

## INCLUSIVE TEACHING IN THE CONTEXT OF ENGLISH LANGUAGE (ELT)

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**Annotatsion:** *Inclusive educational opens the door of the regular classrooms for the learners from different backgrounds. It gives students with special needs opportunity to learn equally as the other students. They also need to learn English as their foreign language. However, teaching inclusive classroom is not that easy. A number of problems are faced by the English teachers during the teaching learning process. As teachers, they should realize their problems and find the ways on how to overcome it, especially dealing with students with special needs. The aim of this paper is to determine the problems faced by the English teachers. It also gives some insights on how to surmount the problems. It employs a qualitative study. This article argues that the English teachers have some problems in teaching students with special needs. Thus, they need to concern in identifying the challenges they got and figure out the ways to solve it.*

**Keywords:** *inclusive education, students with special needs, problems, teaching English*

### INTRODUCTION

Currently, one of the trends in the development of the world education system is the widespread dissemination of inclusive education, organized and implemented on the principle of equal access to education for all people, regardless of their age, gender, race and nationality, health status. Inclusive education is a specific phenomenon determined by the political, economic and socio-cultural conditions of social development, as well as a natural stage in the evolution of the education system for people with disabilities.

Inclusive education implies the accessibility of education for children with special educational needs, which is based on the idea of accepting the individuality of each, and, consequently, meeting the needs of each student; it is such an organization of the learning process in which all children, regardless of their physical, mental, intellectual and other features, are included in the general education system and study together with their peers without disabilities in the same educational institutions

It is stated by the United Nations in Declaration of Human Rights in 1948. It says that one of the human rights is getting appropriate education. The Decree of 1945 also states that everyone should get their rights in education.

As a new principle of the organization of education, inclusion carries, first of all, values of a social and pedagogical nature and is focused not on changing or correcting an

individual child, but on adapting the educational and social environment to the capabilities and needs of this child. The attitude of society towards persons with disabilities, being a priority socio-psychological factor of integration, is extremely contradictory. This circumstance is due to the lack of formation in the public and individual consciousness of a positive image of a person with disabilities and a tolerant attitude towards him. A significant part of citizens and state structures, implementing work to create conditions for inclusive education, more often focus on differences than on the integration of equal rights and opportunities. We propose to understand by “inclusive education” equal and equal interaction of children with disabilities with their healthy peers with the aim of full-fledged psychophysical, personal and social development of both in an open educational space. The essence of inclusive education is the harmonious interaction of healthy people and people with disabilities, the acquisition of experience in social relations, the formation of social skills useful for all participants in the interaction, the inclusion of active processes of personal self-development. Inclusion is the process of real inclusion of persons with disabilities into active social life and is equally necessary for all members of society. All students are welcomed in inclusive school – regardless of gender, ethnicity, socio-economic background or educational need. They learn, contribute to, and take part in all aspects of school life. Inclusive education offers some benefits not only for the students but also for the family. The students will learn meaningful friendships, respect, better appreciation and understanding of individual differences, and being prepared for adult life in a diverse society. Furthermore, the students are expected to be better in their social lives. They can create lasting friendships that help them navigate relationships later in their lives. In an inclusive classroom, they get to see how different people interact. It also give the students chance to meet higher expectations – both from their peers and their teachers.

They may also see positive academic role models in their classmates. Their students with SEN’s (Special Needs Education) families can get the impact of the inclusive program. The students with SEN are only children, whose parents are worry for their children’s lives, when they be unable to fit in to the community, unless the student is in an inclusive school. The legislation says about inclusive education. It refers to students with SEN in mainstream education. A lot of questions arise from the teachers and parents of regular students. They doubt whether it is beneficial or not. Students with SEN struggle to fit in an environment where they are being mocked by their surroundings. Some students are be reluctant to include their peers in conversations or in playground activities. A lack of understanding can result in hurtful remarks or bullying. Therefore, it is a need to plan for each stage of school, to make sure the atmosphere is supportive and that everyone feels included and understood.

At the same time, the role of inclusive education in the social aspect is very high, and it is its awareness that can contribute to the education of tolerance, the formation of a positive perception and attitude of children with special educational needs, and hence the increase in the efficiency and effectiveness of integration. The heterogeneous composition of the class makes it difficult to adapt to changing conditions at the transitional stages not only for children with disabilities, but also for healthy children In addition, the attitude of

the teaching staff and their peers turns out to be contradictory towards children with disabilities. At the same time, the role of inclusive education in the social aspect is very high, and it is its awareness that can contribute to the education of tolerance, the formation of a positive perception and attitude of children with special educational needs, and hence the increase in the efficiency and effectiveness of integration.

The heterogeneous composition of the class makes it difficult to adapt to changing conditions at the transitional stages not only for children with disabilities, but also for healthy children. Our goal, to overcome these difficulties, is to solve the following tasks:

- providing schools with a universal regulatory framework for inclusive education;
  - cover the entire school staff with work with inclusion in education;
  - develop scientific, software and methodological support for inclusive education in their subject (curriculum, options for the work program, if necessary, individual study guides and workbooks for children with disabilities);
  - introduce elements of distance learning (if necessary) into the educational process.
- In fact, the combined classes of normally developing children and children with disabilities are just the beginnings of inclusion in education. So far, this education is aimed at teaching in mixed classes, but not aimed at achieving success for all children in an educational environment.

The development of inclusive education is impossible without the use of special technologies. There are two groups: organizational and pedagogical. Organizational technologies are associated with the stages of organizing an inclusive process (design and programming, interaction between structural units, organization of an accessible barrier-free environment). In educational organizations, it is necessary to create all conditions for the education of disabled people and people with disabilities. All educational buildings should be equipped with ramps for the passage of wheelchairs, special lifts, tactile tiles and a tactile tape for the visually impaired should be placed on the floor, and special bathrooms for the disabled are required. Classrooms are equipped with special aids for training people with visual, hearing, and musculoskeletal disorders, namely:

1. Sound field system (acoustic system with a complex of floor placement, dynamic transmitter with a microphone). Designed for classroom training sessions attended by users of hearing aids and cochlear implants, as well as students without hearing impairments.

2. Portable information induction system for the hearing impaired. Provides an opportunity for communication between an employee of an educational organization and a student with a hearing aid in any external conditions, including in the case of a high level of ambient noise.

3. Wireless computer joystick complete with two remote buttons. Some of the most commonly used commands can be performed using buttons for disabled users.

4. The wireless remote computer button is large. Designed to duplicate the execution of commands of a conventional computer mouse.

5. Portable device for reading materials for the visually impaired. This device allows blind and visually impaired students quick access to printed materials using the voice function.

6. Keyboard with large buttons and dividing keys overlay for the visually impaired. The keyboard has bright colored keys, which is important for visually impaired learners. The increased size of the buttons helps develop keyboard writing skills.

7. Magnifier for working with remote objects for the visually impaired. The camera provides up to 75x magnification on a 15-inch screen. The image remains sharp at any zoom level.

8. Wireless receiver.

9. Specialized software and hardware complex for students with disabilities. It is a complex for blind students with software for creating and reading digital books, as well as screen access software with speech synthesis.

10. The headset is compact.

11. Table (cerebral palsy) for persons with disabilities of the musculoskeletal system, including wheelchair users. However, the professional unpreparedness of personnel remains the main problem of the development of inclusion in education and requires the development of a system focused on the study and dissemination of successful experience of inclusion.

The main stereotype of educational practice, which says that only dialectologists should deal with a "special" student, has been destroyed. Such children, on an equal basis with everyone else, come today to ordinary schools and sit in ordinary classes. In the conditions of modern inclusive practice, it is not enough to work with the force of moral persuasion or references to legal acts. Professional knowledge, constant reflection on difficulties, creativity and search are required. An extensive path - a path through attracting additional resources - is extremely difficult today. We need intensive development technologies, the resource of which lies in the transformation of already existing opportunities. And this requires tension and causes serious resistance in the teaching environment. A positive trend in the development of inclusion in general education is the inclusion of children from social protection institutions.

Education not only gives children from boarding schools a life perspective, but also provides them with the level of education that helps to avoid the stigma of “incapacitated”. Attending school allows them to leave the walls of boarding schools, get acquainted with transport, ride the subway, use a social card. The analysis of the experience of including children from social protection institutions sharply raises the question of the professional training of correctional teachers, the variability of forms of education and the adaptation of criteria for assessing educational achievements. Support and volunteering technologies become the mainstay and the most important condition for the pedagogical success of inclusive practice

It is this trend that sets the task of preserving correctional schools and ensuring their material and technical level. The issue of preserving correctional schools is hotly discussed

in all communities, from political to informational, a return to segregation models is being intensively initiated, and the thesis of the high quality of education of "special" children in correctional schools is being approved. I would like to note that there is no contradiction between “special” and “general” education. This discourse is based on different judgments. By itself, a child's education in a special school is not a guarantee of quality education. We can speak about quality only when special educational conditions are created next to the child and there are qualified personnel. Special education as a scientific and practical baggage of knowledge, methods, and technologies should become part of general education; provide the pedagogy of the general school with the "baggage" of knowledge and methods that are so needed in inclusion today. Special education will always be where there is a child who needs special methods, technologies and means.

For the most effective implementation of inclusive education in educational institutions, you should:

- create a comprehensive, effective system of psychological, pedagogical and medical and social support for students with the aim of their social adaptation;
- provide training for the entire staff with appropriate advanced training to work with disabled people and people with disabilities, and send the teaching staff to advanced training courses in the field of correctional and special pedagogy;
- ensure the provision of the services of tutors who are proficient in technologies, methods and techniques for working with persons with disabilities, in case of admission to an educational institution of a person with special educational needs on the basis of a relevant recommendation in the conclusion of the psychological, medical and pedagogical commission or an individual rehabilitation program for a disabled person;
- form in all students a tolerant attitude towards people with disabilities and persons with disabilities;
- develop adapted educational programs, taking into account the contingent of students with disabilities and persons with disabilities, as well as to adapt the curriculum of educational disciplines to the special educational needs of students;
- provide assistance in the employment of graduates of professional educational organizations with disabilities and disabilities. Willingness to accept children with special educational needs by parents of healthy children, the formation of attitudes of understanding and acceptance of someone else's opinion, tolerance, the ability to establish contacts; improving attitudes towards people with health problems, striving to show that disabilities are not a reason for rejection of a person, that he is the same as everyone else, and has equal rights and opportunities.
- another indisputable advantage for the personal development of participants in an inclusive educational space. All this will ensure the successful integration of children with disabilities into a single educational space. Integration is being implemented that is favorable for all participants in the educational process, minimizing risks and guaranteeing potential opportunities.

### **CONCLUSION:**

Willingness to accept children with special educational needs by parents of healthy children, the formation of attitudes of understanding and acceptance of someone else's opinion, tolerance, the ability to establish contacts; improving attitudes towards people with health problems, striving to show that disabilities are not a reason for rejection of a person, that he is the same as everyone else, and has equal rights and opportunities - another indisputable advantage for the personal development of participants in an inclusive educational space. All this will ensure the successful integration of children with disabilities into a single educational space. Integration is being implemented that is favorable for all participants in the educational process, minimizing risks and guaranteeing potential opportunities.

Inclusive Language Guide, OHSU Center for Diversity and Inclusion

Guidelines for Inclusive Language, Linguistic Society of America

Disability Language Style Guide, National Center on Disability and Journalism

The Impact of Words and Tips for Using Appropriate Terminology, National Museum of the American Indian

Racial Equity Tools Glossary, Racial Equity Tools

Racial and Ethnic Identity, APA Style Guide

LGBTQIA Resource Center Glossary, University of California, Davis

Facilitating Inclusive Dialogues, University of Notre Dame

Calling In and Calling Out Guide, Harvard Office for Equity, Diversity, Inclusion, and Belonging

Qalamuna - Jurnal Pendidikan, Sosial, dan Agama | Vol. 11 No. 1, Januari – Juni 2019