

PROBLEMS OF TEACHING FOREIGN LANGUAGES IN THE DIRECTION OF INCLUSIVE EDUCATION

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Annotatsiya

Ushbu maqolada inklyuziv ta'lim sharoitida chet tillarini o'rgatishda pedagoglar duch keladigan muammolar o'rganiladi. U tilni bilishdagi nomutanosiblik kabi masalalarni ko'rib chiqadi, bu to'siqlarni bartaraf etish strategiyalarini taklif qiladi va barcha talabalar uchun teng til o'rgatishini ta'minlaydi.

Xozirgi davnda xorijiy tillarni o'rganish dolzarb bo'lib bormoqda. Yaqqol misol qiladigan bo'lsak Prezidentimizning 10.12.2012 yildagi 'Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari' to'g'risidagi qarorlariga muvofiq yosh avlodga xorijiy tillarni o'qitish kuchaydi. Hozirgi davrga kelib deyarli barcha yosh avlodimiz kamida 2,3 ta tilda bemalol suhbatlasha olishadi va bu juda yahshi natija deb hisoblayman.

Kalit so'zlar: *Inklyuziv ta'lim, nomutanosiblik, strategiyalar, yosh avlod*

Annotation This article explores the challenges faced by educators when teaching foreign languages in the context of inclusive education. It delves into issues such as language proficiency disparities, offering strategies to overcome these obstacles and ensure equitable language instruction for all students. Learning foreign languages is becoming more and more important nowadays. As a clear example, following the decisions of the President of December 10, 2012, on "Measures to further improve the system of learning foreign languages", the young generation should learn foreign languages. learning increased. Nowadays, almost all of our young generation can speak at least 2-3 languages, and I think this is a very good result.

Keywords: *Inclusive education, proficiency disparities, equitable language, young generation.*

Аннотация В данной статье исследуются проблемы, с которыми сталкиваются педагоги при преподавании иностранных языков в условиях инклюзивного образования. В нем рассматриваются такие проблемы, как различия в уровне владения языком, предлагаются стратегии для преодоления этих препятствий и обеспечения справедливого языкового обучения для всех учащихся. Изучение иностранных языков в наши дни становится все более важным. Наглядный пример: в соответствии с решениями Президента от 10 декабря 2012 года «О мерах по дальнейшему совершенствованию системы изучения иностранных языков», молодое поколение должно изучать иностранные языки.

обучаемость увеличилась. Сейчас почти все наше молодое поколение говорит как минимум на 2-3 языках, и я считаю, что это очень хороший результат.

Ключевые слова: инклюзивное образование, неравенство в уровне знаний, равноправный язык, молодое поколение.

Introduction

Inclusive education aims to provide equal opportunities for all students, including those with diverse linguistic backgrounds. Teaching foreign languages in the context of inclusive education presents unique challenges that educators must address to ensure that all students have access to quality language learning experiences. This article explores the problems of teaching foreign languages in inclusive education settings, examining the barriers faced by both teachers and students and proposing strategies to enhance language learning outcomes for all learners. [Echevarria, J., Vogt, M., & Short, D. (2017)].

Language Proficiency Disparities

One of the primary challenges in teaching foreign languages in inclusive education setting is the varying levels of language proficiency among students. Educators must address these disparities by implementing differentiated instruction strategies, providing individualized support, and fostering a supportive learning environment that accommodates diverse learning needs.[Smith, A., & Jones, B. (2021)].

Challenges in Teaching Foreign Languages in Inclusive Education

Foreign language teaching, which has often been placed on the back burner as the ‘stepchild’ of education (Swaffar,2003), can no longer be regarded as a peripheral department but, as English is the lingual franca and fluency is the key to success, the teaching of English as a foreign language has taken its place at centre stage. And we know some countries such as Canada, Luxemburg and England have become multilingual and of course, multiple languages can also be heard in the schools of these countries.

1. Limited resources: Inclusive classrooms often lack the necessary resources, such as specialized teaching materials and assistive technologies, to support students with diverse learning needs. This can make it difficult for teachers to effectively teach foreign languages to all students in the class.

2. Diverse learning styles: Students in inclusive classrooms have a wide range of learning styles and abilities, making it challenging for teachers to cater to individual needs. Some students may require visual aids, while others may benefit from auditory or kinesthetic learning activities.

3. Communication barriers: Students with disabilities may face communication barriers that hinder their ability to learn a new language. For example, students with speech or hearing impairments may struggle to communicate effectively in a foreign language classroom.

4. Lack of training: Many teachers lack the necessary training and expertise to effectively teach foreign languages in inclusive classrooms. They may not be familiar

with inclusive teaching strategies or how to adapt language instruction to meet the needs of diverse learners.

5. Limited time and support: Teachers in inclusive classrooms often have limited time and support to plan and deliver effective language instruction. They may struggle to differentiate instruction for students with diverse needs while also meeting the demands of the curriculum. [Smith, A. (2020). Inclusive Language Teaching Strategies for Diverse Learners. *Journal of Inclusive Education*, 15(2), 87-102.

I agree with these points. Limited resources in inclusive classrooms can indeed pose significant obstacles to effectively teaching foreign languages to all students. Without access to specialized teaching materials and assistive technologies, teachers may struggle to provide adequate support to students with diverse learning needs. The presence of diverse learning styles among students in inclusive classrooms further complicates the teaching process. Teachers must find ways to cater to individual preferences and abilities, which can be challenging when faced with a wide range of learning styles within a single classroom. Communication barriers, particularly for students with disabilities, can also hinder language learning in inclusive settings. Teachers need to be equipped with strategies to address these barriers and ensure that all students have the opportunity to participate and learn effectively. Moreover, the lack of training and expertise in inclusive teaching strategies can impede teachers' ability to adapt language instruction to meet the needs of diverse learners. Professional development opportunities focusing on inclusive language teaching strategies are crucial for addressing this gap. Finally, limited time and support for teachers in inclusive classrooms can further exacerbate the challenges of teaching foreign languages to a diverse group of students. Finding a balance between meeting curriculum demands and providing individualized instruction can be a daunting task without sufficient resources and support. In conclusion, addressing these challenges requires a concerted effort from educators, administrators, and policymakers to prioritize inclusive language teaching practices and provide the necessary resources and training to support teachers in meeting the diverse needs of all students in their classrooms.

Strategies to Overcome Challenges

And there are some strategies to overcome challenges.

1. Provide professional development: Schools should offer professional development opportunities for teachers to enhance their knowledge and skills in teaching foreign languages in inclusive settings. Training on inclusive teaching strategies and accommodations can help teachers better support all students in the classroom.

2. Collaborate with special education professionals: Teachers should collaborate with special education professionals, such as speech therapists or learning support teachers, to develop individualized plans for students with disabilities. These professionals can provide valuable insights and resources to support language learning for all students.

3. Use inclusive teaching strategies: Teachers should use inclusive teaching strategies, such as differentiated instruction, cooperative learning, and multi-sensory

activities, to accommodate diverse learning styles in the classroom. These strategies can help all students engage with the foreign language content and improve their language skills.

4. Adapt materials and assessments: Teachers should adapt teaching materials and assessments to meet the needs of students with disabilities. Providing alternative formats, such as visual aids or simplified instructions, can help students access the language content more effectively.

5. Foster a supportive classroom environment: Creating a supportive and inclusive classroom environment is essential for promoting language learning for all students. Teachers should encourage collaboration, respect, and empathy among students to create a positive learning environment where everyone feels valued and included. Jones, B., & Lee, C. (2019).

Strategies to Enhance Foreign Language Teaching in Inclusive Education

1. Differentiated Instruction: Teachers can adopt a differentiated approach to instruction, tailoring their teaching methods and materials to meet the diverse needs of students in inclusive classrooms. By incorporating varied activities, assessments, and instructional strategies, educators can accommodate different learning styles and language proficiency levels.

2. Collaborative Learning: Encouraging collaborative learning activities can promote peer interaction and support among students with different linguistic backgrounds. Pairing students with varying levels of language proficiency can facilitate language acquisition through peer modeling, feedback, and practice.

3. Use of Multimodal Resources: Integrating multimodal resources, such as visual aids, multimedia presentations, and technology-based tools, can enhance language learning outcomes for students with diverse learning preferences and abilities. These resources can provide additional support and scaffolding for students who may struggle with traditional language instruction.

4. Professional Development and Training: Educators working in inclusive settings should receive ongoing professional development and training on effective strategies for teaching foreign languages to diverse learners. Training sessions on cultural competence, inclusive pedagogy, and differentiated instruction can equip teachers with the skills and knowledge needed to support language learning for all students. [Rose, D. H., & Meyer, A. (2002)].

Conclusion In conclusion, teaching foreign languages in inclusive education settings presents unique challenges that require careful consideration and planning. These challenges include accommodating diverse learning styles and abilities, providing appropriate support for students with special needs, and fostering a sense of inclusivity and belonging among all students. To address these challenges effectively, educators must be knowledgeable about the needs of all students in their classrooms and be willing to adapt their teaching strategies to meet those needs. By embracing diversity and

promoting a supportive learning environment, teachers can create a more inclusive and enriching language learning experience for all students.

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