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## TEACHING FOREIGN LANGUAGES IN THE CONDITIONS OF INCLUSIVE EDUCATION

**Annotation.** Inclusive education implies ensuring equal access of students to the educational process, taking into account the diversity of their educational needs and individual opportunities. The article deals with the specifics of teaching a foreign language in conditions of inclusion. The role of a foreign language in the implementation of the inclusive approach of schoolchildren with developmental peculiarities lies in the possibility of developing the child's personality, stimulating his needs for the discovery and understanding of the world around him and himself, as well as his socialization. In the article it is proposed to use the principle of individualization of the educational process, the creation of an educational environment that assumes the achievement of success, and also take into account the specific features of the cognitive functions of the child.

The article also discusses the problem of organizing the educational process in order to form intellectual competencies of pupils with disabilities during foreign language classes at school.

**Keywords:** inclusive education; foreign language; pupils with disabilities; educational process; individualization; development.

### *Introduction*

Since 2015 the integration and inclusion of children with special educational needs into general academic schools takes place in the Republic of Kazakhstan. A short period of the inclusive education development in the country makes the study carried out by domestic scientists in the Kazakhstani schools the most relevant [1].

Currently, the concept of “inclusive education” is established by decree: it is enshrined in the Law of the Republic of Kazakhstan “On Education” and in a number of other statutes and regulations. According to the above-mentioned statutes and regulations, inclusive education means equal access to quality education, irrespective of children’s disabilities.

Inclusion is a contested term with varying definitions. We adopt Ainscow’s (Citation2007) broad concept of inclusion as a principled approach to which focuses on



exploring barriers to learning and identifying ways to remove such barriers for the benefit of all learners [2].

The categories of learners with special educational needs have been identified so far. These include students having health problems, difficulties in social adaptation, as well as students from families of migrants, repatriates, and refugees living in settlements with no schools, talented and gifted students, other special needs students [3], requiring special educational needs.

Inclusive education is a priority direction for the development of educational policy in the Republic of Kazakhstan. The formation of professional knowledge and skills and professional self-determination among young people with disabilities in the educational process at this stage is an urgent task to organize the necessary conditions to provide students with disabilities with access to higher education [4].

Numerous changes that characterize modern society have affected a variety of life spheres, including education. Now educational institutions are facing such large-scale tasks as ensuring a high level and a diverse range of educational services, accessibility of education for all categories of adolescents. The development of a new type of personality whose knowledge, skills and abilities meet the requirements of the new time is the goal of a new educational paradigm. The formation of specialists capable of developing a set of qualities that meet the professional and socio-cultural requirements of modernity is possible provided that a comfortable educational environment is created at educational institutions in which educational processes take place in favorable conditions for students. In recent years, there has been a catastrophic increase in the number of young people with disabilities in our country, which is a determining factor in the transition to an inclusive, integrated form of education and upbringing in higher education. Inclusion is one of the latest strategies in the system of higher professional education. Inclusion means full involvement of a student with special educational needs in the life of the university. Inclusive education is based on an ideology that excludes any discrimination against adolescents, ensuring equal treatment for all, but creating special conditions for students regardless of their physical, mental, intellectual and other characteristics. Education takes place in conditions of social inclusion: classes are held in the same classrooms where ordinary students study, the students rest together during breaks and are among their peers. The creation of a unified educational environment for students with different starting opportunities, the disclosure of potential resources for people with special psychophysical development in joint activities with healthy peers, the formation of an adequate attitude to the problems of people with disabilities among all participants of the educational process contributes to the successful socialization of the latter, their mastering the program in accordance with the state educational standard.

#### *Materials and types of research*

The method used in this study consists of qualitative and quantitative methods.

To identify the knowledge of special teaching methods among English language teachers we conducted a study by surveying English teachers of a secondary school to define the inclusive education knowledge satisfaction obtained by methodology in an inclusive classroom.



The research aims to determine the main functions of a teacher in the organization of training and develop a number of methodological recommendations for the effective implementation of teaching pupils in the conditions of inclusive education.

The methods for teaching English best suited in general education school were selected for such students as the synthesis method.

#### *Research questions*

Here are three research questions that guide this study as follows:

1. What do you know about the Inclusive Education policy?
2. How do you think the policy is practiced in the school?
3. How is the learning environment welcoming SN students?
4. Are you interested in the educational development of SN students? – if not why not?
5. How do other class members relate to the SN students in the class?
6. What are the SN students' expressions like in regular class?
7. How well do you work with SN students and their families in the community to bring quality educational experience for them?
8. Are the teachers, abled students and the surrounding community very supportive to the educational development of SN students?
9. Tell me about the barriers that exclude SN students from receiving quality education and equal treatment as abled-students?
10. What treatment do you give to the SN students when distributing school materials?

A total of ten participants took part in the study. The participants are: five English teachers, five class teachers of the SN students who are from Fedorovsky secondary school (Terekty region, WKO).

The study showed that the teachers concerned accepted SN students into their class. They reported being keen to teach this group of students and stated that SN students blended well with the classroom environment. T1 explained that she put her SN students together with the non-SN students in the same group in the sitting arrangements. This allows the SN and non-SN students to mingle and get to know each other, and this strategy has helped the teacher to understand the needs of the SN student.

Another practice of the class teachers is they also visit the parents of the SN student to discuss the progress and constraints the teachers faced in the educational development of the SN students. For instance, T2 visited the parents of SN pupil and explained to them about the take-home work given to their SN child.

Teacher's attitudes and practices also play a vital role on the SN student's educational development in the classrooms. In relation to improving teachers' attitudes and practices around inclusive education for SN children, some teachers who took part in the interview expressed that the "inclusive education policy" was a new concept introduced into the education system. However, even with the awareness programs, the teachers did not know that there was an actual policy on inclusive education existing within the education system. For instance, this comment was made by T3 when asked about her understanding of the existence of an inclusive education policy within the current education system.



T4 is an inclusive education teacher of English; therefore, she is in a better position to promote and implement the policy of inclusion in the mainstream schools.

Further, T5 argued that the implementation of any inclusive education policy needs to involve different stakeholders to provide effective inclusive service for the SN students.

We want to deal with the training of students with varying degrees of disabilities.

Therefore, it is advisable to build a lesson based on the use of various forms of training, including visual materials (in our case, visual cards). At the same time, the explanation of new material should be extremely simple, repeated several times, in the same expressions and with the same sequence. Speech constructions should be simple; the card images should be in calm tones excluding bright colors that can cause a negative reaction of the student. It is necessary to present the material in a voice of different volume, but the tone must not rise. It must be calm, often switching to a whisper. At the end of the assignment, the teacher draws the student’s attention to his progress, even if it is minimal [5]. One of the effective methods of teaching a foreign language to students with disabilities is, in our opinion, a method of visual supports. When studying the topic “The verb “to be” in the 3rd person singular of the present tense”, we started considering this topic with personal singular pronouns: he - (Ted, Ben, Steve Dent, Mr. Lloyd, boy), she - (Bess, Betty, Ellis Dent, Ms Lloyd), it - (bank, shop, Sheffield, fish, model, time, hobby). We limited the study of the tense forms of the verb “to be” and used only these pronouns, since when working with students with disabilities, it is necessary to take into account the amount of information that they can perceive at a time. The study was based on the use of visual material in the teaching process – Microsoft PowerPoint presentations and cards. Using this material, we first introduced several set expressions that include the verb “to be”, namely:

- be in
- be ill
- be idle
- be open

Next, it was offered to listen to and watch a number of situations based on slides with an image, such as: Steve Dent is in. - He is in. Ellis Dent is ill. - She is ill. The shop is open. - It is open. This allowed us to introduce the form “is” and also show its usage. To reinforce the studied material, we used another visual support - cards. The student was asked to make sentences himself from the cards given below in Figure 1. To form the grammatical competence, the main principle of working with students is the principle of repeatability of the studied material.

**Figure 1. Cards**

<b>Ben</b>	<b>is</b>	<b>in</b>
<b>Bank</b>	<b>is</b>	<b>open</b>
<b>Betty</b>	<b>is</b>	<b>ill</b>



### *Research results*

In general, the surveyed teachers have demonstrated an understanding of the inclusive education foundations. Three of all surveyed teachers found it difficult to answer, and two left the question unanswered. However, none of the teachers could name all categories of children with special educational needs. Only five teachers know almost all categories of special needs students, except for one or two categories.

Students with disorders perceive information visually better than by ear, not because they do not hear, but because they perceive information differently. Phrases like “I’ve told you this a hundred times” don’t work. It is necessary to explain the material more simply, accompanying the request with a picture or familiar words, to set a goal clearly or give an assignment. A slow, calm pace of speech balances the pupil’s reactions. Allegories in the teacher’s speech are unacceptable, as they are taken literally.

Communication with students who have disorders should not take place in a hurry. Do not wait for an instant response. The time of processing information is different for everyone. For some it is a minute, for others it is ten minutes or more. And if you rush the student with an answer, you can only aggravate the situation [6].

A student with disabilities should immediately be assigned a place where he or she should sit. You must clearly explain to him or her where and what can be done. If this causes protest or rejection, give time to calm down (each person has some rituals that calm him or her down), then personally show and explain again.

Special attention should be paid to the so-called positive reinforcement. It is not necessary to concentrate on censures in the case when a student behaves “strangely”. If such behavior does not go beyond the permissible limits, it is better to ignore such a situation. It is necessary to wait for the moment when the student does what the teacher wants him to do, and immediately encourage him. Positive reinforcement works much more effectively than punishment.

Taking into account the educational process peculiarities within the inclusive education, teachers of educational institutions are required to have subject and methodological knowledge, in-depth knowledge of psychology for special needs and special needs education, knowledge of English teaching methodology in an inclusive classroom to ensure that all students are provided with an equal access to quality education [7].

Paying attention to special needs children’s psychophysiological characteristics, the instructional guidelines suggest adhering to the following principles:

- providing mobile activities for children;
- frequent change of activity;
- language immersion; – frequent listening of structures introduced;
- material continuity and constant review;
- child’s general development through a foreign language, as well as their self-actualization. The scientists, social educators, child psychologists, and subject teachers who teach children at home argue that a long-term schooling leads to their isolation from society, deprivation, the formation of child’s pathological isolation, unwillingness and fear of communicating with other people [8,9].

The above results show the need to analyze existing special teaching methods, psychological and pedagogical peculiarities of children with special educational needs,



and synthesize new methods and techniques of teaching English, along with other subjects in an inclusive learning environment.

As a result, the article discovers individual psychological, organizational and methodological difficulties of teaching pupils with disabilities, determines the subjective position of the teacher in the organization of an effective process of teaching pupils a foreign language in the conditions of inclusive education at school, identifies and specifies the teachers' guidelines for improving the quality of teaching this contingent of pupils.

The research results show that the inclusion of students with disabilities in ordinary schools is possible and contributes to more effective personality development of students. The authors come to the conclusion that the problem of teaching a foreign language at school in groups with students with special educational needs can be solved only by the joint efforts of teachers using personality-oriented teaching methods [10].

#### *Conclusion*

Thus, having worked with students who have disorders, in particular, when teaching a foreign language, we believe that the inclusion of this category of young people in ordinary student groups is possible and contributes to more effective personality development of students. This is also facilitated by the position of teachers to perceive pupils with disabilities as active students of the group and to find an individual approach to them, as well as the ability to use a variety of specialized teaching tools. Unfortunately, we must mention some negative aspects of such integration, namely, increased tension and noise in the classroom, violation of standard lesson procedures, an increase in the time spent by the teacher on planning and preparing for classes.

Each learner with special educational needs requires a student-centered approach, taking into account the lesson time restriction. When planning a long- and short-term lesson, the teacher should know the student's psychological and pedagogical peculiarities, as well as define the size of educational material, and select teaching methods and techniques.

This approach requires the adaptation of model plans for a quality education of students with special education needs. In addition, a number of standardized recommendations can be identified to ease mastering learning material both by students with disabilities and those with special educational needs when teaching English in an inclusive classroom:

- use of visual aids principle;
- organizational activities promoting children's psychological and physiological development: perception, speech and communication, thinking, memory, emotions, motivation, etc.;
- bite-sized introduction and progressing of material;
- use of information and communication technologies at the lesson;
- a friendly attitude of a teacher towards all students;
- ensure continuity and material's repeated spiral review;
- provide children with mobile activities;
- frequent activity changes and observation of if children are not feeling tired;



- language immersion;
- frequent listening of structures introduced;
- child’s general development through a foreign language, as well as development of their creativity.

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**Кисметова Г.Н., Шамгонова Р.Г., Қудайбергенова А.О.  
ИНКЛЮЗИВТІ БІЛІМ БЕРУ ЖАҒДАЙЫНДА ШЕТЕЛ ТІЛДЕРІН  
ОҚЫТУ**

**Андатпа.** Инклюзивті білім беру оқушылардың білім беру қажеттіліктері мен жеке мүмкіндіктерінің алуан түрлілігін ескере отырып, білім беру процесіне тең қолжетімділікті қамтамасыз етуді білдіреді. Мақалада шет тілін инклюзивті жағдайда оқытудың ерекшеліктері қарастырылған. Дамуында ерекшелігі бар мектеп оқушылары үшін инклюзивті тәсілді жүзеге асырудағы шет тілінің рөлі баланың жеке басын дамыту, оның айналасындағы әлемді және өзін ашу және түсіну қажеттіліктерін ынталандыру, сондай-ақ оның әлеуметтену мүмкіндігі болып табылады. Мақалада оқу-тәрбие процесін дараландыру, табысқа жетуді көздейтін білім беру ортасын құру, сондай-ақ баланың танымдық функцияларының ерекшеліктерін ескере отырып пайдалану ұсынылады.

Мақалада мектептегі шет тілі сабақтарында мүмкіндігі шектеулі оқушылардың интеллектуалдық құзыреттіліктерін қалыптастыру мақсатында оқу-тәрбие процесін ұйымдастыру мәселесі де қарастырылған.

**Кілт сөздер:** инклюзивті білім беру; шетел тілі; мүмкіндігі шектеулі оқушылар; оқу процесі; даралау; дамыту.

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ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В УСЛОВИЯХ  
ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ**

**Аннотация.** Инклюзивное образование подразумевает обеспечение равного доступа обучающихся к образовательному процессу с учетом разнообразия их образовательных потребностей и индивидуальных возможностей. В статье рассматривается специфика обучения иностранному языку в условиях инклюзива. Роль иностранного языка при реализации инклюзивного подхода школьников, имеющих особенности в развитии, заключается в возможности развития личности ребенка, стимулирования его потребностей в открытии и понимании окружающего мира и самого себя, а также его социализации. В статье предлагается использовать принцип индивидуализации учебного процесса,





создание образовательной среды, предполагающей достижение успеха, а также учитывать специфику познавательных функций ребенка.

Также в статье рассматривается проблема организации образовательного процесса с целью формирования интеллектуальных компетенций учащихся с ограниченными возможностями здоровья на уроках иностранного языка в школе.

**Ключевые слова:** инклюзивное образование; иностранный язык; ученики с ограниченными возможностями; образовательный процесс; индивидуализация; развитие.