



THE IMPORTANCE OF TEACHING FOREIGN LANGUAGES IN INCLUSIVE EDUCATION

Nabieva Khilola Abdulmuratovna

*A Teacher of Uzbekistan State World Languages University,
Theoretical Aspects Department
hilola.nabiyeva@mail.ru*

Annotatsiya. Ushbu maqola inklyuziv ta'limda xorijiy tillarni o'qitishning ahamiyatini o'rganishga bag'ishlanadi.

Kalit so'zlar: inklyuziv ta'lim, imkoniyati cheklangan o'quvchilar, zamonaviy pedagogika, til materiallari.

Annotation. This article is devoted to the study of the importance of teaching foreign languages in inclusive education.

Key words: inclusive education, students with disabilities, modern pedagogy, language materials.

Аннотация. Данная статья посвящена исследованию значения преподавания иностранных языков в инклюзивном образовании.

Ключевые слова: инклюзивное образование, студенты с ограниченными возможностями, современная педагогика, языковые материалы.

In modern society, mastering a foreign language becomes one of the priority tasks, which is largely due to the rapid development of telecommunication networks, various information platforms, as well as distance learning, and their availability to the public for all categories of the population dictates its own conditions of existence. Education for children with disabilities learning a foreign language becomes one of the main tasks modern educational environment. Inclusive education allows teachers to integrate a student with disabilities into modern educational environment in such a way that it has the opportunity to receive a quality education on an equal basis with others participants in the educational process.

On May 19, in 2020 the Oliy Majlis adopted the new version of the Law "On Education", which included the concept of inclusive (harmonized) education for the first time. The Association of People with Disabilities of Uzbekistan, together with experts, conducted an analysis of the compliance of the draft law with the principles of inclusive education. On June 2, the Science, Education and Health Committee of the Senate sent a request to the Association of Disabled People of Uzbekistan, which unites 26 public organizations of people with disabilities, to improve this law.

What does inclusive education mean? The Chairman of the Association of Disabled People of Uzbekistan, member of the expert council of the Science, Education and Health Committee of the Senate of the Oliy Majlis, Oybek Isokov emphasized that the draft law should start with the definition of inclusive education. It proposes that the following definition be included in the law: "Inclusive education is the provision of equal rights to education in educational institutions, taking into account the differences in special educational needs and individual capabilities for all students. It only mentions that "inclusive education is equal treatment of all children, including children with physical or mental disabilities that exclude any form of discrimination during education. Children with disabilities in physical or mental development, as well as children in need of long-term treatment, are educated individually in state specialized educational institutions, general secondary educational institutions, or in home conditions. According to this article, inclusive education is not a priority, but only one of the existing forms of education. Galina Nam, a researcher of inclusive education in Uzbekistan and a doctoral student at the University of Waikato in New Zealand, said that the priority for children with disabilities should be education in general educational institutions, not in special boarding schools or at home.

Therefore, the educational process for students with disabilities should be built taking into account not only their educational needs, but also their educational abilities, which, in our opinion, is paramount task. Since teaching a foreign language is carried out using various approaches for social groups, including students with disabilities occupy far from the last positions, then in this article we emphasize attention to teaching a foreign language to students with disabilities capabilities of the musculoskeletal system.

To teach children with disabilities, the teacher should know the following: understand the principles of inclusive education, have understanding of modern health-saving technologies, owning techniques of student-oriented presentation of material, as well as methods of productive learning. In this case, it should be noted that, having difficulties communicating with other children due to difficulties in movement, this category of children spends a large amount of time in Internet, and to communicate with peers from other countries you need to know foreign language. In addition, most children with disabilities capabilities of the musculoskeletal system undergo rehabilitation for border in this case knowledge of a foreign language would be a solution to the communication problem.

In modern pedagogy, much attention is paid to inclusive education. However, teaching methods for this social group of foreign languages are practically absent. Changing the priority from providing a large amount of knowledge to development general cultural, personal and cognitive characteristics leads to the fact that practical mastery of a foreign language comes to the fore tongue. Researchers of this social group note that this status seems to be a rather vague concept, since children with minor health problems and disabled children with severe cerebral palsy belong to the same category of students.



However, it should be noted that in modern pedagogical science there is definition of this category of students: students with disabilities are children whose life activity is accompanied by any restrictions or lack of ability to carry out activities in a manner considered normal for a person of this age.

In the situation under consideration, it comes to the fore listening and speaking, as they form the basis for the formation skills in two other types of speech activity – reading and writing. Exactly therefore, in programs for teaching a foreign language to children with disabilities, special attention is paid to teaching listening and speaking.

The principle of mobility. Children with disabilities tend to be sedentary way of life, therefore when learning a foreign language it is recommended adhere to the principle of active activity to increase motivation to study the subject, as well as to attract the attention that representatives of this social group are often very absent-minded.

The principle of frequent change of activity. As already noted, children with disabilities often have distracted attention. In order to concentrate your focus on learning English and completing certain training actions, they need to frequently changes in types of learning activities.

Frequent listening of language structures. Children with disabilities need combine listening to a language structure with its repetition, this will allow overcome the language barrier.

The principle of continuity and repeated repetition of language material. Children with disabilities need to repeat the “introduced” language instructions many times to provide long-term storage of data structures in students’ memory. The principle of continuity allows you to introduce material gradually, following the principle “from simple to complex.”

Discovery the student’s creative abilities through in English. Through a foreign language (due to its diversity) the teacher can not only reveal, but also develop creative abilities of the student, which will have a positive impact on studying other subjects in the humanities and natural sciences. At each lesson, which is conducted with a focus on children with disabilities, it is necessary to use various gaming technologies. Tasks, presented in the form of a game, help children master the material in relaxed atmosphere, while each task must have a clear the set educational goal. Through the use of various didactic games, consolidation and training of phonetic, lexical and grammatical skills, which are of paramount importance practical significance, because teaching children with disabilities a foreign language is carried out primarily based on listening and speaking.

In conclusion, training and support allow regular education teachers to implement teaching foreign languages in inclusive education with ease and success.

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