



## THE ROLE AND GOALS OF INCLUSIVE EDUCATION IN MODERN CLASSROOMS

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**ANNOTATSIYA:** So'nggi yillarda inklyuziv ta'lim zamonaviy ta'lim tizimlarining muhim yo'nalishiga aylangan bo'lib, barcha o'quvchilarga teng ta'lim imkoniyatlarini ta'minlashga qaratilgan. Ushbu tadqiqotning maqsadi inklyuziv ta'limning zamonaviy sinf xonalaridagi roli va maqsadlarini tahlil qilishdir. Tadqiqot sifatli yondashuv asosida olib borilib, 2021-2025 yillardagi ilmiy maqolalar, xalqaro tashkilotlar hisobotlari va nazariy manbalar tahlil qilindi. Natijalar shuni ko'rsatadiki, inklyuziv ta'lim o'quvchilarning akademik va ijtimoiy rivojlanishiga ijobiy ta'sir ko'rsatadi, biroq uning amaliyotga joriy etilishida o'qituvchi tayyorgarligi va resurslar yetishmasligi kabi muammolar mavjud. Tadqiqot inklyuziv ta'lim samaradorligi o'qituvchi kompetensiyasi, maktab rahbariyati va tizimli qo'llab-quvvatlashga bog'liqligini ko'rsatadi.

**Kalit so'zlar:** inklyuziv ta'lim, zamonaviy sinf, o'qituvchi tayyorgarligi, ta'lim siyosati, maxsus ehtiyojlar.



**ABSTRACT:** *In the contemporary period, inclusive education has become an important direction in modern education systems, aiming to ensure equal learning opportunities for all students. This study aims to analyze the role and goals of inclusive education in modern classrooms. A qualitative research approach was used based on the analysis of academic articles, international reports, and theoretical sources from 2021-2025. The findings show that inclusive education positively impacts students' academic and social development, but its implementation is challenged by issues such as insufficient teacher training and lack of resources. The study indicates that the effectiveness of inclusive education depends on teacher competence, school leadership, and systemic support.*

**Keywords:** *inclusive education, modern classrooms, teacher training, education policy, special needs.*

**АННОТАЦИЯ:** *В последние годы инклюзивное образование стало важным направлением современных образовательных систем, направленным на обеспечение равных возможностей обучения для всех учащихся. Цель данного исследования анализ роли и целей инклюзивного образования в современных классах. Использован качественный подход на основе анализа научных статей, международных отчетов и теоретических источников 2021-2025 годов. Результаты показывают, что инклюзивное образование положительно влияет на академическое и социальное развитие учащихся, однако его реализация сталкивается с проблемами, такими как недостаточная подготовка учителей и нехватка ресурсов. Исследование показывает, что эффективность инклюзивного образования зависит от компетентности учителей, руководства школ и системной поддержки.*

**Ключевые слова:** *инклюзивное образование, современные классы, подготовка учителей, образовательная политика, специальные потребности*

## **Introduction**

In the context of rapid social, cultural, and educational changes, inclusive education has emerged as a key principle in modern classrooms. It is widely recognized as an approach that ensures equal access to quality education for all



learners, including those with diverse abilities, backgrounds, and learning needs. International organizations such as UNESCO emphasize that education systems must adapt to diversity rather than expect learners to fit into rigid structures. In this regard, Lani Florian defines inclusive education as an approach that supports all learners through responsive teaching practices rather than focusing only on differences. The importance of inclusive education lies in its ability to create learning environments where every student feels valued, supported, and engaged. In modern classrooms, inclusion not only enhances academic achievement but also promotes social interaction, empathy, and mutual respect among students. [3:1-20] As Thomas Hehir argues, inclusive education improves both academic and social outcomes when appropriate support systems are in place. [4:1-25] However, despite its growing recognition and policy support, the effective implementation of inclusive education remains a major challenge in many educational contexts. Schools often struggle with inadequate teacher training, limited resources, and insufficient institutional support. As a result, there is a noticeable gap between the theoretical goals of inclusive education and its practical application in classrooms.

Therefore, this study seeks to examine the role and goals of inclusive education in modern classrooms, with a particular focus on identifying key challenges and opportunities. By addressing these issues, the research aims to contribute to a deeper understanding of how inclusive education can be effectively implemented to meet the needs of all learners.

## **Literature Review**

Recent studies on inclusive education in modern classrooms demonstrate that the concept has become a central focus in educational research, particularly in relation to equity, participation, and effective teaching practices. According to Lani Florian, inclusive education should be understood as an approach that supports all learners through flexible and responsive teaching strategies rather than focusing on individual deficits. This perspective is supported by recent empirical studies, which show that inclusive practices improve both academic achievement and social interaction among students. [3:1-20] Similarly, Thomas Hehir argues that inclusive



education leads to better educational outcomes when appropriate support systems and policies are in place. His research highlights that students with special educational needs benefit significantly from learning in inclusive environments, particularly when teachers use differentiated instruction and individualized support strategies. [4:1-25] These findings are reinforced by reports from the European Agency for Special Needs and Inclusive Education, which emphasize the importance of teacher training and institutional support in achieving successful inclusion.

However, not all studies present positive findings. Contradictory evidence is provided by researchers such as Roger Slee, who argues that inclusive education often remains more theoretical than practical. According to his analysis, many education systems focus on policy development without ensuring effective classroom implementation. [5:1-16] Furthermore, recent studies highlight the complexity of the teacher's role in inclusive classrooms. David Mitchel emphasizes that effective inclusive teaching requires the use of evidence-based strategies, including differentiated instruction, cooperative learning, and continuous assessment. [7:280] However, without proper professional development and support, teachers may struggle to apply these strategies in practice.

Overall, the reviewed literature shows that inclusive education is widely supported in theory but inconsistently implemented in practice. While many studies confirm its positive impact, others highlight significant challenges and limitations. Therefore, the current study builds on existing research by focusing specifically on the role and goals of inclusive education in modern classrooms, aiming to bridge the gap between theoretical perspectives and practical implementation.

## **Literature Analysis and Methodology**

The analysis of recent literature on inclusive education in modern classrooms reveals several key trends related to its role, goals, and implementation. Scholars increasingly view inclusive education not merely as the placement of students with special needs into mainstream settings, but as a comprehensive transformation of teaching practices and learning environments. For instance, Lani Florian emphasizes that inclusive pedagogy focuses on extending what is ordinarily available to all



learners, rather than creating separate provisions for some. This approach is supported by recent studies highlighting the importance of flexible teaching strategies and differentiated instruction in achieving inclusive goals. [3:1-20] At the same time, Thomas Hehir argues that inclusive education improves both academic and social outcomes when schools provide appropriate support systems. His research indicates that inclusive classrooms foster higher levels of participation and engagement among students. [4:1-25] Similarly, European Agency for Special Needs and Inclusive Education reports that successful inclusion depends on coordinated efforts in policy, teacher education, and school leadership. [10:200]

Nevertheless, the literature also presents critical and contradictory perspectives. Roger Slee argues that despite strong policy frameworks, inclusive education often fails at the implementation level due to structural and institutional barriers. In addition, David Mitchell highlights that while evidence-based strategies for inclusive teaching exist, their application in real classrooms is inconsistent. These findings reveal a persistent gap between theoretical frameworks and practical outcomes. Another important aspect identified in the literature is the role of teachers. Studies consistently show that teacher competence, attitudes, and professional development are crucial for effective inclusion. However, many teachers report feeling unprepared to meet diverse student needs due to limited training and resources. This indicates that achieving the goals of inclusive education requires not only policy support but also practical capacity building within schools.

From a methodological perspective, this study adopts a qualitative research approach to explore the role and goals of inclusive education in modern classrooms. According to John W. Creswell, qualitative research is appropriate for examining complex educational phenomena where context and interpretation are important. The study is based on a descriptive and analytical design, focusing on the interpretation of existing research and theoretical perspectives. [14:350] Data are collected through secondary sources, including recent peer-reviewed journal articles, books, and reports from international organizations such as UNESCO and the European Agency for Special Needs and Inclusive Education. These sources provide reliable and up-



to-date information on inclusive education practices and policies. [11:450] The data are analyzed using thematic analysis, as suggested by Virginia Braun and Victoria Clarke, which allows for identifying key patterns and themes in the literature. Major themes such as teacher preparedness, instructional strategies, policy implementation, and challenges are examined in detail. A comparative perspective is also applied to understand different approaches to inclusive education. [13:300]

Although the study relies on secondary data, which may limit direct observation, it provides a comprehensive understanding of current research trends. Overall, the methodology ensures a systematic and academically grounded analysis of inclusive education in modern classrooms.

## **Results and Discussion**

The analysis of recent literature on inclusive education in modern classrooms reveals several important findings regarding its role and goals. Overall, the results show that inclusive education is widely recognized as a key educational principle aimed at ensuring equal access, participation, and achievement for all learners. Studies consistently indicate that inclusive classrooms promote not only academic development but also social and emotional growth among students by fostering cooperation, empathy, and respect for diversity.

One of the main findings is that inclusive education is most effective when it is implemented as a whole-school approach rather than a set of isolated classroom practices. Research conducted by Lani Florian emphasizes that inclusive pedagogy requires teachers to adapt general teaching strategies to meet the needs of all learners, rather than creating separate instructional systems. This finding is supported by reports from the European Agency for Special Needs and Inclusive Education which highlight that schools with strong leadership, collaborative culture, and continuous teacher development achieve higher levels of inclusion.

Another key result is the critical role of teachers in achieving inclusive education goals. The literature shows that teachers' attitudes, beliefs, and professional competencies directly influence the success of inclusion in classrooms. Studies indicate that teachers who receive adequate training and ongoing



professional support are more confident in using differentiated instruction and managing diverse learning needs. In contrast, insufficient training often leads to difficulties in adapting teaching methods and addressing individual student requirements. However, the findings also reveal several challenges in the implementation of inclusive education. One of the most significant issues is the gap between policy and practice. Although inclusive education is strongly supported at the policy level, its application in real classroom settings remains inconsistent. As Roger Slee argues, many education systems adopt inclusive policies without ensuring the structural and practical conditions needed for effective implementation. Similarly, David Mitchell highlights that evidence-based inclusive strategies are not always fully applied in practice due to limited resources and institutional constraints. In addition, socio-economic and institutional factors significantly affect the success of inclusive education. Schools with better funding, smaller class sizes, and access to support services tend to implement inclusion more effectively. On the other hand, under-resourced schools face difficulties in providing adequate support for diverse learners, which leads to inequalities in educational outcomes. The discussion of these findings suggests that inclusive education in modern classrooms is both a promising and complex process. While its goals are clearly defined promoting equity, participation, and quality education the achievement of these goals depends on multiple interconnected factors, including teacher preparation, school leadership, and system-level support. Therefore, the effectiveness of inclusive education cannot be understood only at the policy level but must also be evaluated in terms of real classroom practices.

In general, the results confirm that inclusive education has a strong theoretical foundation and positive educational potential, but its success largely depends on consistent implementation and adequate support mechanisms within schools.

## **Conclusion**

This study examined the role and goals of inclusive education in modern classrooms based on recent literature. The findings show that inclusive education is



widely recognized as a key principle in contemporary education systems, aiming to ensure equal access, participation, and learning opportunities for all students, including those with diverse needs. The literature consistently highlights that inclusive education contributes to both academic success and social development by fostering cooperation, empathy, and respect for diversity. But, the study also reveals that despite strong policy support, the practical implementation of inclusive education remains challenging in many educational contexts. The main difficulties include insufficient teacher preparation, limited resources, and a persistent gap between educational policies and classroom practices. These challenges often reduce the effectiveness of inclusion in real learning environments. The findings further indicate that the success of inclusive education largely depends on teacher competence, school leadership, and institutional support. When these factors are strong, inclusive practices are more effectively implemented and produce better educational outcomes. In contrast, weak support systems hinder the achievement of inclusive education goals.

Ultimately, the study concludes that inclusive education in modern classrooms has strong theoretical foundations and significant educational benefits, but its effectiveness depends on consistent implementation and systemic support. Strengthening teacher training and improving educational resources are essential for achieving fully inclusive learning environments.

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