

PROBLEMS OF TEACHING FOREIGN LANGUAGES IN THE FIELD OF INCLUSIVE EDUCATION

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Abstract: Inclusive education aims to provide equitable access to quality education for all students, including those with disabilities or special needs. However, teaching foreign languages within inclusive education settings presents unique challenges that require careful consideration and proactive strategies. This article examines the key problems encountered in teaching foreign languages in inclusive education settings and suggests solutions supported by relevant references.

Key words: *education, challenges, inclusive, languages, disabilities, equal.*

Аннотация: Инклюзивное образование направлено на обеспечение равного доступа к качественному образованию для всех учащихся, включая учащихся с ограниченными возможностями или особыми потребностями. Однако преподавание иностранных языков в условиях инклюзивного образования сопряжено с уникальными проблемами, которые требуют тщательного рассмотрения и разработки активных стратегий. В этой статье рассматриваются ключевые проблемы, возникающие при преподавании иностранных языков в условиях инклюзивного образования, и предлагаются решения, подкрепленные соответствующими ссылками.

Ключевые слова: *образование, трудности, инклюзив, языки, ограничения, равный.*

Annotatsiya: Inklyuziv ta'lim barcha talabalar, shu jumladan nogironlar yoki alohida ehtiyojli talabalar uchun sifatli ta'lim olish imkoniyatini ta'minlashga qaratilgan. Biroq, inklyuziv ta'lim sharoitida chet tillarini o'qitish ehtiyotkorlik bilan ko'rib chiqish va faol strategiyalarni talab qiladigan noyob muammolarni keltirib chiqaradi. Ushbu maqola inklyuziv ta'lim sharoitida chet tillarini o'qitishda duch keladigan asosiy muammolarni ko'rib chiqadi va tegishli ma'lumotnomalar tomonidan qo'llab-quvvatlanadigan echimlarni taklif qiladi.

Kalit so'zlar: *ta'lim, qiyinchiliklar, inklyusiv, tillar, qobiliyatsizlik, teng.*

Inclusive education - is the provision of equal access to education for all learners, taking into account the diversity of special educational needs and individual abilities. It is part of the educational policy of many Member States of the international UNESCO

community and is seen as a dynamic approach that is based on a positive attitude towards the diversity of learners and on seeing individual differences not as a problem but as opportunities for enriching learning. High quality education for all is the most important requirement of educational inclusion in international practice. As of today, there is already some positive experience of introducing inclusion in the process of teaching English in general education schools.

In the conditions of modernity, the study of the problem of education of persons with disabilities (PWD) is relevant in terms of the organization of the educational process. In Russia, as it is known, for 2022 there is a direction of reforming the educational system, which is called as "inclusive education". Inclusive education is a system of material, educational and training conditions, which provides equal access to education for all students. Inclusive education implies taking into account the personal capabilities and special educational needs of students.

In pedagogical science the category of students with disabilities is defined as a group of persons who have physical, mental health disorders, which is determined by insufficient brain function. Education of students with disabilities, due to their peculiarities of development, is impossible without creating special educational conditions.

Today schools are attended by children with various disabilities such as: hearing, vision, musculoskeletal disorders. In addition, children with disabilities have autism spectrum disorders, mental retardation (MRD).

It is known that quality inclusive education requires both material and labor costs. Often teachers of different profiles, in the conditions of inclusion, meet with numerous difficulties in the aspect of organization of educational process. These include: lack of knowledge about the nature and development of a particular disease of a student, non-acceptance of children with disabilities by healthy students, difficulties in understanding and implementing approaches to teaching inclusive education, etc. The organization of lesson activities in English language in the conditions of inclusion is not an exception.

In the conditions of inclusion the teacher needs to organize the lesson on the principles of dialogue and collective interaction. Thus, it is advisable to divide students into micro groups to perform game and didactic activities (work with the alphabet, interviews, work with sounds and letters, etc.). Within the group, the students, under the guidance of the teacher, create a plan of action and, together, perform a specific exercise. It is important to observe the activity of children with disabilities in the group, whether they feel comfortable, whether their peers help them. Group work contributes to the development of cooperation and collaboration skills and the ability to empathy among students with disabilities and healthy children.

Strategies for Addressing Challenges

1. Professional Development and Training. Investing in teacher training programs focused on inclusive language teaching is essential. Professional development initiatives should cover topics such as differentiated instruction, assistive technology integration, and

inclusive pedagogical approaches. Ongoing support and mentorship can enhance educators' capacity to meet diverse learner needs effectively.

2. Curriculum Adaptation and Differentiation. Adapting language curricula to accommodate diverse learners is paramount. This includes incorporating multimodal learning materials, providing scaffolded learning experiences, and offering alternative assessment methods. Differentiated instruction enables teachers to address individual learning preferences and ensure equitable learning outcomes for all students.

3. Utilization of Assistive Technology. Leveraging assistive technology tools can enhance communication and learning experiences for students with disabilities. Tools such as speech-to-text software, interactive language apps, and augmented communication devices promote inclusive participation and language development. Integrating assistive technology into language instruction fosters accessibility and engagement among diverse learners.

There is the list of the main issues that are particularly relevant in today's system of inclusive education.

1. inclusive educational institutions exist only in big cities. While educational services for kids with disabilities in our country are limited, in small settlements little disabled people cannot expect to receive a full-fledged education for economic reasons, so they are trained only in correctional schools.

2. Imperfection of the educational system. There are a number of difficulties preventing children with special needs from studying together with their normally developing peers: for example, the social support system is insufficiently formed, and there are no normative documents regulating inclusive education.

3 There is an acute shortage of qualified specialists in the field of correctional pedagogy. It is necessary to improve the system of personnel training, which currently trains psychologists, teachers, speech therapists, defectologists, mainly to work in correctional schools. And without special educators it is impossible to provide constant support for a child with disabilities in the conditions of an inclusive school.

4. Unpreparedness of society to accept children with disabilities. Negative attitudes towards children with special developmental needs are still strong in society. For example, parents of healthy children often do not want their children to study together with disabled children, fearing that such a form of education will entail a low quality of knowledge. To change these stereotypes, it is necessary to conduct educational work with the population.

5. Mismatch of curricula. In order to educate children with special developmental needs in special and general schools, it is necessary to make changes in the curriculum.

6. Lack of sufficient funding for inclusive educational institutions. In order to develop this form of education, it is necessary to provide schools with special technical means and equipment, to equip rooms for remedial classes, speech therapy and medical rooms, rooms for physical therapy, and sensory rooms.

This will require:

-Quality acoustic aids for the deaf and hard of hearing;

- ramps, elevators and wheelchairs for babies with mobility impairments;
- innovative aids for the blind and visually impaired.

7. There is no unified system in the country for timely detection of developmental disorders at an early age. Experience in working with young children currently exists only in a few regions of Russia.

8. Teachers do not know many problems of disabled children and are not ready to include them in the educational process in a regular school.

9. There is a lack of documented research on the effectiveness of inclusion. For example, the following questions remain unanswered:

What are the criteria for a school to be considered inclusive?

- how to document changes in the development of children with disabilities who study in the same team with healthy peers;
- how to properly analyze the results of empirical studies involving different populations of children with special needs and disabilities.

10. Material support of the state is more often focused on the type of institution rather than on the pupil.

11. there is no normative and methodological basis for conducting the Unified State Exam for schoolchildren with disabilities. The inability to pass the USE puts children with disabilities in an unequal position with other graduates.

12. Teachers experience psychological problems, are not confident in their abilities and competencies, are afraid to bear responsibility for their actions.

13. Healthy children and their parents are against joint education with the disabled. Parents are concerned about the presence in class of children who need special support, many moms and dads believe that this may have a negative impact on the development and character of their child. Ordinary children themselves do not always have a positive attitude towards their peers with disabilities, pity them, do not know how to communicate with them, or even show disdain.

The mentioned problems of inclusion development in our country require the adoption of a single comprehensive program, improvement of normative regulations, financial support, logistical and personnel support, as well as the assistance of qualified specialists (psychologists, defectologists, speech therapists, doctors, social workers, teachers and educators).

To ensure the effective development of inclusive education it is necessary to:

- provide early corrective assistance to preschoolers with disabilities;
- saturate the curriculum with a variety of educational methods to meet the needs of all students;
- ensure the rights to attend and access regular school for all children;
- implement necessary reforms, passing missing laws;
- develop a positive attitude towards learning by including children in activities that are accessible and interesting to them;

to take into account the age, personality, health, individual characteristics, abilities and desires of each pupil;

to introduce effective psychological and pedagogical support in the educational process (starting from kindergarten);

to create a cozy and comfortable space for all participants of the educational process;

to form tolerance and empathy among children, parents and teachers;

to attract qualified specialists to work with different children;

ensure timely professional development of the teaching staff;

analyze the results of each pupil;

recognize the equal value of all pupils for the society;

organize extracurricular activities and leisure events;

implement measures to preserve and promote the health of all students;

develop an online education system.

Conclusion. It will not solve all the problems of inclusive education, but there will be more teachers who are competent and trained to work with special children - and this is already a big step towards making society healthier.

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