

**INNOVATIVE APPROACHES IN INCLUSIVE EDUCATION AND THE ROLE OF
PHRASEOLOGICAL EXPRESSIONS IN MODERN ENGLISH**

*Mukhammadieva Sh.F.*¹

Scientific supervisor: Abduvakhobova U.M.

Abstract:

Inclusive education, focused on accommodating students from diverse backgrounds and abilities, is increasingly employing innovative strategies to enhance learning. This article explores emerging trends in inclusive education while examining the role of phraseological expressions in modern English and their derivational features. By integrating these two topics, we highlight the linguistic strategies that aid in communication, literacy, and comprehension within inclusive learning environments.

Key words: Inclusive education, emerging trends, phraseological expressions, derivational features, language development, educational linguistics.

Introduction. Inclusive education aims to provide all students, regardless of their abilities or backgrounds, with the opportunity to succeed academically. It recognizes the diversity in students' needs, from those with physical disabilities to those who may have language barriers or different learning styles. As the field of education continues to evolve, new innovative approaches are being developed to ensure that every student can thrive in a learning environment. These approaches often integrate technological advancements, personalized learning strategies, and curricula designed to be flexible and adaptable to the needs of diverse learners.

One significant innovation in inclusive education is the growing emphasis on Universal Design for Learning (UDL). UDL provides multiple means of engagement, representation, and expression to accommodate the varying needs of students. By offering flexibility in how lessons are presented—whether through multimedia resources, verbal explanations, or hands-on activities—teachers can ensure that all students have access to the curriculum. Additionally, assistive technologies, such as speech-to-text software, screen readers, and other tools, enable students with disabilities to engage in the same learning experiences as their peers. These innovations make learning more accessible, helping to bridge the gap for students with different learning challenges. [2,93]

Differentiated instruction is another innovative strategy in inclusive education. This method involves tailoring teaching techniques to meet the varied needs of students, allowing for individualized support and resources. Teachers may offer different types of activities or assignments based on students' readiness levels, interests, and learning profiles. For example, in a language classroom, a teacher might provide audio recordings or interactive visual aids to assist students with learning difficulties. This personalized approach ensures that students receive instruction in a way that suits their individual learning styles and needs. [1,68]

In the context of language learning, particularly in inclusive classrooms, phraseological expressions in modern English present both challenges and opportunities. Phraseological expressions, such as idioms, collocations, and fixed phrases, are a fundamental aspect of everyday language but can be difficult for students to master due to their non-literal meanings. For instance, an idiom like "spill the beans" means to reveal a secret, which can be confusing for students, especially those who are non-native English speakers or have limited exposure to such expressions. [3,127]

The derivational features of phraseological expressions add another layer of complexity. In many cases, the meanings of these expressions cannot be inferred directly from the meanings of the individual words. The expression "a piece of cake," for example, has nothing to do with an

¹ *Mukhammadieva Shakhzoda Farkhodovna, Samarkand state institute of foreign languages*

actual piece of cake but instead means something that is very easy to do. Such expressions often require students to understand not only the words themselves but also the cultural and contextual backgrounds in which they are used. This can pose significant challenges for students in inclusive classrooms who may already be struggling with language proficiency or literacy.

Furthermore, the metaphorical nature of many phraseological expressions can create barriers to understanding. Expressions like "under the weather," which means feeling ill, are not easily understood through their literal meanings. Non-native English learners or students with cognitive disabilities may struggle with these figurative meanings, making it more difficult for them to understand conversations, read literature, or engage with media in the classroom. [5,47]

Given these challenges, educators must find creative ways to teach phraseological expressions in a way that is both accessible and engaging for all students. One effective approach is to provide contextualized examples. Rather than simply explaining the meaning of an idiom or phrase, teachers can incorporate these expressions into real-life scenarios or multimedia content, where students can see how the phrases are used in context. For example, a teacher might show a short video where someone says, "I'm feeling under the weather," and then provide a discussion about what that expression means. This helps students associate the idiom with its real-world use, enhancing their understanding and retention of the phrase.

Technology also plays a key role in helping students navigate the complexities of phraseological expressions. Educational apps and websites that focus on idioms, collocations, and fixed phrases provide interactive exercises and quizzes that allow students to practice understanding and using these expressions in various contexts. These tools often provide immediate feedback, which can be particularly helpful for learners who may struggle to grasp the nuances of language. [4,643]

In addition to technology, collaborative learning is another effective method in the inclusive classroom. By working together in groups, students can share their understanding of phraseological expressions and help each other learn. In a multicultural classroom, students can also bring their own cultural knowledge to discussions about idioms and expressions, enriching the learning experience for everyone. For instance, a student from a different linguistic or cultural background might share an idiomatic expression from their own language, offering a comparison that helps others understand how similar ideas can be expressed in different languages.

A multisensory approach to learning is especially beneficial for students with learning disabilities or those who struggle with traditional text-based materials. Using a combination of visual aids, auditory cues, and hands-on activities allows students to experience language in multiple ways. For example, students might draw pictures or act out the meanings of different idioms, which can make these expressions more tangible and easier to understand. For students with hearing impairments or those who benefit from visual learning, written and visual representations of idiomatic phrases can be incredibly effective. [6,104]

Inclusive education requires more than just providing access to information; it demands that educators actively address the different ways students engage with and process language. By incorporating phraseological expressions into inclusive teaching strategies, educators can help students expand their linguistic abilities, improve their cultural literacy, and develop a deeper understanding of how language works in real-life situations.

Conclusion

The integration of innovative approaches in inclusive education with the understanding and use of phraseological expressions in modern English represents a dynamic and essential combination in promoting language development among students of varying abilities. Inclusive education, by its very nature, seeks to accommodate a diverse range of learners, ensuring that each student has equal access to meaningful educational experiences. The rapid advancement of educational strategies, such as Universal Design for Learning (UDL), differentiated instruction, and assistive technologies, has significantly improved the way educators address the diverse needs of students. These strategies help to create a more flexible, adaptable learning environment, where every student, regardless of their abilities, can thrive. At the same time, the importance of language in an inclusive classroom cannot be overlooked, particularly when dealing with complex language features like phraseological expressions, which are vital for everyday communication and comprehension.

Phraseological expressions, such as idioms, collocations, and fixed phrases, are often a challenging aspect of language acquisition, especially in an inclusive setting. These expressions carry figurative meanings that are not always immediately clear from their literal definitions, making them a source of confusion for many students. For students with language barriers, cognitive disabilities, or learning difficulties, grasping these expressions can be especially challenging. However, when taught in a thoughtful and contextually rich manner, these expressions provide students with valuable tools for understanding more complex linguistic structures, thereby enhancing their overall language proficiency.

The challenge of teaching phraseological expressions within an inclusive classroom setting lies not just in the difficulty of these expressions themselves, but in ensuring that students of all backgrounds and abilities can engage with them. This requires a concerted effort from educators to develop creative, adaptive strategies. By incorporating multimedia, collaborative activities, and technology, educators can create a multisensory and interactive learning environment that makes learning more accessible and enjoyable. Furthermore, offering students real-world examples and culturally diverse perspectives on language can deepen their understanding of idiomatic expressions and their meanings, which, in turn, boosts both their language skills and cultural literacy.

Ultimately, inclusive education and the teaching of phraseological expressions must go hand in hand to ensure that all students are not only able to access the content but also understand the subtleties of the language they encounter. The combination of innovative teaching techniques and a deeper understanding of language intricacies can help students navigate the challenges of language acquisition more effectively. Educators who adopt these inclusive practices, whether through technology, differentiated instruction, or culturally responsive teaching, create an environment where every student, regardless of their background or abilities, can succeed. By focusing on language as a tool for communication and understanding, inclusive education fosters a sense of belonging and participation, empowering students to engage with the world more confidently and meaningfully. This holistic approach does more than just promote academic success—it nurtures the growth of well-rounded, linguistically and culturally aware individuals capable of thriving in a diverse and ever-changing world.

References:

- [1]. Abduvakhabova, U. (2024). *Corrective feedback in language learning*. *Conference Proceedings: Fostering Your Research Spirit*, 301-304. <https://doi.org/10.2024/9mfac061>
- [2]. Abduvakhabova, U. Y. (2020). *Education in Tourism Industry: Challenges and Opportunities*. *Indonesian Journal of Law and Economics Review*, 6, 10.21070/ijler.2020.V6.472. <https://doi.org/10.21070/ijler.2020.V6.472>
- [3]. Rose, D. H., & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. ASCD, 50-72.
- [4]. McCarthy, M. (1990). *Vocabulary*. Oxford University Press, 120-135.
- [5]. Mukhammadieva Sh. F. (2023). *Systematization Of Phraseological Units Of The English And Uzbek Languages*, *Web of Scientist: International Scientific Research Journal (WoS)*, 640-645.
- [6]. Шмидт, В. Г. (1991). *Инклюзивное образование: теория и практика*. М.: Высшая школа. (*Inclusive Education: Theory and Practice*), 98-120.
- [7]. Болтакулова, Г. Ф. (2016). *Синтаксическая дистрибуция темпоральных компонентов в английском и узбекском языках в сопоставительном аспекте*. *Ученый XXI века*, (2-3).
- [8]. Umida, A. (2023). *Stylistic Peculiarities of Herbert Bates Stories*. *International journal of inclusive and sustainable education*, 2(2), 122-125.
- [9]. Sharifovna, R. S. (2025). *Theoretical Concepts On Improving Communicative Skills Of Higher Secondary School Pupils*. *Ethiopian International Journal of Multidisciplinary Research*, 12(03), 3-6.
- [10]. *The Advantages Of Student-Based Lessons In Higher Education* SRSS Axmadjonov Muzaffar Raximjon o'g'li Fan Va Tadqiqot Samaralari, 2 (1), 11-14.
- [11]. Muxammatova, M., & Yusupova, N. (2025). *Semantic features of adjectives in english and uzbek languages*. *Transforming education through scientific discovery*, 1(1), 50-55.

- [12]. Alisherovna M. N. *Semantic and structural differences of paremias, maxims and sayings* // *Journal of Critical Reviews*. – 2020. – T. 7. – №. 5. – C. 680-681.
- [13]. Boltakulova, G. F. (2015). *Means of Expressing and Analyzing Adverbial Modifier of Time in the Sentence Structure in English and Russian*. In *Development of the Spoken and Written Language at the Current Stage of the Intensive Information Turnover* (pp. 11-12).
- [14]. Klicheva, A. (2024, November). *The Main Issue in Teaching Foreign Languages: Overcoming the Communication Barrier*. In *Conference Proceedings: Fostering Your Research Spirit* (pp. 527-529).
- [15]. Rustamova, S. (2024, October). *The perception of communicative language teaching method in education*. In *international conference on interdisciplinary science* (Vol. 1, No. 10, pp. 259-263).
- [16]. Ulashevna, O. G. (2025). *Research On Methods Of Kinship Terms Analysis*. *Western European Journal of Linguistics and Education*, 3(03), 25-29.
- [17]. Valieva, K. S. (2023). *The variety of language social networks and their application in learning foreign languages*. *International Journal Of Social Science & Interdisciplinary Research* ISSN: 2277-3630 Impact factor: 8.036, 12(01), 138-141.