

INCLUSIVE EDUCATION STRATEGIES FOR CHILDREN WITH LEARNING DISABILITIES

Darina Darbisheva

Student at Uzbekistan State World Languages University
darbisevadarina@gmail.com

Supervisor: Anarbekova Gulzodabegim

Teacher of Uzbekistan State World Languages University
gulzodabegim.anarbekova@gmail.com
ORCID: 0009-0009-2306-4393

Abstract. With many years of deep research, most of the schools have started thinking in a different way regarding the teaching methods for kids with learning disabilities. Rather than separating special kids from everyone else, the focus is on bringing them into the regular classroom atmosphere and find ways to make it work out. Education system differs around the world, however one part that unites them all is to show that every child deserves a fair shot, and that include those who are differ from their peers. This article takes a look at the kinds of strategies teachers actually use when trying to make inclusion work day to day. Things like adjusting lessons so they fit different learning styles, bringing in technology that helps kids keep up, putting together individual plans for students who need extra support, and getting kids to learn from each other in group settings

Key words: Inclusive education, learning disabilities, teaching strategies, classroom environment, differentiated instruction, assistive technology, individualized support, collaborative learning.

Schools all over the world are changing the way they teach kids with learning disabilities. For a long time, the usual thing to do was to put these kids in separate classrooms or special schools. That model is changing now. More schools are moving toward an integrated approach, which means that kids with learning differences stay in regular classrooms with their peers [1].

This change is more than just moving students around. Real inclusion means changing the way the classroom works so that every child can learn and grow, no matter what works best for them. A group of researchers recently said that inclusive education shouldn't just be an empty promise for the millions of kids who still have a lot of trouble learning [1].

This article talks about the real ways that teachers make inclusion work every day. It looks at how teachers change their lessons, use technology, make plans for each student, and get students to help each other based on new research and what happens in real classrooms. It also talks about how teachers, parents, and schools can help kids with learning disabilities do well in school [1].

Literature Review and Methods

A study from Vietnam followed almost 500 students who went to either inclusive or non-inclusive schools. The results showed that using inclusive methods helped students get to know each other and understand and care about each other [2]. Being in inclusive classrooms helped kids with learning disabilities do better in school, especially

in the early grades [2]. And here's what matters to those who are worried about other students: kids without disabilities either did better or stayed the same in their learning [2]. This finding goes against the old idea that having students with learning differences in class slows down everyone else.

Universal Design for Learning (UDL) is one of the best ways to include everyone. This framework helps teachers deal with the fact that every class has students who learn in different ways. There are three main things that UDL focuses on: keeping students interested and motivated, giving them information in different ways, and letting them show what they know in different ways [3].

The main point of UDL is easy to understand: every student is different. There are no exceptions to the rule that every child's brain works differently [3]. When teachers plan their classrooms with this in mind from the beginning, they make it easier for all of their students to pay attention, feel more motivated, and learn in a more comfortable way [3].

What does this look like in real life? Teachers might give students different ways to learn the same thing. They might set up flexible seating so that kids can pick the best place to work. Some classrooms have sensory features or both quiet areas and areas where students can work together [3]. Teachers can make learning easier by thinking about things like lighting, noise levels, and physical comfort. This is especially important for students with learning disabilities, who may be more sensitive to these things. Some students need more specialized help, even though UDL helps all learners. PLPs, or Personalized Learning Plans, are like custom road maps for these students. Each plan is made to meet the needs, strengths, challenges, and best learning style of a specific child.

Studies on students with more severe disabilities reveal the factors that contribute to the effectiveness of these plans [4]. To make good plans, you need to know the child well—not just their test scores, but also how they act in real life [4]. The SMART method is used by many teachers. It means that goals should be clear, measurable, possible, important, and have a deadline [4]. These goals could be about schoolwork, but they could also be about how the child talks to people, interacts with them, or handles everyday tasks [4].

Technology is a necessary tool for making classrooms more welcoming to everyone. Some products are simple to use, such as picture boards that help kids talk to each other. Some are more complex, including programs that can read material out loud or turn speech into printed words. These tools can assist children with learning impairments keep up with their classmates [5].

New studies on deploying AI in schools have demonstrated that it has both good and bad sides. Researchers in Jordan and the United Arab Emirates discovered that both teachers and parents think AI could aid students with special needs [5]. Schools need to make sure that teachers have enough training, that student data is safe, and that the newest technology meshes with the way they educate and the culture in their area [5]. The review also suggested that we need more long-term studies to see how these technologies effect kids over time [6]. In an inclusive classroom, the students themselves can sometimes be the best resource. Schools that tell kids to help each other make classrooms very welcoming [7]. The British Schools in the Middle East (2025) wrote about a program in Cairo where high school students started something called "Learnclusive" [7]. Older students volunteer to teach English to school staff who help

with cleaning and other tasks. They also help younger kids who have trouble reading by being their mentors [7]. What started as a project for a contest has turned into a program that helps kids learn to read and write and brings the school community together. Huynh and Nguyen (2025) discovered that inclusive education fosters empathy in students without disabilities [2]. Children who grow up with peers who have different needs learn social and emotional skills that no book can teach them.

Results

A teacher who knows what they're doing is behind every successful inclusive classroom. But over and over again, studies show that a lot of teachers don't feel ready to work with students who have learning disabilities [9].

The Institute of Development Studies (2025) examined research from various nations and recognized teacher training as one of five essential strategies for achieving genuine inclusivity in schools [9]. Good professional development should include teaching methods that work for different types of students, easy changes teachers can make in their classrooms, and a basic understanding of different disabilities [9]. Teachers who get good training learn how to make classrooms where all of their students can learn [9].

Discussion

In the end, the school's overall culture is more important than the specific strategies. School culture is the invisible force that comes from the beliefs, values, and attitudes that everyone shares. It affects everything from how staff greet students in the morning to how they deal with discipline [1].

Putting "inclusive" on the school website and enrolling kids with learning differences does not make the school inclusive. It's about making sure that every student knows they matter, that they are important, and that they have what they need to do well [1]. The words teachers use and the tone they set shape this culture. When a teacher says things like "You learn in a different way, and that's okay" or "Let's try it a different way," they are telling everyone that they can learn [3]. This kind of language makes students more curious instead of calling them stubborn or slow when they have trouble. It changes the way the classroom feels in every way [3].

Conclusion

The study makes one thing very clear: everyone benefits from inclusive education. Students who have trouble learning learn more, make better friends, and feel more sure of themselves [2]. Students who don't have disabilities learn to understand and care about others and how to get along with all kinds of people [2]. Schools teach kids to value differences and work together with others [1].

Punch Newspapers (2026) said that one Nigerian advocate put it simply: "If a private group can run successful inclusive programs across multiple states with very little money, then governments have no excuse for leaving these children behind" [10]. It's not about making exceptions for some students that will help them move forward. It's about making systems that let each learner's unique potential shine through. When we pay attention to people who have been left out, we don't just give them a chance. We make education better for everyone by giving them new ways of looking at things and doing things that challenge old ways of thinking and help all students [1].

REFERENCES:

1. Karumba, M. (2025). Transforming learning spaces: Teacher development and inclusive classroom strategies. *Global Schools Forum Report*.

2. Huynh, T., & Nguyen, N. T. T. (2025). Inclusive education: Enhancing social integration and academic achievement for students with and without learning disabilities aged 5 to 14. *VNU Journal of Science*, *41*(2), 112-128.
3. Karumba, M. (2025). Transforming learning spaces: Teacher development and inclusive classroom strategies. *Global Schools Forum Report*.
4. Bagchi, A., & Arango, P. (2025). Personalised learning strategies: Pathways to inclusion for learners with deafblindness. *The Journal of Inclusion and Disability*, *1*(2), 166-170.
5. Altakhaineh, A. R. M., et al. (2026). Integrating artificial intelligence to enhance inclusive education for students with special needs in Jordan and the UAE: Perspectives of teachers and parents. *Acta Psychologica*, *263*, 106252.
6. Dhouib, A., et al. (2025). Advancing inclusive smart learning environments: A systematic review of technologies, challenges, and best practices for students with disabilities. *Smart Learning Environments*, *12*(70), 1-24.
7. British Schools in the Middle East. (2025). Learnclusive: A Year 9 literacy initiative at Royal British International School. *BSME Newsletter 2024-25*.
8. Schifferle, T. M., & Kollegger, N. (2025). Inclusion in action: Fostering empathy and creativity with the CYBATHLON@school contest. *Constructionism Conference Proceedings*, *8*, 491-493.
9. Institute of Development Studies. (2025). Five strategies for disability inclusive education. *IDS Policy Briefing*.
10. Punch Newspapers. (2026). Advocates demand Rivers focus on special needs children. *Punch Nigeria*.
11. Anarbekova Gulzodabegim (2026). SEMANTIC CHANGE IN MODERN ENGLISH: A STUDY OF NEOLOGISMS AND THEIR INTEGRATION INTO EVERYDAY CONVERSATION. *Eurasian Journal of Social Sciences, Philosophy and Culture*, 6 (1), 40-43. doi: 10.5281/zenodo.18322628