

THE PROFILE OF INCLUSIVE TEACHERS AND OTHER PROFESSIONALS

Uralov Islom Ural o'g'li

Uzbekistan State World Languages University,

English language faculty 1,

English Language Integrated Courses no.1 Department,

e-mail: islomuralov93@gmail.com

Abstract

Along with other approaches, inclusive language teaching have distinctive features to conduct ELT classes, in order to manage classes teachers need to have some abilities and those advised abilities are described in the thesis below.

Key words: *Inclusive teaching, learner diversity, supporting learners, working with others, personal professional development*

At present in the field of ELT teachers possess various approaches, methods to conduct their classes to meet the demands they face in their classes. Inclusive teaching gives the teachers opportunity to cover their classes with equity, paying attention to all members of class, providing opportunity to all students despite they have various backgrounds. In this thesis below information about inclusive teaching is provided.

Inclusive teaching refers to intentional pedagogical approaches, curriculum design, and assessment methods that value student diversity—race, gender, ability, and background—as an asset. It ensures equitable access, fosters a sense of belonging, removes learning barriers, and supports all students in reaching their full academic potential.

Within the framework of the Agency Teacher Education for Inclusion project, the Profile of Inclusive Teachers (European Agency, 2012b) has been developed as a guide for the design and implementation of initial teacher education (ITE) programmes for all teachers. It identifies a framework of core values and areas of competence that are

applicable to any ITE programme for preparing all teachers to work in inclusive education and considering all forms of diversity.

The framework of core values and areas of competence includes:

Valuing Learner Diversity – learner difference is considered as a resource and an asset to education. The areas of competence within this core value relate to: Conceptions of inclusive education; The teacher’s view of learner difference.

Supporting All Learners – teachers have high expectations for all learners’ achievements. The areas of competence within this core value relate to: Promoting the academic, practical, social and emotional learning of all learners; Effective teaching approaches in heterogeneous classes.

Working With Others – collaboration and teamwork are essential approaches for all teachers. The areas of competence within this core value relate to: Working with parents and families; Working with a range of other educational professionals.

Personal Professional Development – teaching is a learning activity and teachers take responsibility for their lifelong learning. The areas of competence within this core value relate to: Teachers as reflective practitioners; Initial teacher education as a foundation for ongoing professional learning and development.

To conclude, to cover classes of inclusive teaching demands different abilities from teachers to manage it in a desired ways and to achieve desired results. So, above-mentioned considerations are advised to follow to teachers to achieve those results.

References:

1. Five Key Messages to Inclusive Education by European Agency for Special Needs and Inclusive Education,
2. Open AI