



UDC 37.013.43:376:37.091.3

Teacher Readiness and Classroom Practices in Inclusive Education Settings

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Inclusive education has become a central principle of modern educational systems worldwide. It aims to ensure equal access to quality education for all learners, regardless of their physical, cognitive, social, or cultural differences. However, the success of inclusive education largely depends on teachers' readiness and their ability to implement effective classroom practices. This article explores the concept of teacher readiness in inclusive education settings and examines key classroom practices that support diverse learners. The study discusses professional competence, attitudes, methodological skills, and institutional support as essential components of teacher readiness. Special attention is given to practical strategies used in inclusive classrooms, such as differentiated instruction, collaborative learning, and adaptive assessment. The article highlights challenges faced by teachers and emphasizes the importance of continuous professional development in achieving successful inclusive education.

Key words: inclusive education, teacher readiness, classroom practices, differentiated instruction, professional development.

АННОТАЦИЯ

Инклюзивное образование стало одним из ключевых направлений развития современных образовательных систем во всём мире. Оно направлено на обеспечение равного доступа к качественному образованию для всех обучающихся независимо от их физических, когнитивных, социальных или культурных особенностей. Однако эффективность инклюзивного образования в значительной степени зависит от готовности учителей и их способности применять эффективные педагогические практики. В данной статье рассматривается понятие готовности учителя к работе в условиях инклюзивного образования, а также анализируются основные формы и методы организации учебного процесса в инклюзивных классах. Особое внимание уделяется профессиональной компетентности, педагогическим установкам, методическим навыкам и институциональной поддержке. В статье также подчёркивается роль непрерывного профессионального развития учителей в обеспечении успешного инклюзивного образования.



Ключевые слова: инклюзивное образование, готовность учителя, педагогические практики, дифференцированное обучение, профессиональное развитие.

ANNOTATSIYA

Inklyuziv ta'lim zamonaviy ta'lim tizimlarining muhim tamoyillaridan biriga aylandi. U jismoniy, kognitiv, ijtimoiy yoki madaniy farqlardan qat'i nazar barcha o'quvchilar uchun sifatli ta'lim olish imkoniyatini ta'minlashga qaratilgan. Biroq inklyuziv ta'limning muvaffaqiyati ko'p jihatdan o'qituvchilarning tayyorgarligi va ularning samarali pedagogik amaliyotlarni qo'llash qobiliyatiga bog'liq. Ushbu maqolada inklyuziv ta'lim sharoitida o'qituvchi tayyorgarligi tushunchasi yoritilib, inklyuziv sinflarda qo'llaniladigan asosiy pedagogik usullar tahlil qilinadi. O'qituvchilarning kasbiy kompetensiyasi, pedagogik munosabatlari, metodik ko'nikmalari va institutsional qo'llab-quvvatlash masalalariga alohida e'tibor qaratilgan. Shuningdek, inklyuziv ta'lim samaradorligini oshirishda uzluksiz kasbiy rivojlanishning ahamiyati ta'kidlanadi.

Kalit so'zlar: inklyuziv ta'lim, o'qituvchi tayyorgarligi, sinf amaliyoti, differensial ta'lim, kasbiy rivojlanish.

INTRODUCTION

In recent decades, inclusive education has gained increasing attention in educational policy and practice. The idea of educating all learners together, regardless of their individual differences, has replaced traditional segregated models of education. Inclusive education is based on the principles of equality, accessibility, and respect for diversity. It recognizes that every learner has unique abilities, needs, and learning styles, and it seeks to create learning environments where all students can participate actively and successfully. Teachers play a decisive role in the implementation of inclusive education. Even the most well-designed policies and curricula cannot be effective without teachers who are prepared to work in inclusive classrooms. Teacher readiness refers not only to professional knowledge but also to attitudes, values, skills, and the ability to adapt teaching practices to diverse learners. In inclusive settings, teachers are required to address a wide range of learning needs, including those of students with disabilities, learning difficulties, linguistic differences, and socio-emotional challenges.

This article aims to analyze teacher readiness as a key factor in inclusive education and to explore classroom practices that contribute to effective inclusive teaching. The article discusses the main components of teacher readiness, examines practical strategies used in inclusive classrooms, and identifies common challenges faced by teachers. Understanding these aspects is essential for improving the quality of inclusive education and ensuring positive learning outcomes for all students.

ВВЕДЕНИЕ



В последние десятилетия инклюзивное образование привлекает всё больше внимания в образовательной политике и педагогической практике. Концепция совместного обучения всех учащихся независимо от их индивидуальных особенностей постепенно вытеснила традиционные сегрегированные модели образования. Инклюзивное образование основано на принципах равенства, доступности и уважения к разнообразию и направлено на создание образовательной среды, в которой каждый обучающийся может активно участвовать в учебном процессе. Роль учителя является ключевой в реализации инклюзивного образования. Даже самые продуманные образовательные программы не могут быть эффективными без педагогов, готовых работать в инклюзивных классах. Готовность учителя включает не только профессиональные знания, но и ценностные установки, педагогические умения и способность адаптировать методы обучения к разнообразным потребностям учащихся.

Цель данной статьи — проанализировать готовность учителей как основной фактор успешной реализации инклюзивного образования, а также рассмотреть эффективные педагогические практики, применяемые в инклюзивных классах.

KIRISH

So‘nggi yillarda inklyuziv ta’lim ta’lim siyosati va pedagogik amaliyotda tobora muhim ahamiyat kasb etmoqda. Barcha o‘quvchilarni ularning individual farqlaridan qat’i nazar birgalikda o‘qitish g‘oyasi an’anaviy ajratilgan ta’lim modellarining o‘rnini egallamoqda. Inklyuziv ta’lim tenglik, ochiqlik va xilma-xillikka hurmat tamoyillariga asoslanadi. Inklyuziv ta’limni amalga oshirishda o‘qituvchining roli hal qiluvchi ahamiyatga ega. O‘qituvchilarning tayyorgarligisiz hatto eng mukammal o‘quv dasturlari ham kutilgan natijani bermaydi. O‘qituvchi tayyorgarligi kasbiy bilimlar bilan bir qatorda pedagogik munosabatlar, amaliy ko‘nikmalar va ta’lim jarayonini moslashtirish qobiliyatini ham o‘z ichiga oladi.

Mazkur maqola inklyuziv ta’limda o‘qituvchi tayyorgarligining ahamiyatini tahlil qilish va samarali sinf amaliyotlarini yoritishga qaratilgan.

Main Part

Teacher readiness in inclusive education is a multidimensional concept that includes professional competence, psychological preparedness, and practical teaching skills. It reflects a teacher’s ability and willingness to work with diverse learners and to create an inclusive learning environment. One of the most important components of teacher readiness is professional knowledge. Teachers need a clear understanding of inclusive education principles, learner diversity, and special educational needs. This includes knowledge of different types of disabilities, learning difficulties, and developmental differences, as well as strategies for supporting students with varying abilities. Without sufficient theoretical knowledge, teachers may feel uncertain or unprepared to meet the needs of all learners.



In my opinion, equally important is teachers' attitude toward inclusion. Positive attitudes toward diversity and inclusion are essential for successful inclusive practice. Teachers who believe in the value of inclusive education are more likely to adopt flexible teaching methods and to view learner differences as opportunities rather than obstacles. In contrast, negative attitudes or fears related to inclusion may result in resistance and ineffective classroom practices. Practical skills form another key aspect of teacher readiness. Inclusive classrooms require teachers to use a variety of instructional strategies, manage heterogeneous groups, and provide individualized support. Teachers must be able to plan lessons that accommodate different learning styles, adapt materials, and assess students fairly. These skills are developed through training, experience, and reflective practice.

Institutional support also influences teacher readiness. Supportive school leadership, access to resources, collaboration with specialists, and opportunities for professional development all contribute to teachers' confidence and effectiveness in inclusive settings. Without adequate support, even motivated teachers may struggle to implement inclusive practices successfully.

Effective classroom practices are at the core of inclusive education. Inclusive classrooms are characterized by flexible teaching approaches, learner-centered instruction, and a supportive learning environment that encourages participation and cooperation. If we speak about differentiated instruction, it is one of the most widely used strategies in inclusive classrooms. It involves adjusting teaching methods, content, and activities to meet the diverse needs of learners. Teachers may differentiate instruction by varying the level of difficulty, using multiple forms of representation, or offering students choices in how they complete tasks. This approach allows learners to progress at their own pace and according to their abilities, while still working toward common learning goals.

In inclusive classrooms, collaborative learning also plays an important role in inclusive education. Group work and peer interaction provide opportunities for students to learn from one another, develop social skills, and build a sense of belonging. In inclusive classrooms, collaborative activities help reduce social isolation and promote mutual understanding among students with different abilities. Teachers facilitate collaboration by organizing mixed-ability groups and encouraging respectful communication. Inclusive classrooms often require the use of adaptive strategies and assistive tools. These may include visual aids, simplified instructions, audio materials, or technological tools that support learning. Such strategies help students overcome barriers to learning and participate more actively in classroom activities. Teachers need to be familiar with these tools and know how to integrate them effectively into lessons.

Furthermore, a positive and supportive classroom environment is essential for inclusive education. Teachers establish clear rules, promote respect, and create a safe space where students feel valued and accepted. Emotional support and encouragement play a significant role in building learners' confidence and motivation. When students feel safe and supported, they are more willing to participate and take risks in learning.



If we speak about assessment in inclusive education, it should be fair, flexible, and focused on individual progress. Traditional assessment methods may not accurately reflect the abilities of all learners, particularly those with special educational needs. Therefore, teachers in inclusive settings often use alternative assessment approaches. Formative assessment is especially important in inclusive classrooms. Ongoing feedback, observation, and informal assessment allow teachers to monitor students' progress and adjust instruction accordingly. Individualized assessment criteria help recognize learners' achievements and efforts, rather than comparing them to a single standard. Teachers may also use portfolio assessment, project-based tasks, and self-assessment to provide students with opportunities to demonstrate their learning in different ways. Such approaches support learner autonomy and encourage reflection.

Despite the benefits of inclusive education, teachers often face significant challenges in practice. One common challenge is the lack of adequate training. Many teachers report that they have not received sufficient preparation for working in inclusive classrooms, especially during their initial teacher education. Large class sizes and limited time also make it difficult for teachers to provide individual support. Managing diverse learning needs within one classroom requires careful planning and additional effort. In some cases, a lack of resources and support staff further complicates the situation.

Emotional and professional stress is another challenge. Teachers may experience anxiety, frustration, or burnout when they feel unprepared or unsupported. These challenges highlight the need for systemic support and continuous professional development. Continuous professional development is essential for enhancing teacher readiness in inclusive education. Training programs, workshops, and collaborative learning opportunities help teachers develop new skills and update their knowledge. Professional development should focus on practical strategies, classroom management, assessment techniques, and the use of educational technologies. Peer collaboration and reflective practice also contribute to professional growth. Sharing experiences, discussing challenges, and learning from colleagues enable teachers to improve their inclusive practices and build confidence.

Conclusion

Teacher readiness and effective classroom practices are fundamental to the success of inclusive education. Inclusive classrooms require teachers who are knowledgeable, skilled, and positively oriented toward learner diversity. Professional competence, practical strategies, and institutional support all play a crucial role in preparing teachers for inclusive teaching. The article has shown that differentiated instruction, collaborative learning, adaptive strategies, and flexible assessment are key components of inclusive classroom practice. At the same time, challenges such as limited training, large class sizes, and lack of resources must be addressed to ensure sustainable inclusive education. Ultimately, inclusive education is not only a pedagogical approach but also a reflection of social values



and commitment to equality. By investing in teacher readiness and supporting effective classroom practices, educational systems can create learning environments where all students have the opportunity to succeed.

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