

MODELS OF INCLUSIVE EDUCATION AND THEIR EFFECTIVENESS FOR STUDENTS WITH SPECIAL NEEDS

Asilabonu Sobirova Aziz qizi

Student of the 3rd English language faculty, UzSWLU

Annotation: *As a way to guarantee fair access to education for all students, including those with learning difficulties, inclusive education has gained prominence in the last decades. This research paper looks at how well five basic inclusive education models support the academic and social-emotional development of children with learning disabilities covering full inclusion, mainstreaming, resource-based models, co-teaching, and Universal Design for Learning (UDL). The goal of the study is to ascertain whether these models can be shown to improve academic performance for students who have particular learning difficulties. This review investigates the theoretical and practical operationalization of these models in classroom settings, analyzing the ways in which educators apply pedagogical concepts to their instruction and synthesizes empirical evidence related to the impact of these models on key student outcomes, such as academic performance, social inclusion, and overall well-being.*

Key words: *Full inclusion, mainstreaming, resource-based models, co-teaching, Universal Design for Learning (UDL), educational classrooms, and students with special needs.*

The concept of inclusive education, rooted in principles of equity and social justice, has become a fundamental aspect of modern educational policy. The primary objective of inclusive education is to establish learning environments where every student, regardless of their abilities or disabilities, can flourish and achieve their maximum potential. Although the guiding principles of inclusive education are generally acknowledged, implementing successful models remains a challenging and ongoing endeavor [1]. These models, each with unique characteristics and approaches, illustrate the range of inclusive practices being used in educational settings today:

Full Inclusion: Students with disabilities should be fully integrated into general education classrooms to study with their peers without impairments, according to this paradigm. In order to guarantee that every student can fully engage in the learning process, it places a strong emphasis on offering the proper support services such as specialized education, accommodations, and assistive technology within the regular classroom setting. The goal of "Full Inclusion" is to remove obstacles that could prevent students with disabilities from participating in the curriculum, ensuring equal access to general educational materials. This method also helps kids feel a feeling of community and belonging, which promotes relationships and social interactions among all of them. It acknowledges the importance of variety in the classroom and sees individual differences as assets that enhance the educational setting. By working

together, families, support personnel, and educators, “Full Inclusion” seeks to create an inclusive culture where every student feels valued and empowered to contribute [2].

Mainstreaming: Under this model, children with disabilities are enrolled in general education classes during specific time periods but may also get extra help outside of the classroom in the form of pull-out programs or supplementary support services, such as resource room assistance. These students may take part in art or physical education classes of general education. Occasionally, they may study math and science in a separate classroom while participating in English in a general education classes [3]. Many researchers, educators, and parents have emphasized the significance of these classrooms, especially in political environments that support their removal.

Resource-Based Models: These models offer specialized services and support for students with disabilities in specific resource rooms or centers. Students may divide their time between general education classrooms and resource rooms, based on their individual requirements. Key features of resource-based models are specialized support, flexible scheduling, skill development, collaboration, individualized plans.

Co-Teaching: In this model, a general education teacher and a special education teacher collaborate to plan, instruct, and assess students in a shared classroom. This partnership utilizes their combined knowledge, involving a more cohesive approach to teaching and learning. This approach enhances educational experiences by improving the strengths of both educators. Co-teaching encourages shared responsibility, a range of teaching approaches, and ongoing communication. Some of the most frequently utilized co-teaching models are “One Teach, One Support”, “Team Teaching”, “Parallel Teaching”, and “Alternative Teaching”.

Universal Design for Learning (UDL): a framework aimed at enhancing and optimizing education for all individuals, informed by scientific understanding of human learning processes. To effectively implement UDL in the classroom, educators need to understand their students’ needs as well as their abilities, interests, backgrounds, identities, prior knowledge, and goals [4].

Teaching, acceptance, access, resources, support, vision, placement, curriculum, evaluation, and leadership are all important aspects of inclusive education that educators at all levels of their institutions must consider. The effectiveness of inclusive education’s models have several key benefits including social interaction, diverse learning environments, high expectations, individualized support, empathy and understanding.

REFERENCES:

1. Dr. Rajeshwari Garg, Dr.A. Sridharan, Dr Ravindra Babu. S, Sapresh Devidas, & Dr. N. H. vasoya. (2024), Examining Inclusive Education Models And

Their Effects On Special Needs Students. *Educational Administration: Theory and Practice*, 30(5), 6825-6832 Doi: 10.53555/kuey.v30i5.4024

2. Stainback, S., & Stainback, W. (2011). *Inclusion: A guide for educators* (5th ed.). Boston, MA: Pearson Education.

3. Friend, M., & Bursuck, W. D. (2016). *Inclusion: A guide for educators*. Boston, MA: Pearson Education.

4. Al-Azawei, A., Serenelli, F., & Lundqvist, K. (2016). Universal Design for Learning (UDL): A content analysis of peer reviewed journals from 2012 to 2015. *Journal of the Scholarship of Teaching and Learning*, 16(3), 39-56.

5. Lindsay, G. (2003). Inclusive education: a critical perspective. *British journal of special education*, 30(1), 3-12.

6. Loreman, T. (2017). Pedagogy for inclusive education. In *Oxford research encyclopedia of education*.

7. Buli-Holmberg, J., & Jeyaprabhan, S. (2016). Effective practice in inclusive and special needs education. *International journal of special education*, 31(1), 119-134.

8. Lindsay, G. (2007). Educational psychology and the effectiveness of inclusive education/mainstreaming. *British journal of educational psychology*, 77(1), 1-24.