THE IMPORTANCE OF INCLUSIVE EDUCATION AND ITS IMPLEMENTATION IN THE CLASSROOM

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Abstract. The aspiration for inclusive education has grown dramatically since the Salamanca Statement was adopted in 1994 and the acknowledgement of the 2030 Sustainable Development Goals more recently. Thus, European countries are actively promoting human rights and inclusive education. However, ongoing educational and socioeconomic inequities point to uneven implementation of inclusive education. This article examines scholarly data on the importance of inclusion and its implementation, demonstrating how inclusive education promotes quality education and social inclusion. The article presents a conceptual framework for inclusive education, examines some principles and beliefs and highlights the types and social benefits of inclusion. Moreover, it identifies successful implementation tactics in the classroom.

Key words: *Inclusive education, social inclusion, equality and non-discrimination, learning environments, student needs, interactive groups.*

Аннотация. Стремление к инклюзивному образованию резко возросло после принятия Саламанкского заявления в 1994 году и недавнего признания Целей устойчивого развития на период до 2030 года. Таким образом, европейские страны активно продвигают права человека и инклюзивное образование. Однако сохраняющееся образовательное и социально-экономическое неравенство указывает на неравномерное внедрение инклюзивного образования. В этой статье рассматриваются научные данные о важности инклюзивности и ее реализации, демонстрирующие, как инклюзивное образование способствует качественному образованию и социальной интеграции. В статье представлена концептуальная основа инклюзивного образования, рассмотрены некоторые принципы и убеждения, а также выделены виды и социальные преимущества инклюзивности. Более того, он определяет успешную тактику реализации в классе.

Ключевые слова: *инклюзивное образование, социальная инклюзивность, равенство и недискриминация, среда обучения, потребности учащихся, интерактивные группы.*

Annotatsiya. Inklyuziv ta'limga intilish 1994-yilda Salamanka bayonoti qabul qilingandan keyin va yaqinda 2030-yilgacha Barqaror rivojlanish maqsadlari e'tirof etilganidan keyin keskin oshdi. Shunday qilib, Yevropa davlatlari inson huquqlari va inklyuziv ta'limni faol ravishda ilgari surmoqda. Biroq, davom etayotgan ta'lim va ijtimoiy-iqtisodiy tengsizliklar inklyuziv ta'limning notekis amalga oshirilishidan dalolat beradi. Ushbu maqola inklyuziv ta'limning sifatli ta'lim va ijtimoiy inklyuziyaga qanday yordam berishini ko'rsatib, inklyuzivlikning ahamiyati va uni amalga oshirish haqidagi ilmiy ma'lumotlarni o'rganadi. Maqolada inklyuziv ta'limning kontseptual asoslari keltirilgan, ba'zi tamoyillar va e'tiqodlar ko'rib chiqiladi hamda inklyuzivlikning turlari va ijtimoiy afzalliklari ta'kidlanadi. Bundan tashqari, u sinfda muvaffaqiyatli amalga oshirish taktikasini aniqlaydi.

Kalit so'zlar: *Inklyuziv ta'lim, ijtimoiy inklyuziya, tenglik va kamsitmaslik, o'quv muhiti, talabalar ehtiyojlari, interfaol guruhlar.*

Introduction. Inclusive Education (IE) is about our common obligation to humanity. The simplest things we believe in and do in classrooms and schools give students hope and meaning. For some students, inclusive education means having the chance and space to learn and socialize with others while also having their perspectives heard. The 1994 Salamanca Statement and the 2030 Sustainable Development Goals (SDGs) have led to a global shift towards inclusive education. Inclusive education is a strategic strategy, process, and practice (Ackah-Jnr & Cumming, in press), but practitioners, researchers, and scholars have various perspectives on how to adopt and apply it in educational systems and institutions. Practically, inclusive education encompasses more than just mainstreaming and integration, despite the fact that both strategies are crucial to inclusive education and are sometimes used interchangeably. While both mainstreaming and integration are normalizing processes that involve temporarily relocating students with disabilities from segregated settings into fixed educational systems or practices. IE is concerned with changes in such systems and practices that view students with disabilities as capable learners and permanent members of mainstream education settings.

Inclusive education aims to promote learning, participation, and fellowship in schools, curricula, and communities, while reducing exclusion, inequities, and social barriers for all children, regardless of disability or disadvantage. Inclusive education is a holistic approach to overcoming exclusion, marginalization, and discrimination in education, particularly for children with disabilities. It promotes inclusive cultures, ethos, and practices that foster hope and success for all children. According to Akkah-Jnr &

Cumming (in press) and Darragh (2010), inclusive education encompasses all aspects of learning for students.

Why Inclusive Education Is Important

"All children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students". (The Salamanca Statement, 1994)

Inclusion in education is essential because it reflects our shared values of diversity and community. It starts in classrooms, where all students can learn alongside their peers. They all learn, grow, and form friendships, regardless of their origins or abilities.

Fairness is key to ensuring all students have equal opportunities for success. It fosters student knowledge and empathy, which helps to create more inclusive cultures around the world.

Beyond the classroom, inclusive teaching and learning prepares students to be engaged and caring members of their communities. To make it work, schools provide additional assistance which is crucial to individuals in need, and teamwork between teachers, parents, and staff. Thus, UNICEF believes that the strategy is about establishing a more equal and compassionate society for all, rather than simply removing barriers.

Some fundamental principles and beliefs are at the core of inclusive teaching and learning, which have to be highlighted.

Principles:

1. **Equality and non-discrimination:** Providing equal access to quality education for all learners, regardless of their ability, background, or differences.

2. **Full participation:** Encouraging full involvement of all students in school life, including academic, social, and extracurricular activities.

3. **Individualized support:** Providing personalized help and accommodations to meet the different needs of students.

4. **Collaboration:** Encourage collaboration among educators, parents, and support staff to establish a unified and supportive learning environment.

5. **High expectations:** With the correct support and opportunities, every student can reach their greatest potential.

6. **Accessible environment:** Creating physical, educational, and social environments that are accessible to all students, including those with impairments.

7. **Continuous improvement:** Consistently evaluating and changing strategies and techniques to better meet student needs.

8. **Social inclusion:** Prioritizing social inclusion means assisting kids in developing meaningful relationships, a sense of belonging, and a helpful peer network.

Beliefs:

- All students have the right to learn together, which fosters relationships, skills, and common knowledge.

- No one, regardless of disability, ethnicity, culture, or any other circumstance, should be denied equal participation in education with his or her classmates.

- Education is essential for preparing people to be engaged citizens in a democratic society.

- To accomplish inclusive education, the school system must adapt, including distributing resources, creating awareness, adopting principles, and demonstrating a commitment to educating all children in discrimination-free environments.

- Inclusion is the process of removing obstacles so that all children can participate and learn freely.

Types of Inclusive Education

Educational institutions or schools seeking to implement inclusive teaching and learning must acknowledge that each student has unique requirements, thus selecting the appropriate sort of inclusive education is critical. Thus, there are several common ones:

Full Inclusion

In this model, all students, including those with disabilities, study together in the same classroom. The concept is that everyone belongs there. However, it is critical to monitor the model's performance and make necessary adjustments. If the full inclusion model proves too burdensome, schools might consider establishing a partial inclusion strategy.

Partial Inclusion

In this teaching method, students who require additional support continue to spend the majority of their time in the regular classroom but also receive additional assistance from educational specialists, including special education teachers.

This flexibility enables students to learn in the most convenient location for them, particularly when additional support is provided.

Mainstreaming

With this system, students with impairments begin in a separate classroom and can progress to the normal classroom when they are ready. It is a gentler transition, allowing students to progressively integrate into the fully inclusive classroom, one step at a time.

Keep in mind that one technique is not necessarily superior than the other. Instead, they all strive to ensure that each student receives the help he or she requires while learning

alongside his or her peers. Schools should focus on finding the best fit for each student's specific needs.

Benefits of Inclusive Education

Inclusive education is more than just a phrase in the learning environment; it is a revolutionary method that brings together students from diverse backgrounds and abilities. It promotes diversity, emphasizing empathy and encouraging students to value and respect differences.

However, the benefits extend beyond social interactions; it promotes fairness and equitable chances for all students, as well as boosts self-esteem and academic success, particularly for those who may require additional assistance. It also provides a forum for students to improve their communication skills by interacting with friends from varied backgrounds.

How to Implement Inclusive Education in the Classroom

Dealing with diversity in the classroom has been one of the biggest challenges of educational systems. Evidence from several studies agrees that "what is good for pupils with special educational needs is good for all pupils" (European Agency 2003). Teachers need to respond to individual diferences, rather than relying on labels. To this end, according to Mitchell (2014) inclusive education can be used as an organizing principle and a "mega-strategy" to promote learner outcomes.

Thus, creating an inclusive classroom requires a collective effort from teachers, parents, and students. Together, they create a learning environment in which everyone feels comfortable.

Here are some important stages for implementing inclusive education in the classroom:

Flexible teaching: Teachers tailor their teaching approaches to different learning needs, ensuring that every student understands the topic.

Respect and understanding: The entire school community should foster an environment in which students recognize and value one another's uniqueness.

Individualized support: Schools should give additional assistance or accommodations for pupils who require it, adapting the approach to each student's specific requirements.

Encourage participation: Teachers should provide chances for all students to actively participate in class activities and discussions.

Anti-bullying policies: Schools should establish ways to reduce bullying and encourage student respect.

Regular evaluation: Periodically examine the effectiveness of inclusive practices and make modifications where necessary.

Conclusion. The purpose of this paper has been to discuss the importance of inclusion and its types, as well as this how effectively it could be implemented in the classrooms.

As a concept inclusive education, it is considered a multidimensional approach whose centrality is about all students, although students with disability are often the point of focus in many countries.

Boosting student confidence begins by giving everyone equal learning chances and celebrating diversity no matter our differences. An inclusive environment empowers students to thrive both inside and outside school and provides everyone with an equal opportunity to learn.

More than a hundred years ago, as Dewey (1916) described the best way to develop a strong society was to educate students in social groups made up of individuals from many different backgrounds with many different interests, where the interaction between these individuals was full and free. It is for this that advocates of inclusive education will continue to strive.

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