



Methodological Features Of Implementing Inclusive Education Principles In Foreign Language Teaching

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Abstract: This scientific article provides a comprehensive study of the methodological features of implementing inclusive education principles in foreign language teaching. The paper analyzes differentiated approaches, multisensory methods, and the effectiveness of individualized programs for teaching foreign languages to students with diverse abilities, supported by scientifically grounded evidence. Based on the results of the research, the pedagogical and psychological aspects of teaching foreign languages in inclusive groups, the methodological challenges, and ways to overcome them are explored. Furthermore, the article proposes innovative methods for organizing foreign language classes for students with special educational needs through the use of modern information technologies. The results of experimental work carried out during the study led to the development of an effective methodological system aimed at improving students' communicative competence in an inclusive educational environment.

Keywords: Inclusiveness, differentiation, multisensory approach, competence, methodology, adaptability, innovation, communicativeness.

Introduction: In the context of modern globalization, the demand for specialists proficient in foreign languages is steadily increasing. In particular, the development of teaching methodologies for foreign languages based on inclusive approaches has become an important pedagogical issue. The principles of inclusive education aim to create equal opportunities for quality foreign language learning for every student, including those with special educational needs and

learners of diverse abilities.

The Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On Measures to Further Develop the Education System" (No. PQ-5117, May 6, 2021) [1] and the Decree "On Approval of the Concept for Introducing and Developing Inclusive Education" (No. PQ-5235, October 20, 2021) [2] are aimed at ensuring equal access to education for all children in the country. These official documents emphasize the necessity of implementing inclusive approaches at all levels of education, including in the process of foreign language teaching.

Implementing inclusive education in foreign language instruction is not only a legal requirement but also a pedagogically justified necessity. International experience demonstrates that differentiated approaches, individualized programs, and adapted learning materials can significantly improve students' foreign language acquisition levels [3].

In the context of Uzbekistan, applying inclusive education principles in foreign language teaching requires addressing several methodological challenges. These include designing lessons for students with varying abilities, developing adapted learning materials, implementing a multidisciplinary approach, and enhancing teachers' specialized competencies [4].

This study is aimed at developing the methodological foundations for implementing inclusive education principles in foreign language teaching, as well as creating optimal conditions for students with diverse abilities to effectively learn foreign languages. The relevance of the research is determined by the growing trends in inclusive education and the practical needs of the educational system of Uzbekistan.

METHODS

In recent years, the issue of implementing inclusive education principles in foreign language teaching has become one of the most actively explored and relevant topics in pedagogical research in Uzbekistan. Scientific studies conducted by Uzbek scholars in this field are primarily aimed at developing both the theoretical foundations and practical methodologies of inclusive education.

The prominent Uzbek scholar M. Kh. Tukhtayeva, in her fundamental work "Inclusive Education: Theory and Practice," deeply examined the importance of individualized approaches in foreign language teaching and highlighted the methodological features of working with students with special educational needs [5]. The study emphasizes that the use of differentiated tasks and adapted learning materials

significantly improves the learning outcomes of students with varying abilities.

Similarly, N. A. Khasanov, in his monograph "Modern Technologies of Foreign Language Teaching," discusses interactive methods, project-based approaches, and the development of adaptive curricula for teaching foreign languages in inclusive groups [6]. The author notes that educational materials designed for students with different abilities should be adapted not only linguistically but also psychologically and pedagogically.

In their methodological guide "Methods of Teaching Foreign Languages in the Context of Inclusive Education," O. R. Yuldoshev and M. Sh. Qodirova provide an in-depth analysis of the specific aspects of organizing foreign language lessons for students with disabilities, the use of assistive technologies, and the creation of adapted educational programs [7].

Among research articles, L. Z. Jabborova in her study "Psychological and Pedagogical Foundations of Teaching Foreign Languages to Students with Special Educational Needs" developed methodological recommendations for lesson planning that take into account the cognitive abilities of students in inclusive groups [8].

This study employed the following scientific methods:

Rapid Literature Review: A comprehensive analysis of scientific literature, textbooks, manuals, and research papers in the field of inclusive education and foreign language teaching was conducted to identify key principles and approaches.

Pedagogical Observation: The practical implementation of inclusive approaches in foreign language lessons at various educational institutions was observed, focusing on teacher–student interactions and classroom dynamics.

Survey and Interview: Questionnaires and interviews were conducted among foreign language teachers and students with special educational needs to evaluate the effectiveness of inclusive education; the results were analyzed statistically.

Comparative Analysis: The inclusive education systems of Uzbekistan and foreign countries, as well as their methodological approaches to foreign language teaching, were compared.

Experimental Work: Differentiated lesson plans and learning materials were developed for students with different abilities and tested experimentally to assess their effectiveness.

Differentiated Learning Approach – developing individualized tasks and learning materials tailored to the abilities of each student.

Project-Based Learning Methodology – fostering teamwork and collaborative learning through group projects.

Multisensory Approach – facilitating learning through the engagement of multiple sensory channels.

Adaptive Assessment Methodology – designing assessment tasks that are adjusted according to students' levels of proficiency.

Based on the literature review and applied research methods, it can be concluded that the effective implementation of inclusive education principles in foreign language teaching requires a comprehensive approach. This involves not only the development of specialized methodologies but also the enhancement of teachers' professional competencies, the creation of adapted learning materials, and the integration of modern pedagogical technologies.

RESULTS AND DISCUSSION

Based on experimental work, pedagogical observations, and surveys conducted during the

research, several significant findings were obtained regarding the methodological features of implementing inclusive education principles in foreign language teaching.

Over a six-month experimental period carried out in various educational institutions, the effectiveness of teaching foreign languages in inclusive groups was confirmed. Lessons organized on the basis of a differentiated learning approach significantly improved students' communicative competence in the target language. Individual work with students with special educational needs contributed to the development of their linguistic skills.

Learning materials developed through a multisensory approach had a positive impact on students with diverse abilities. The use of visual, auditory, and kinesthetic materials increased overall learning efficiency by 35%. Furthermore, project-based learning enhanced teamwork skills among students, and the cooperation between learners of different abilities boosted their communicative activity in foreign language use.

Table 1. Indicators of the Effectiveness of Inclusive Foreign Language Teaching

Methods:

No	Indicator	Experimental Group (%)	Control Group (%)	Growth Rate
1	Communicative competence	78	45	+33%
2	Vocabulary acquisition	82	50	+32%
3	Grammar skills	75	48	+27%
4	Speech culture	70	42	+28%
5	Self-confidence	85	55	+30%
6	Motivation level	88	52	+36%
7	Independent learning	80	47	+33%
8	Teamwork skills	83	51	+32%

Through the adaptive assessment methodology, students' proficiency levels were identified, and individualized learning programs were developed accordingly. This approach improved the academic performance of students with special educational needs by 40%.

Survey results indicated that 90% of teachers in the experimental group reported an increase in students'

engagement when inclusive teaching methods were applied. Moreover, 85% of students noted that differentiated tasks and multisensory materials helped them overcome difficulties in learning a foreign language.

The research demonstrated that the following methodological principles are essential for effective foreign language teaching in inclusive settings:

Individualized Approach – taking into account each learner's cognitive abilities and learning style.

Differentiated Instruction – designing tasks and materials at varying levels of complexity.

Multidisciplinary Collaboration – involving psychologists, special educators, and language teachers in the learning process.

Technological Integration – utilizing modern information and communication technologies (ICT) in teaching.

However, the study also identified several challenges that hinder the full implementation of inclusive education principles in foreign language teaching:

Insufficient teacher preparation and training in inclusive education methodologies.

Lack of specialized methodological guides and adapted learning materials.

Underdeveloped infrastructure, particularly a shortage of technical and assistive resources.

To address these challenges in the future, it is necessary to:

- (1) enhance teacher qualifications in inclusive pedagogy,
- (2) develop specialized methodological resources and teaching aids, and
- (3) integrate modern pedagogical technologies to improve accessibility and learning outcomes for all students.

CONCLUSION

As a result of this scientific research, the following methodological features of implementing inclusive education principles in foreign language teaching were identified:

First, the effectiveness of foreign language lessons organized on the basis of an inclusive approach was clearly demonstrated during experimental studies. Through the use of differentiated teaching methods, students with varying abilities achieved a 78% level of communicative competence, which is 33% higher than the results observed under traditional teaching methods.

Second, learning materials developed according to the multisensory approach increased the foreign language acquisition level of students with special educational needs by 35%. The integrated use of visual, auditory, and tactile materials had a positive impact on learning effectiveness and engagement.

Third, the application of project-based learning methodology helped develop teamwork skills among students with diverse abilities. This contributed to an

increase in their communicative activity in the target language and enhanced their self-confidence to 85%.

Fourth, the adaptive assessment system made it possible to identify individual student needs and design personalized learning programs accordingly. This method improved the academic performance of students with special educational needs by 40%.

In conclusion, the successful implementation of inclusive education principles in foreign language teaching requires:

- (1) teachers' specialized methodological training,
- (2) the use of modern technological tools, and
- (3) the development of adapted learning materials tailored to students' individual characteristics and needs.

These factors collectively ensure equal learning opportunities and enhance the overall quality and inclusiveness of foreign language education.

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