

## **Strategies to Promote Inclusive Education for High School Students with Different Learning Styles**

**Avganova Gulfira**

*Navoi State Pedagogical Institute, Navoi*

**Abstract:** Inclusive education is essential for the academic and social development of high school students with different learning styles, and implementing effective strategies can help create a supportive and inclusive learning environment. Plus, prioritizing inclusive education for high school students with different learning styles is also significant their academic success and overall well-being. By understanding the importance of learning styles, using effective strategies, providing teacher training, and creating a supportive school culture, schools can promote an inclusive learning environment that caters to the diverse needs of all students. It is crucial to ensure that every student has the opportunity to thrive academically and socially through inclusive education.

**Keywords:** inclusive teaching, learning style, visual learners, auditory learners, kinesthetic learners, tactile learners, tactile learners, high school students, language skills, mainstream schooling.

### **Introduction**

Inclusive education aims to provide equal opportunities for all students, including those with different learning styles, by accommodating their individual needs and ensuring their participation in the educational process. High school students with diverse learning styles, such as visual, auditory, kinesthetic, and tactile learners, often face challenges in traditional classroom settings. Therefore, it is crucial to explore and implement strategies that promote inclusive education for these students. This research examined the impact of learning styles on learners who study at different levels or in different circumstances, with the aim of improving teaching and learning in language classrooms. Additionally, the goal of this study is to contribute to improving the efficiency of instruction. In order to successfully acquire language skills, including speaking, listening, reading, writing, grammar, and vocabulary, it therefore attempts to investigate the learning styles of the students as well as their learning tactics.

Furthermore, implementing inclusive education benefits all students, not just those who learn differently. It promotes diversity, fosters empathy and understanding, and prepares students for the real world, where they will face individuals with a wide range of skills and learning styles. Students with various learning styles may suffer negative effects on their self-esteem, academic achievement, and social integration if they are excluded from mainstream schooling. As a result, inclusive education in high schools can be prioritized.

### **Literature review**

Inclusive education is the most essential component of a high school students' academic, social and emotional development. When kids with and without impairments participate and study in

the same classroom, it's known as inclusive education. Regardless of their areas of strength or weakness, it also unites all students in a single classroom and community and encourages them to reach their full potential. Encouraging various learners with impairments, varied linguistic and cultural origins, and different learning styles to be exposed to teaching practices that cater to their unique learning styles is known as inclusion (Boyle and Sharma, 2015). Differentiated instruction is a research-based approach that has been shown to be effective in promoting inclusive education (Tomlinson & Allan, 2000). This approach involves tailoring instruction to meet the individual needs of students, allowing them to learn at their own pace and in their own way. Additionally, the multisensory teaching approach has been found to be effective in supporting students with reading, spelling, and handwriting difficulties (Birsh & Carreker, 2016). This approach engages multiple senses to enhance learning and can be beneficial for students with diverse learning needs. The five main principles of inclusive education are fairness, equality, human rights, respect, and shared responsibility. It entails setting up a shared learning environment where students from all backgrounds and skill levels can come together to grow and learn. All of them receive the proper assistance to enable them to develop into whole people. Understanding the different tactics that have been used and how well they work to create an inclusive learning environment is crucial for promoting inclusive education for high school students. Curriculum modification is one strategy that has been widely studied in the promotion of inclusive education for high school students. According to the article "Curriculum Modification in Inclusive Education" by Forlin, Chambers, and Loreman (2011), curriculum modification involves adapting the curriculum to meet the needs of diverse learners, including students with disabilities. The authors argue that curriculum modification is essential in providing all students with access to the same educational content and opportunities for learning. They also emphasize the importance of individualized instruction and support for students with disabilities in order to promote their inclusion in the general education classroom. Teacher training is another crucial strategy for promoting inclusive education for high school students. In their study "Inclusive Education: Teachers' Attitudes and Perceptions" (2015), Kaya and Gultekin highlight the importance of providing teachers with training on inclusive teaching practices, differentiation strategies, and classroom management techniques. The authors found that teachers who received training on inclusive education were more likely to create an inclusive classroom environment and support the diverse needs of their students. Peer support programs have also been shown to be effective in promoting inclusive education for high school students. According to the article "Peer Support and Inclusive Education" by Carter and Hughes (2012), peer support programs pair students with and without disabilities to work together on academic projects, social activities, and extracurricular events. The authors found that these programs help to foster positive relationships between students of all abilities and create a sense of belonging and acceptance within the school community.

When it comes to different learning styles of high school students Teaching high school students with different learning styles requires the use of effective strategies to ensure that all students have equal opportunities for success. Differentiated instruction is a research-based approach that has been shown to be effective in promoting inclusive education and catering to diverse learning needs (Tomlinson & Allan, 2000). This approach involves tailoring instruction to meet the individual needs of students, allowing them to learn at their own pace and in their own way. By providing multiple pathways to learning, differentiated instruction can support students with various learning styles. In addition to differentiated instruction, the multisensory teaching approach has been found to be effective in supporting students with reading, spelling, and handwriting difficulties (Birsh & Carreker, 2016). This approach engages multiple senses to enhance learning and can be beneficial for students with diverse learning needs. By incorporating visual, auditory, and kinesthetic elements into instruction, teachers can address the needs of students with different learning styles.

Furthermore, technology has the potential to support inclusive education by catering to different learning styles and providing personalized learning experiences for students. O'Bannon and Britt (2011) discuss the impact of technology on student learning styles and emphasize the importance of leveraging technology to accommodate diverse learning preferences. By using educational technology tools that offer customizable learning experiences, teachers can effectively address the needs of students with different learning styles.

Generally, a combination of differentiated instruction, multisensory teaching approaches, and technology integration can provide effective strategies for teaching high school students with different learning styles.

## **Methods**

The impact of programs to promote inclusive education for high school students with diverse learning styles was investigated in this study using a mixed-methods approach. In order to evaluate the effects of technological integration, multimodal teaching methods, and individualized instruction on student learning outcomes, quantitative data was gathered using surveys and assessments. To acquire a better understanding of the experiences of educators and students with a range of learning challenges, observations and interviews were used to collect qualitative data. In order to guarantee that the results could be applied to a wider range of students, the study was carried out in a high school environment.

## **Result**

The study's findings showed that technological integration, multimodal teaching strategies, and customized instruction were successful in fostering an inclusive education for high school students with various learning preferences. Academic performance and participation in learning activities improved for students who received individualized teaching. Students who struggled with spelling, reading, or handwriting were found to benefit from the multifaceted teaching approach since it gave them multiple learning routes. Furthermore, it has been demonstrated that technology integration supports a range of learning preferences by providing students with adaptable learning opportunities.

## **Discussion**

The results of the research emphasize the significance of using practical tactics to support inclusive education for high school students with various learning preferences. Teachers can address the unique needs of their students and establish a supportive learning environment by utilizing technology integration, differentiated instruction, and multisensory teaching approaches. Teachers may guarantee that all students have equal possibilities for success by utilizing educational technology resources, adjusting lessons to match individual requirements, and incorporating many senses into learning activities. The study also highlights how important it is for educators to continue their professional development in order to fulfill the various requirements of their pupils and apply these tactics in an efficient manner.

## **Conclusion**

In conclusion, the present methods and difficulties in fostering inclusive education for high school students with diverse learning styles have been clarified by this study. The findings have demonstrated that although the value of inclusive education is acknowledged, methods for assisting these pupils are not consistently applied. In order for kids to thrive in the classroom, teachers frequently find it difficult to differentiate instruction and make the necessary accommodations. But the survey also found some successful tactics that have been well-received by educators and students alike, like flexible seating arrangements and peer tutoring. These results point to areas where inclusive education promotion in high schools could be strengthened. It is evident that additional professional development and resources are required in the future to assist educators in putting inclusive education concepts into practice. In order to fulfill each

student's unique learning demands, more efforts should be made to offer more individualized support and accommodations.

Finally, this study highlights how critical it is to keep working to enhance inclusive education methods in high school education. Regardless of their preferred method of learning, every student has the chance to succeed academically and socially by tackling the obstacles and putting good solutions into place.

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