

PROBLEMS OF TEACHING FOREIGN LANGUAGES IN INCLUSIVE EDUCATION

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Abstract: *In this article, we tried to highlight the problems encountered during our research on teaching foreign languages in the direction of inclusive education. In addition, as a result of our research, we tried to give our own solutions to those problems.*

Keywords: inclusive education, teacher, student, problems, solution, foreign languages.

Annotatsiya: *Ushbu maqolada inklyuziv ta'lim yo'nalishida xorijiy tillarni o'qitish bo'yicha tadqiqotimiz davomida duch kelgan muammolarni yoritib berishga harakat qildik. Bundan tashqari, o'sha muammolarga olib borgan tadqiqotimiz natijasida o'z yechimlarimizni berishga harakat qildik.*

Kalit so'zlar: inklyuziv ta'lim, o'qituvchi, o'quvchi, muammolar, yechim, xorijiy tillar.

Аннотация: *В данной статье мы постарались осветить проблемы, возникшие в ходе нашего исследования обучения иностранным языкам по направлению инклюзивного образования. Кроме того, в результате наших исследований мы попытались предложить собственные решения этих проблем.*

Ключевые слова: инклюзивное образование, учитель, ученик, проблемы, решение, иностранные языки.

Introduction

Inclusive education is an approach to teaching and learning that aims to include all students, regardless of their abilities or disabilities, in regular classroom settings. It involves providing support and accommodations to help students with diverse needs succeed in the same environment as their peers. Inclusive education promotes diversity, equity, and access to education for all students. Language teaching plays a crucial role in inclusive education for several reasons. Firstly, language is the primary tool for communication and expression. By teaching languages in an inclusive setting, educators can help students develop the language skills needed to effectively communicate with others, express their thoughts and ideas, and engage in meaningful interactions both within and outside the classroom. Secondly, language proficiency is essential for accessing information, resources, and knowledge across various subjects and disciplines. Inclusive language teaching ensures that all students, regardless of their backgrounds or abilities, have the opportunity to acquire the language skills necessary to access educational materials, participate in discussions, and engage with academic content.

Additionally, language plays a key role in social interactions and relationships. By teaching languages in an inclusive environment, educators can help students build connections, collaborate with peers, and develop social skills that are essential for forming

positive relationships and engaging in inclusive communities. Moreover, learning languages has been shown to have cognitive benefits, such as enhancing memory, problem-solving skills, and critical thinking abilities. Inclusive language teaching can support students in developing these cognitive skills, fostering intellectual growth, and promoting academic success across various subject. Language is closely tied to culture, identity, and diversity. By teaching languages in an inclusive setting, educators can expose students to different cultural perspectives, traditions, and ways of life, fostering cultural awareness, appreciation, and respect among learners from diverse backgrounds. Language proficiency empowers individuals to express themselves, advocate for their needs, and participate fully in society. Inclusive language teaching promotes the inclusion of all students by providing them with the tools and skills needed to communicate effectively, engage with others, and navigate various social and academic contexts. Language teaching in inclusive education is important for promoting communication, access to information, social integration, cognitive development, cultural awareness, empowerment, and inclusion among students from diverse backgrounds. By prioritizing language instruction in inclusive settings, educators can create a supportive and inclusive learning environment that equips all learners with the language skills they need to succeed academically, socially, and personally.

Relevance of the topic. The President of the Republic of Uzbekistan attaches great importance to teaching foreign languages in the direction of inclusive education for several reasons. Globalization: In today's interconnected world, proficiency in foreign languages is essential for communication, collaboration, and understanding across borders. By promoting foreign language education in an inclusive setting, the President aims to equip students with the language skills needed to engage with the global community and participate in international exchanges. Economic development: Foreign language proficiency can open up opportunities for economic growth, trade, and investment. By emphasizing the teaching of foreign languages in inclusive education, the President seeks to prepare students for future employment prospects and enhance their competitiveness in the global job market. Cultural exchange: Learning foreign languages can foster cultural awareness, appreciation, and tolerance among students. By promoting inclusive language education, the President aims to encourage intercultural dialogue, respect for diversity, and mutual understanding among individuals from different backgrounds. Educational equity: Inclusive education aims to provide equal access to quality education for all students, regardless of their abilities, backgrounds, or circumstances. By prioritizing foreign language instruction in inclusive settings, the President underscores the importance of ensuring that all learners have the opportunity to develop language skills and expand their horizons through education. Innovation and modernization: Emphasizing foreign language education in inclusive settings reflects the government's commitment to modernizing the education system and promoting innovative teaching practices. By integrating diverse perspectives, resources, and

approaches into language instruction, the President aims to enhance the quality and relevance of education for all students.

The President of Uzbekistan's focus on teaching foreign languages in the direction of inclusive education aligns with broader goals of promoting global citizenship, economic development, cultural exchange, educational equity, and innovation in the country's education system. By prioritizing inclusive language education, the government aims to prepare students for success in a rapidly changing world and empower them to become informed, engaged members of society.

Material and research methods. Meanwhile, professors such as Liubov A. Goncharova T. S. Makarova, E. E. Matveeva, M. A. Molchanova faced important demands due to a new, urgent condition to continue their work (Makarova, 2021, p.148). Until recently, teachers were used to working in a familiar environment and sharing knowledge with students in traditional classrooms, but now they are expected to go beyond this and operate at a different level that requires special skills and methods of working in an inclusive classroom. For example, the purpose of Liubov A. Goncharova's article "Foreign Language Teaching within Inclusive Education: Innovations and Prospects" was to highlight various aspects of inclusion that should be necessary for the further development of inclusive education (Goncharova, 2020, p. 88). Scientific issues in this field are gaining more and more support and interest in almost all countries of the world. The study presented the theoretical and practical training of Russian professors in the framework of inclusive classes. Data were collected, analyzed and supplemented with conclusions that emphasize the idea of possible and effective co-education of students with disabilities in the regular education process. However, the survey found that this is not an easy task and that various issues need to be taken into account.

Teaching foreign languages in an inclusive education setting can present several challenges. Some of the common problems include:

1. Diverse learning needs: In an inclusive classroom, students may have a wide range of learning abilities, styles, and needs. This can make it challenging to tailor language instruction to meet the needs of all students effectively (Пугачева, 2023).

2. Limited resources: Inclusive classrooms may have limited resources, such as specialized language support professionals or materials, which can make it difficult to provide appropriate language instruction for students with diverse needs.

3. Language barriers: Students with disabilities or language differences may face additional challenges in learning a foreign language, such as communication difficulties or processing information in a non-native language.

4. Differentiated instruction: Teachers may struggle to differentiate instruction to accommodate the diverse needs of students in an inclusive classroom, especially when teaching a foreign language that requires specific language skills and cultural understanding.

5. Lack of training: Teachers may not always have the necessary training or professional development to effectively support students with diverse needs in learning a foreign language in an inclusive setting.

6. Assessment and evaluation: Assessing and evaluating the progress of students with diverse needs in learning a foreign language can be challenging, as traditional assessment methods may not be suitable for all students in an inclusive classroom.

Overall, addressing these challenges requires collaboration among teachers, support staff, and administrators to create a supportive and inclusive environment that meets the diverse needs of all students learning a foreign language.

Result and analysis

To address the challenges of teaching foreign languages in an inclusive education setting, educators can implement the following solutions:

- Differentiated instruction: Provide varied instructional strategies, materials, and activities to accommodate the diverse learning needs and styles of students in the classroom. Use a mix of visual, auditory, kinesthetic, and tactile methods to engage all learners.

- Collaborative teaching: Work collaboratively with special education teachers, language specialists, and support staff to develop individualized language learning plans for students with diverse needs. Utilize their expertise to tailor instruction and provide necessary accommodations.

- Use of technology: Incorporate technology tools and resources to support language learning, such as interactive language apps, multimedia materials, and assistive technology devices (Fayzullaeva, 2021). Technology can help make language instruction more accessible and engaging for all students.

- Culturally responsive teaching: Integrate cultural diversity into language instruction to make it more relevant and inclusive for students from different backgrounds. Incorporate diverse perspectives, traditions, and experiences into language lessons to create a more inclusive learning environment.

- Professional development: Provide ongoing training and professional development opportunities for teachers to enhance their knowledge and skills in supporting students with diverse needs in learning a foreign language. Training on inclusive teaching practices, differentiated instruction, and assessment strategies can help educators better meet the needs of all learners.

- Individualized support: Offer individualized support and accommodations for students with disabilities or language differences, such as extra time for assignments, visual aids, modified assessments, or peer tutoring. Tailoring support to each student's specific needs can help them succeed in learning a foreign language (Suleymanov, 2015).

- Regular communication: Maintain open communication with students, parents, and support staff to ensure that everyone is informed and involved in the language learning process. Collaborate with families to understand students' strengths, challenges, and cultural backgrounds to provide more effective support.

Conclusion

By implementing these solutions, educators can create a more inclusive and supportive learning environment for students with diverse needs in learning a foreign language. Collaboration, differentiation, cultural responsiveness, and individualized support are key elements in promoting successful language learning for all students in an inclusive education setting. By incorporating these strategies and considerations into their language teaching practices, educators can create a more inclusive and supportive learning environment that meets the diverse needs of all students and promotes equitable access to foreign language learning opportunities.

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