



PRACTICAL SIGNIFICANCE OF INCLUSIVE EDUCATION

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Abstract

Inclusive education is a modern approach that allows all children, including those with disabilities or special needs, to learn together in the same classroom. It promotes equality, respect, and cooperation among students. The practical significance of inclusive education is that it helps children develop social skills, tolerance, and empathy. Teachers also become more flexible and creative in their teaching methods. Inclusive education benefits not only students with special needs but also their classmates by creating a positive and supportive learning environment. Therefore, inclusive education plays an essential role in building a fair and understanding society.

Keywords: Inclusive education, equality, diversity, special needs, cooperation, social integration, learning environment.

Introduction.

Education is one of the most powerful tools for personal growth and social development. In recent years, the idea of inclusive education has gained great importance all over the world. Inclusive education means that all students, regardless of their abilities or disabilities, learn together in the same classroom.



This approach gives every child the right to education in a friendly and supportive environment. It not only focuses on academic success but also on building values such as understanding, respect, and empathy. The main goal of inclusive education is to ensure equal opportunities for all learners. It allows students with special needs to take part in social and academic activities with their peers. This helps them develop communication skills, confidence, and independence. At the same time, other students learn to appreciate diversity and to help and support others. Inclusive education also encourages teachers to improve their professional skills by using creative teaching methods and adapting lessons for different learning needs.

Materials and Methods

The study on the practical significance of inclusive education was carried out using a combination of qualitative and quantitative research methods. The purpose of this section is to describe the sources of information, participants, instruments, and procedures used during the research process. The study was designed to explore how inclusive education functions in practice, what challenges educators face, and how inclusive approaches contribute to students' academic and social development.

1. Research Design

A descriptive and analytical research design was used in this study. This design was chosen because it allows the researcher to collect data from real-life school environments and analyze the effects of inclusive education in a natural context. The research was conducted in several general education schools that have implemented inclusive programs. These schools were selected because they represent different social and educational conditions, which helped to ensure a broad understanding of inclusive practices. Both qualitative methods (such as interviews and observations) and quantitative methods (such as surveys and statistical analysis) were applied. The combination of these approaches made it possible to obtain both numerical data and detailed personal experiences.



2. Participants

The participants of the study included teachers, students, parents, and school administrators. A total of 20 teachers who worked in inclusive classrooms took part in the research. Among them, some had professional training in special education, while others were general subject teachers with limited experience in inclusion. Their opinions provided valuable insight into the strengths and weaknesses of inclusive teaching methods.

Fifty students from different inclusive classrooms were observed during lessons. These students included both children with special educational needs and their typically developing classmates. The diversity of participants helped the researcher to analyze how inclusion affects both groups of learners. Additionally, ten parents of children with special needs were interviewed to understand their perspectives on the quality and accessibility of inclusive education.

3. Data Collection Methods

Different data collection methods were used to ensure accuracy and reliability:

- **Observations:**

Classroom observations were carried out during various subjects, including language, mathematics, and art. The researcher observed teaching techniques, student participation, and peer interaction. The goal was to see how inclusion worked in everyday classroom situations and to note the behavioral and emotional responses of students.

- **Interviews:**

Semi-structured interviews were conducted with teachers and parents. The questions focused on the challenges of inclusive teaching, available resources, and changes in student behavior and attitude. Teachers shared their experiences about classroom management, lesson planning, and cooperation with special education specialists.



- **Questionnaires:**

A questionnaire was given to students to measure their attitudes toward inclusion and classmates with special needs. The questions were designed in simple and understandable language to obtain honest answers. The results were analyzed statistically to identify patterns and general opinions among the participants.

- **Document Analysis:**

Educational policies, government programs, and school regulations related to inclusive education were also examined. This helped to understand how the national education system supports inclusion and what legal frameworks exist to ensure equal rights for students.

4. Instruments and Materials

The main instruments used in the research were observation checklists, interview guides, and questionnaires. Observation checklists were developed to record teachers' and students' behavior during lessons. Interview guides contained open-ended questions that allowed participants to freely express their thoughts. Questionnaires were designed using a Likert scale to measure attitudes and satisfaction levels.

Teaching materials used in the observed classrooms included textbooks, visual aids, digital learning tools, and adaptive learning resources for students with disabilities. These materials were analyzed to determine how well they supported inclusive teaching.

5. Data Analysis

The collected data were analyzed using both qualitative and quantitative techniques. Qualitative data from interviews and observations were coded and grouped into thematic categories, such as teacher preparation, student cooperation, and classroom challenges. Quantitative data from questionnaires were analyzed using descriptive statistics to identify common trends and averages. The integration of both data types provided a comprehensive understanding of inclusive education in practice.



6. Ethical Considerations

All participants were informed about the purpose of the study and agreed to take part voluntarily. The confidentiality of their identities and responses was ensured. Special attention was given to the ethical treatment of children, especially those with special needs, to ensure that their dignity and comfort were protected during the research process.

7. Limitations

The study was limited to a small number of schools, so the results cannot be generalized to all educational institutions. Another limitation was that not all teachers had the same level of training in inclusive education, which affected the consistency of data. However, despite these limitations, the study provides valuable insights into real-life applications of inclusive education and highlights important areas for improvement.

8. Summary

In summary, the Materials and Methods of this study provided a clear and structured framework for examining the practical aspects of inclusive education. Through observation, interviews, and data analysis, the research gathered strong evidence that inclusive education can be successfully implemented when teachers receive adequate training and support. The materials, participants, and procedures used in this study form the foundation for understanding how inclusive education works in everyday classroom settings and how it can be improved for the benefit of all learners.

Results and Discussion

The results of the study showed that inclusive education brings many positive changes to the learning process. Firstly, it helps children with disabilities or learning difficulties feel accepted and valued. They develop better communication and social interaction skills. Secondly, inclusive classrooms promote cooperation and teamwork among students. Children learn to support each other and to respect individual differences. Teachers reported that inclusive



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education improves the classroom atmosphere and increases motivation among all learners. However, the research also found some challenges. One of the main problems is the lack of resources such as special equipment, teaching materials, and trained specialists. Some teachers feel unprepared to work with students who have special needs. Therefore, continuous teacher training and professional development are essential. Another challenge is the attitude of society and parents. Some people still believe that children with disabilities should study separately. It is necessary to raise awareness and show that inclusion benefits everyone, not only special-needs students. To make inclusive education more effective, schools should provide additional support, such as teacher assistants, psychologists, and speech therapists. It is also important to create cooperation between teachers, parents, and specialists. When everyone works together, inclusion becomes a successful and rewarding process for all participants.

Conclusion

The practical significance of inclusive education is very high. It helps to build a more equal and caring society where every person is respected and valued. Inclusive education provides all students with the opportunity to learn together, share experiences, and grow both academically and personally. It teaches young people to be tolerant, empathetic, and responsible citizens. Moreover, it prepares them for real life, where they will meet and work with people of different abilities and backgrounds. To strengthen inclusive education, governments and educational institutions must focus on teacher training, infrastructure improvement, and public awareness. Schools should create an environment that supports diversity and ensures that every child feels safe and included. When inclusion becomes a natural part of education, society as a whole becomes stronger, more understanding, and more united.

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