

PRIMARY SCHOOL INCLUSIVE EDUCATION: PEDAGOGICAL STRATEGIES FOR COMPLETING ACADEMIC TASKS AND DEVELOPING ACADEMIC VALUES IN EFL CLASSROOMS

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Abstract. This article considers practical ways of teaching English in inclusive primary school classrooms. Special attention is given to how teachers can help pupils with special educational needs complete academic tasks and at the same time develop important learning values such as responsibility, persistence and respect for others. The study is based on classroom observations and analysis of teaching experience in Uzbek schools, as well as on current approaches including differentiated instruction and Universal Design for Learning (UDL). The results show that when tasks are adapted, supported visually and organised through cooperation, pupils become more engaged and confident in their learning. Inclusive strategies not only support children with learning difficulties but also improve the overall classroom environment. At the same time, a number of challenges remain, including limited resources, lack of specialised materials and insufficient teacher training. The article suggests several practical steps that can help improve inclusive teaching in primary schools and make language learning more accessible for all learners.

Keywords: inclusive education, EFL, differentiated instruction, UDL, SEN, primary education.

Annotatsiya. Ushbu maqolada boshlang'ich sinflarda ingliz tilini inklyuziv ta'lim sharoitida o'qitishning amaliy usullari tahlil qilinadi. Asosiy e'tibor maxsus ta'lim ehtiyojlariga ega bo'lgan o'quvchilarga o'quv topshiriqlarini bajarishda yordam berish hamda ularda mas'uliyat, sabr-toqat va boshqalarga hurmat kabi muhim o'quv qadriyatlarini shakllantirishga qaratilgan. Tadqiqot O'zbekiston maktablaridagi dars kuzatuvlari va pedagogik tajriba tahliliga asoslangan bo'lib, unda differensial yondashuv va Universal Design for Learning (UDL) kabi zamonaviy metodlar qo'llanilgan. Natijalar shuni ko'rsatadiki, moslashtirilgan topshiriqlar, vizual vositalar va hamkorlikdagi faoliyat o'quvchilarning faolligi va o'ziga ishonchini oshiradi. Shu bilan birga, resurslar yetishmasligi, maxsus materiallarning kamligi va o'qituvchilarning tayyorgarlik darajasi bilan bog'liq muammolar mavjud. Maqolada inklyuziv ta'limni yanada takomillashtirish bo'yicha amaliy tavsiyalar berilgan.

Kalit so'zlar: inklyuziv ta'lim, EFL-ingliz tili chet tili sifatida, differentsial o'qitish, UDL-o'quv uchun universal dizayn, SEN-maxsus ta'lim ehtiyojlari, boshlang'ich ta'lim.

Аннотация. В данной статье рассматриваются практические подходы к обучению английскому языку в инклюзивных классах начальной школы. Особое внимание уделяется поддержке учащихся с особыми образовательными потребностями при выполнении учебных заданий, а также формированию у них таких академических ценностей, как ответственность, настойчивость и уважение к другим. Исследование основано на анализе педагогического опыта и наблюдениях за уроками английского языка в школах Узбекистана, а также на современных методических подходах, включая дифференцированное обучение и модель Universal Design for Learning (UDL). Результаты показывают, что адаптация заданий, использование наглядных средств и организация совместной работы способствуют повышению учебной активности и уверенности учащихся. Вместе с тем выявлены определённые трудности, связанные с недостатком ресурсов, учебных материалов и подготовки педагогов. В статье предложены практические рекомендации по совершенствованию инклюзивного обучения в начальной школе.

Ключевые слова: инклюзивное образование, EFL-преподавание английского как иностранный язык, дифференцированное обучение, UDL-универсальный дизайн для обучения, SEN-особые образовательные потребности, начальное образование.

Introduction. Inclusive education has become a central component of modern educational policy aimed at ensuring equal access to learning for all students, including those with special educational needs (SEN). This article explores effective pedagogical strategies used in teaching English as a foreign language (EFL) in inclusive primary school classrooms. The study focuses on methods that facilitate the completion of academic tasks and foster the development of academic values such as responsibility, perseverance, and respect for diversity. The research is based on classroom observations, analysis of teaching practices, and a review of contemporary literature on inclusive education, differentiated instruction, and Universal Design for Learning (UDL). The findings indicate that adaptive teaching methods, multimodal instruction, and collaborative learning significantly improve student engagement and academic outcomes. However, challenges such as insufficient teacher training, limited resources, and infrastructural barriers remain. The article concludes with practical recommendations for improving inclusive education practices in Uzbekistan.

Inclusive education is recognized as a fundamental principle of modern educational systems worldwide. It aims to provide equal learning opportunities for all students regardless of their abilities, backgrounds, or learning needs. In recent years, Uzbekistan has actively implemented policies to develop inclusive education, emphasizing access, equity, and quality.

Unlike traditional integration, which focuses on placing students with disabilities into mainstream classrooms, inclusive education requires adapting the educational environment to meet diverse learner needs. This shift reflects a broader understanding that barriers to learning often exist within the system rather than the learner.

Teaching English as a foreign language (EFL) in inclusive classrooms presents unique challenges. Teachers must simultaneously develop students' language skills and accommodate diverse cognitive, linguistic, and social needs. Research shows that traditional teaching methods are often ineffective in such settings, as they fail to address individual differences in learning styles and abilities.

Therefore, it is essential to explore pedagogical strategies that support both academic achievement and personal development. The purpose of this study is to analyze effective teaching methods that help students with SEN successfully complete academic tasks and develop key academic values.

Literature review. Concept of Inclusive Education. Research indicates that inclusive education requires significant changes in teaching practices. Teachers must adapt content, methods, and assessment to support diverse learners. This often involves individualized and flexible approaches that promote active participation.

Differentiated instruction is one of the key approaches in inclusive education. It involves modifying teaching methods, materials, and assessment according to learners'

abilities and needs. Studies show that differentiation allows teachers to create more engaging and effective learning environments by addressing individual differences .

In EFL classrooms, differentiation may include:

- simplified texts for struggling learners;
- additional challenges for advanced students;
- varied forms of assessment.

Research also highlights that differentiation improves students' motivation and academic achievement by making learning more accessible.

Universal Design for Learning (UDL) is another essential framework in inclusive education. It focuses on designing instruction that is accessible to all learners from the beginning. UDL is based on three main principles:

- multiple means of representation;
- multiple means of expression;
- multiple means of engagement .

This approach helps eliminate barriers to learning and supports students with different cognitive and sensory needs. Unlike traditional accommodations, UDL is proactive, aiming to create inclusive learning environments for all students.

Multimodal teaching involves using various sensory channels (visual, auditory, kinesthetic) to present information. This approach is particularly effective for learners with SEN, as it supports different learning styles.

Studies show that multisensory learning can enhance comprehension and retention, especially in language learning contexts . However, it should be applied carefully to avoid cognitive overload.

Recent studies demonstrate that inclusive pedagogy significantly improves students' engagement and sense of belonging. It benefits not only students with SEN but all learners in the classroom .

Inclusive EFL teaching involves:

- scaffolding;
- visual support;
- cooperative learning;
- flexible assessment.

These strategies help students overcome language barriers and actively participate in learning.

Methodology. The research is based on qualitative methods, including:

- classroom observations in primary schools;
- analysis of teaching practices;
- review of academic literature.

Data were collected from English lessons conducted in inclusive classrooms in Tashkent. The analysis focused on identifying effective strategies for supporting students with SEN.

Results and discussion. Strategies for Academic Task Completion

1. Differentiated Tasks

Teachers design tasks at different levels of complexity. For example:

basic level: matching words with pictures;

intermediate level: oral descriptions;

advanced level: writing sentences.

This allows all students to participate and succeed

2. Scaffolding Techniques

Scaffolding involves providing temporary support to learners. This includes:

sentence starters;

visual cues;

guided practice.

Such support helps students gradually develop independence.

3. Multimodal Instruction

Teachers use:

flashcards;

videos;

real objects.

This approach enhances understanding and engagement, especially for students with learning difficulties.

4. Peer Collaboration

Group work and pair activities promote cooperation. Stronger students support weaker peers, which improves learning outcomes and social interaction.

Research shows that inclusive environments improve social skills and communication among students .

5. Use of Technology

Assistive technology plays an important role in inclusive education. It provides alternative ways of accessing content and expressing knowledge.

Studies indicate that integrating assistive technology with differentiated instruction improves accessibility and learning outcomes .

Development of Academic Values. Inclusive education also promotes important values:

1. Responsibility

Students set personal goals and monitor their progress. This encourages independent learning.

2. Perseverance

Teachers emphasize effort rather than results. Positive feedback motivates students to overcome difficulties.

3. Respect for Diversity

Group work fosters empathy and understanding. Students learn to respect differences and support each other.

4. Self-regulation

Students develop the ability to plan, monitor, and evaluate their learning.

Challenges of Inclusive Education. Despite progress, several challenges remain:

lack of resources and materials;

insufficient teacher training;

large class sizes;

limited access to technology.

Research confirms that teachers often feel unprepared to work in inclusive classrooms.

Recommendations. To improve inclusive education, it is necessary to:

1. Provide professional development for teachers;
2. Develop specialized teaching materials;
3. Improve school infrastructure;
4. Promote collaboration between teachers and parents;
5. Integrate modern technologies.

Conclusion. Inclusive education plays a crucial role in modern educational systems. The study shows that effective teaching strategies such as differentiation, UDL, and multimodal instruction significantly improve learning outcomes.

Inclusive pedagogy not only supports students with SEN but also enhances the overall quality of education. However, successful implementation requires systemic changes, including teacher training, resource development, and policy support.

Further research is needed to explore innovative approaches and adapt international experience to the context of Uzbekistan.

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