

HOW TO CREATE INCLUSIVE ENVIRONMENT CLASSROOM

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Annotation: *This article clarifies how to create inclusive environment classroom. Teachers play a significant role in developing students' mental health and critical thinking. This article highlights the benefits of inclusion and teaching students who have disabilities. The biggest problem is most teachers don't want to spend time or energy for this kind of students and don't want to learn what kind of issues they have. This article emphasizes how to create inclusive classrooms and how to promote collaboration between two types of students (healthy and disabled)*

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Provide support which benefits all children in your class. If you have children with specific SEND or disability needs, consider whether the strategies you are putting in place could make learning more positive for the class as a whole. This will not only help to make the children you initially need to support feel more included with the rest of the children, but could also ease learning for others in ways that you would never have considered before.

For example, some pupils with dyslexia find it difficult to read pure black text on a pure white background. By avoiding black and white on your slides, posters, displays, worksheets and signs, you will also make it much easier for all the children to access the classroom and the work you set them. Generally, children with mild dyslexic traits often go undiagnosed, so you will be helping more students in the class than you may realize.

Another really important strategy you might want to consider is finding a way to incorporate more breaks into the learning day. The lockdown has shown us how much children have needed breaks away from the screen during online learning, but this necessity also reflects how your students, along with those with specific needs, may require more breaks when they return to classroom learning. These breaks can take many different forms which include having a walk around, stretching, chatting to neighbors, talking and walking, reading, doodling and closing your eyes for a few minutes.

One final broad change you can make that will support both children with autism, and those without particular needs, is to create an environment of

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organization. In primary schools in particular, most children find organizing their equipment, uniform, space and time a struggle, and so anything you implement for specific children should be encouraged throughout the classroom too.

Putting the students into groups for specific cleaning up, setting up, or checking up roles can help to galvanize everyone, and make them feel like they are making a difference together. Another tactic is to create a to-do list together as a class, which can then be displayed around the room and on tables. This list will give the pupils a greater sense of ownership for their responsibilities, and can be used as a helpful reminder throughout the day. If this list or poster can be made as visual as possible with photos or pictures, then you have made what you expect from your students as clear as possible.

2. Clearly display timetables and key information. Following on from visual to-do lists, you can do much more with visuals around your environment that will help with both the general running of the classroom, and the lessons you teach.

Often, children with dyslexia and autism can become distressed when they do not know what is going to happen, where they are meant to be or how they are expected to behave. If you can clearly display visual timetables on their table, that they can fill up and change throughout the day, you will greatly ease their anxiety. You can replicate this on a larger scale for the whole class as well, placing it at the front of the room, by the whiteboard, or in a special area that is clear to see. As a result, all children can look forward to their favourite or least favourite lessons, and mentally prepare themselves, reducing the stress they may not feel able to talk about.

Empowerment continues if you can use Comic Sans, Ariel, or Dyslexie fonts on your handouts, rules, displays and key vocabulary cards. These fonts are particularly accessible for children with dyslexia, and so will be easy to process for all children in your class. Also, it will help your students if any keywords, worksheets and activities are stuck on your displays, because then your current topic of learning stays fresher in their minds for longer.

Key information should also be offered in your student's primary language if possible, both in letters home and with displays. Although it is essential that your children learn concepts in English, it is sometimes more important that the information is received clearly, rather than ensuring that language skills are practiced. Providing the information in primary languages can avoid misunderstandings if the subject matter is particularly complex, and may be part of the building blocks to developing deeper learning in the long term. The same should be considered for students that use sign language or Makaton. Incorporating posters or learning resources which use pictorials of specific signs, can ease a child into their learning, and will also help the pupils around them to learn the signs as well.

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3. Create a calm, focused and unique learning environment. Although creating a calm environment in a classroom is often half the battle with teaching, we all know that a calmer environment can lead to enhanced learning for some subjects, and encourage social openness. But how can you create such an oasis?

First of all, make sure that your classroom is fully resourced with toys, objects and opportunities which can soothe, and provide comfort, in times of distress or sensory overload. Fiddly items such as fidget spinners, blu tack, pipe cleaners and squeeze toys should be kept close by if any such event occurs. Although you must try and keep items that specifically meet the requirements of children with IEP statements, do not underestimate how such objects could help to relax the rest of your students too. Just make sure you set some ground rules with how they can be used to make sure they are not abused.

Another important action you can take is to think of ways you can make the classroom feel and look more comfortable to learn in. If possible, consider different seating options in various areas of your room. Think about beanbag seats, rocking chairs, deckchairs, cushions, benches, stuffed footstools, armchairs and even upturned buckets to give the classroom a softer edge, and a greater sense of relaxing homeliness. The same can be said for controlling the type of light in the environment, such as using only some banks of light whilst turning off others, focussing on upward projecting light or providing sunglasses to students who are particularly sensitive. Also, do not forget that comfort can be ruined by sound, and so consider ways you can reduce, or prepare your pupils for noises. Perhaps you can offer earplugs or headphones, fit sound proofing or carpeting where possible, and talk about fire drills well before time.

4. Create safe spaces. Most pupils, regardless of need or ability, react better to rules and to the classroom when there are safe or special places they can visit and use. Of course, it is a great strategy to make a sensory-friendly area for students with autism or learning difficulties, but as you get to know the individual needs of your pupils, consider how it may help their social mobility if others in the class can access it too. If areas can be shared, then your class will learn how to share and understand their responsibilities towards one another. Children may be able to build up their social skills in this space as a result, and feel less singled out when they use it.

Another area you can create is a break out space. Using the different seating or comforting ideas above, make an area where students can discuss, socialize, read and get away from each other if personal space is needed. You may find that children who do not normally talk to each other, start to mix more easily, and frayed tempers disappear after a time away from the normal learning space.

Of course, you may already have a reading area in or near your classroom. One way you can help make these spaces even more inclusive is by stocking it with authors, stories and characters that the children have never experienced

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before, or that they feel reflect their own lives. By allowing the reading area to both reflect the students and mirror the world, they can begin to learn about and accept differences, whilst also recognizing their own lives are acceptable and have been heard.

An inclusive classroom is a general education classroom where students with and without learning differences learn together. Inclusive classrooms are welcoming and support the diverse academic, social, emotional, and communication needs of all students.

Inclusion in the workplace creates a sense of belonging among co-workers that can translate to greater productivity, more innovation, and better decision-making. Team performance improves when employees feel more connected.

Consideration is approximately how we structure our schools, our classrooms and our lessons so that all our understudies learn and take an interest together. An comprehensive classroom is one that makes a steady environment for all learners, counting those with learning contrasts and one that can too challenge and lock in talented and gifted learners by building a more responsive learning environment.

Inclusivity too implies regarding individuals from all foundations and societies. By instructing our understudies the importance of this able to make a much more tolerant and understanding environment, not fair within the classroom and school but too in more extensive society.

An comprehensive school or classroom can as it were being fruitful when all understudies feel they are really portion of the school community. This could as it was happen through open, fair discourse around contrasts and understanding and regarding individuals from all capacities and foundations.

A comprehensive environment is one where everybody feels esteemed to form comprehensive classroom, instructors ought to teach themselves, behavior guidelines for understudies, demonstrate regard and give space for understudies to hone compassion. Different comprehensive classroom metho dologies offer assistance instructors finish these objectives and back their underst udies

An comprehensive classroom could be a learning environment that underpins all understudies, no matter what their person needs or learning obstructions are. Making an comprehensive learning environment implies instructors and other school staff give understudies with break even with accomplishment openings and learning get to. A understudy may discover learning and accomplishment more troublesome in case they:

1. Talk English as a moment dialect.
2. Come from a low-income family.
3. Are portion of a minority community.
4. Recognize as a distinctive sex or sexuality.

5. Have a disability or diverse mental capacities.

Who Benefits From Comprehensive Instruction?

Promoting Collaboration Between Understudies

Advancing collaboration between diverse students is one of the most excellent ways to form your classroom more comprehensive. It makes understudies put aside any differences and work together for a common cause. However, successful collaboration can be troublesome to attain without the right devices.

Advanced whiteboarding could be an extraordinary arrangement to this. Computerized whiteboarding alludes to the program utilized that incorporates whiteboarding capacities like composing, drawing, and explaining. Oftentimes, this program is portion of a program suite that moreover incorporates online and offline capacities for sharing and collaboration.

Comprehensive classrooms are imperative for a few reasons. In any case, they are too separated of an expansive set of techniques that instructors can utilize to not as it were provide all understudies way better instruction but more openings for all understudies to utilize innovation.

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