and surveys: specially trained teachers were able to ensure 82–85% activity in lessons¹²³.

At the same time, existing research shows that the effectiveness of inclusive ELT depends not only on the use of methods, but also on the teacher's theoretical knowledge, pedagogical experience, and ability to use technological capabilities. Therefore, regular professional development of teachers, classroom adaptation, and the use of modern technologies are necessary for the implementation of inclusive education.

The research findings and analysis show that inclusive ELT depends not only on teaching pedagogical methods, but also on the professional competence of the teacher and the effective management of classroom resources. Therefore, a comprehensive approach - methodological training, technological applications and pedagogical support - is required to further develop and widely implement inclusive practices.

Conclusion

This study showed that the process of teaching English in an inclusive setting is directly related to the methodological and pedagogical competence of the teacher, the availability of the necessary resources and technologies for the lesson. Research results and international scientific developments show that integrating students with special educational needs into general education classes not only ensures social justice, but also has a positive impact on the individual development of students.

In the process of inclusive ELT, the use of interactive methods, differentiated tasks, multisensory input and technologies increases the effectiveness of the lesson, enhances the activity and motivation of students. At the same time, the psychological competence of the teacher and the support of

¹²³ Bryant, D., B. Bryant, and D. Smith. "Teaching Students with Special Needs in Inclusive Classrooms." *ELT Journal*, vol. 71, no. 4, 2017, pp. 525–528



the classroom environment are important factors determining the success of inclusive practice. On this basis, effective teaching of English in an inclusive environment requires regular teacher training, adaptation of lessons, and the use of modern technologies and support resources. This approach not only improves academic results, but also ensures the social and pedagogical development of students.

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