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INCLUSIVE EDUCATION PRACTICES AND THEIR IMPACT ON LINGUISTICALLY DIVERSE LEARNERS IN MULTICULTURAL CLASSROOMS

ABSTRACT

This article examines the importance of inclusive education practices for linguistically diverse learners within multicultural classrooms. It also explores the implications of these practices on students from diverse linguistic and cultural backgrounds and discusses some of the challenges educators might face when implementing them in their classes. By analyzing both effective practices and existing challenges, the study highlights the importance of creating equitable learning environments where all students feel valued, respected, and provided with equal opportunities to succeed, regardless of their linguistic or cultural background.

Keywords: inclusive education, multicultural classroom, linguistic diversity, differentiated instruction, collaborative learning, translanguaging, culturally responsive teaching.

INTRODUCTION

Due to globalization and increased migration, educators now face linguistic diversity in classrooms and often there are students from diverse cultural backgrounds, resulting in a growing need for the use of inclusive education. According to the UNESCO Global Education Monitoring Report, 251 million children and young people remain out of school worldwide, highlighting that educational exclusion continues to be a global challenge of this time. [1] OECD data indicate that compared to 2018, the share of teachers who teach in schools with more than 10% of students who are non-native speakers increased by 7 percentage points. Ten education systems saw an increase of 25 percentage points or more in the proportion of schools where over 1 % of students are refugees [2]. These trends demonstrate the growing need for inclusive educational practices that support multilingual learners. Inclusive education is an educational approach that provides all students with equal access to quality education regardless of their abilities, backgrounds and gender [3].

Inclusion in education promotes equal access to quality education by removing barriers that students might face and providing study conditions to support diverse learning needs. Linguistic diversity in classroom is when students speak different native languages, dialects or language varieties, while multicultural classroom is an educational environment where students come from diversified cultural and linguistic backgrounds. The purpose of this article is to study educational practices

that can be used in inclusive classrooms and to see how they impact learners with different linguistic backgrounds.

MAIN RESULTS OF RESEARCH

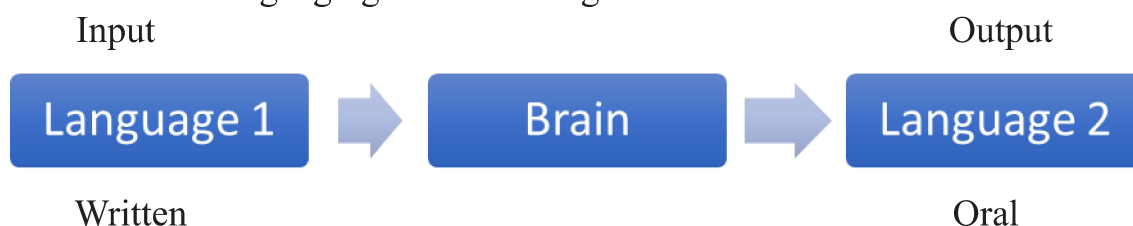
Inclusive education practices

One of the most widely used inclusive education practices is differentiated instruction. It is a teaching approach that tailors instruction to all students' learning needs. All the students have the same learning goal. But the instruction varies based on students' interests, preferences, strengths, and struggles [4]. This way, teacher does not necessarily teach in one particular way, but can employ a variety of instructional methods according to learning abilities and needs of students. This can include teaching students in small groups, or one-to-one sessions if needed. As a result, students can have a variety of ways to learn, make sense of something or to express what they understood. However, critics claim that differentiated instruction may not work effectively in every classroom. If the teacher isn't experienced enough with the approach or if there are too many students in a class, the classroom is likely to become difficult to manage and unfocused.

Collaborative learning is another approach that can be used both inside and outside the classroom. Instead of learning individually, students actively work together in pairs or groups to discuss a topic, solve a problem or to complete a task. This approach emphasizes teamwork and student participation and engagement, moving away from traditional teacher-centered instruction to a more student-focused instruction, where teachers act as facilitators and coaches. They create interactive and effective tasks for students to work on and guide them through their exploration of those topics and application of that knowledge. Outside of class, learners collaborate on team projects or with tools, such as online discussion boards or social annotation software. With the use of collaborative learning, learners make sense of what they are learning, clarify misconceptions, and deepen their understanding of the course, as well as develop communication, leadership, and collaboration skills [5].

Translanguaging is an approach that allows learners to move fluidly between languages, think in multiple languages simultaneously and use their home language as a vehicle to learn academic content. According to Baker, translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages [6].

Natural translanguaging across writing and conversation:



The use of native language to learn offers deeper understanding of the subject than in a monolingual context where pupils can write on a topic without fully understanding it, since it is essential to process the information in order to present

it in another language. Furthermore, translanguaging means that it is possible to benefit from a wide range of learning resources, since resources from more than one language can be used in learning process. Despite its numerous pedagogical benefits, translanguaging also presents various challenges that might prevent its effective implementation in multilingual classrooms. These include insufficient teacher training, limited academic materials, challenges for the educators because of time constraints and use of many different languages and institutional resistance to the implementation of translanguaging practices. Addressing these challenges requires supportive educational policies, professional development, and assessment practices that recognize multilingual competence.

Culturally responsive teaching is a research-based approach that leverages students' assets – their cultures, languages, background knowledge and life experiences- to create rigorous, student-centered instruction. Zaretta Hammond defines Culturally Responsive Teaching as “an educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the students know to new concepts and content in order to promote effective information processing. All the while, the educator understands the importance of being in relationship and having a social-emotional connection to the student in order to create a safe space for learning” [7].

This method can reduce the gaps between the highest and lowest achievers while at the same time raising overall levels of student achievement. Research shows that culturally responsive pedagogies raise student achievement for all cultural groups, ensuring that all students are given the encouragement and support to realize their educational potential regardless of their social, economic or cultural background or individual needs.

Despite its benefits, culturally responsive teaching also faces some challenges such as limited teacher training, language barriers, insufficient culturally relevant resources, time and curriculum constraints and limited institutional support which might make its implementation in the classroom challenging or less effective.

Impact on Linguistically Diverse Learners

Inclusive education practices have a number of positive effects on learners. First of all, when methods such as differentiated instruction and culturally responsive teaching are used, students can understand the learning content better which leads to improved academic achievement. Collaborating with peers, discussing the topics, doing projects together, learners can improve their target language proficiency, learn from each other and at the same time develop a sense of belonging to that group of people. Inclusive education practices often lead to increased participation and confidence among linguistically diverse learners. When students feel supported and their languages and cultures are respected, they become more willing to engage in classroom activities and express their ideas. These practices also foster a stronger sense of belonging, helping learners feel accepted and valued within the school community. Furthermore, inclusive classrooms promote enhanced intercultural understanding by encouraging students from different cultural and linguistic backgrounds to interact, collaborate, and learn

from one another, thereby developing mutual respect and appreciation for diversity.

CONCLUSION

Inclusive education practices positively impact linguistically diverse learners by enhancing academic performance, supporting language development, promoting social inclusion, and fostering intercultural understanding in multicultural classrooms. I could say that rather than being applied separately, these inclusive practices are most effective when integrated into a comprehensive teaching approach that addresses students' academic, linguistic, and socio-cultural needs. However, successful implementation of practices we discussed depends on adequate teacher preparation, institutional support, and access to needed educational resources. As classrooms continue to become increasingly diverse with students from different linguistic and cultural backgrounds, educators should view this growing trend not as a challenge but as an asset that can make learners appreciate diversity and give them opportunity to learn in a multicultural environment. Creating inclusive learning environments will help ensure that every learner has equal opportunities to participate, succeed, and contribute to an equitable education system.

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INKLYUZIV TA'LIM AMALIYOTLARI VA ULARNING KO'P MADANIYATLI SINFLARDA TURLI TILLI O'QUVCHILARGA TA'SIRI

ANNOTATSIYA

Ushbu maqola ko'p madaniyatli sinflarda til jihatidan xilma-xil o'quvchilar uchun inklyuziv ta'lim amaliyotlarining ahamiyatini tahlil qiladi. Shuningdek, ushbu amaliyotlarning turli til va madaniy kelib chiqishga ega o'quvchilarga ko'rsatadigan ta'sirini o'rganadi hamda ularni dars jarayonida amalga oshirishda pedagoglar duch kelishi mumkin bo'lgan ayrim muammolarni muhokama qiladi. Samarali usullar va mavjud muammolarni tahlil qilish orqali maqola barcha o'quvchilar o'zini qadrlangan, hurmat qilingan va teng imkoniyatlarga ega deb his qiladigan adolatli ta'lim muhitini yaratish muhimligini ta'kidlaydi. Bu esa ularning tili yoki madaniy kelib chiqishidan qat'i nazar, muvaffaqiyatga erishishlari uchun zarur sharoitlarni ta'minlaydi.

Kalit so'zlar: inklyuziv ta'lim, ko'p madaniyatli sinf, lingvistik xilma-xillik, differensiallashtirilgan ta'lim, hamkorlikda o'qitish, tillararo erkin til almashinuvi, madaniy jihatdan moslashuvchan ta'lim.

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ПРАКТИКИ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ И ИХ ВЛИЯНИЕ НА УЧАЩИХСЯ С ЛИНГВИСТИЧЕСКИМ РАЗНООБРАЗИЕМ В ПОЛИКУЛЬТУРНЫХ КЛАССАХ

АННОТАЦИЯ

В данной статье рассматривается значение инклюзивных образовательных практик для учащихся с различным языковым опытом в условиях мультикультурных классов. Кроме того, анализируется влияние этих практик на учащихся с различным языковым и культурным происхождением, а также обсуждаются некоторые трудности, с которыми педагоги могут столкнуться при их внедрении в образовательный процесс. На основе анализа эффективных практик и существующих проблем в статье подчёркивается важность создания справедливой образовательной среды, в которой каждый учащийся чувствует себя ценным, уважаемым и имеет

равные возможности для достижения успеха независимо от своего языкового или культурного происхождения.

Ключевые слова: инклюзивное образование, поликультурный класс, лингвистическое разнообразие, дифференцированное обучение, совместное обучение, транслингвизм, культурно-ориентированное обучение.