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INCLUSIONARY EDUCATION AND LANGUAGE INSTRUCTION: NEW PERSPECTIVES AND CONCEPTS

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Abstract: Presently, Russian teachers were confronting significant requests in light of a new, dire condition to seek after their work. In the past, these professors were accustomed to working in familiar settings and imparting knowledge to students in traditional classes. Now, however, it is expected of them to move beyond that and perform on a different level, necessitating specialized abilities and methods for working in an inclusive class. This article was written to shed light on the various aspects of inclusion that were supposed to be necessary for the growth of inclusive education in Russia. In almost every nation on the planet, scientific issues in this field are receiving an increasing amount of support and interest. Some theoretical and practical exercises that Russian professors used in inclusive classes were presented in the research. The results of the data collection, analysis, and presentation shed light on the possibility of successful coeducation of students with disabilities in conventional educational settings. However, it is not an easy task, as the survey demonstrated, and the variety of issues must be taken into account.

Keywords: Disabilities; equitable education; personality; specialized needs; teaching strategy.

INTRODUCTION

Comprehensive schooling of kids with handicaps in the structure of general instructive organizations is one of the earnest issues of the cutting edge school system and represents a troublesome errand for all teachers to guarantee the improvement of the sufficient circumstances for the veritable and full consideration and cooperation of these youngsters in the instructive cycle. As a process aimed at developing the personal potential of each child in accordance with his or her abilities and requirements, the implementation of the concept of inclusive education for children with disabilities necessitates the search for the most effective learning strategies. It goes without saying that the practice of inclusive education entails a great deal of responsibility on the part of everyone involved in the educational process, but especially on the professor. The study found that professors in Russian educational establishments have a negative attitude toward inclusive education because many are ill-equipped to work with children with disabilities. For instance, a survey was conducted by a group of 226 professors from the State University of Moscow. These professors, who do not have working classes with children who have special learning needs, found that this practice is ineffective because coeducation makes it impossible to achieve educational goals and because students with disabilities should be taught using specialized tools and methods.

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In addition, inclusive education benefits professors as well as students with disabilities, as evidenced by international practice. In her book "Inclusive Education with Limited Resources," Sue Stubbs states that "sometimes people begin to see the decisive role of inclusion, and it helps them to understand their hidden beliefs and values, as well as determine the ideas that they would like to defend." Professors of foreign languages are particularly affected by the issue of ensuring that children with disabilities receive an education that is inclusive. Unfamiliar nations have collected useful and effective involvement with comprehensive schooling of youngsters. However, a review of existing international research literature revealed that the choice of a practical method for teaching a foreign language to children with special health abilities in inclusive education settings is still up for debate. On the one hand, this issue stems from the educational system's long-held belief that learning a foreign language is a difficult process, particularly for children with psychophysical impairments. Until recently, it was thought to be inappropriate to teach a foreign language to children with disabilities in order to lighten their educational load because, typically, this subject is not essential to their day-to-day activities. The issue of children with disabilities' interest is crucial in this regard. These children, like their healthy peers, are interested in learning a foreign language, according to foreign researchers: They have a hurried career, the chance to study in international educational programs, the chance to communicate with friends from other countries, and an understanding of the culture of a foreign language.

On the other hand, professors frequently focus on diagnosing a psychophysical disorder in a child's mental development, which is absolutely necessary, particularly in the early stages of education. However, learning a foreign language and other general subjects is impossible if diagnostics serve only as a means to an end and do not serve as the foundation for creating an individual educational path for each student based on his or her abilities. R. Schwartz asserts that rather than establishing the impossibility of learning, early diagnosis should be used to teach children with disabilities in a group of students learning a foreign language (Schwarz, 1997). Maybe in this present circumstance is an oddity in the educating of kids with handicaps that implies including the enactment and cooperation of all understudies utilizing variation strategies for preparing.

Specially designed learning strategies must be implemented for students with disabilities. The creation of an educational environment in which the entire learning process will ensure success in achieving the necessary educational results for all students in the class is the primary objective of a foreign language professor who teaches in an inclusive class. This requires the application of practical educational strategies aimed at predicting and eliminating potential difficulties in learning a foreign language that each student of a class faces within a class (Ortiz, 1997). In terms of an inclusive class, creating a "barrier-free" educational environment for children with disabilities learning a foreign language begins with the creation of a favorable psychological environment, the achievement of all students' academic results, and their empowerment (Cummins, 1989). The provision that all children can study should serve as the fundamental foundation for designing a productive and successful educational environment, and each professor should take responsibility for organizing sufficient learning support. Different examination models are introduced in unfamiliar exploration writing. G. Gardner is of the opinion that foreign language

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instruction ought to be carried out within the framework of "social and pedagogical" models that encourage children with disabilities to actively participate in socio-cultural communication and the development of their cognitive and emotional spheres (Gardner, 1985). As a system-structural concept, this model should be taken into account. It must have the following components: socio-cultural factors, prior experiences, individual differences in the learning process, learning a foreign language in a variety of settings, acquiring language skills in a variety of settings, and learning outcomes are all factors to consider. According to Gardner & MacIntyre (1993), the foundation of this model is a sociocultural education that assists students in developing linguistic and nonlinguistic skills. Showing an unknown dialect in a sociocultural setting includes the most extreme centralization of the teacher on the singular distinctions of understudies, which can restrictively be separated into two gatherings: emotional and cognitive

The features of intellectual activity, the level of language proficiency, and the strategies for learning a new language are the components of the cognitive group. However, language, motivation, and language barriers are connected to the emotional sphere. The interdependence of each component ought to be taken into consideration. Therefore, for instance, one's attitude toward one's own language as well as the language of others has a significant impact on motivation. A high level of motivation, on the other hand, contributes to the reduction of emotional anxiety that is associated with the success of learning a foreign language, whereas a high level of anxiety results in a significant decrease in motivation. Moreover, the degree of close to home uneasiness and inspiration can unequivocally impact learning systems. The process of teaching a foreign language in a sociocultural setting, according to foreign scholars, should aim to develop students' linguistic and non-linguistic abilities and skills. The achievement of this objective necessitates the simulation of real-world communication scenarios in which the communicative requirements for using a foreign language are essential for establishing additional study opportunities (Krashen, 1982). In an inclusive classroom, the proper organization of students' communicative activities increases students' self-confidence and cooperation among all students. When teaching students with disabilities, a communicative approach ensures that the most common speech and mental student activities are formed and developed. In this instance, the professor places helping the child succeed academically as one of his or her top priorities. As a result, the use of a multisensory approach, for instance, as well as the comprehensive and methodical implementation of a variety of educational tools in the educational process that ensures the updating of all sensory organs directly affects the success of training in many ways.

MATERIALS AND METHODS

All individuals need the help and companionship of their friends. The question remains at this time: Why is studying foreign languages essential for students with special educational needs?" The majority of these students have low self-esteem, which contributes to their disruptive behavior. However, professors who employ specific strategies can manage it. A multisensory approach, which incorporates kinesthetic, visual, and auditory learning styles, is one of these strategies. The lessons' structured and explicit approach

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allows for gradual learning. An application of a memory strategy is taking place. It encourages the development of soft skills, praises students to support motivation and self-esteem, and accepts to refresh vocabulary and learn grammar.

While rehearsing jargon or language material on a specific subject, youngsters can do applications, critical work in gatherings (whether wall papers, groups), as well as origami, gather three dimensional electronic riddles. In addition, there should be games and other fun exercises and methods in the classroom. Children benefit from the so-called game tasks by relaxing, and each can have a distinct objective. Using educational games, a variety of speech skills are honed, including: phonetic, lexical, and grammar, all of which are extremely useful. Instead of using dictionaries, it is preferable in this instance to make clusters based on specific subjects. Not only is it a vocabulary item that needs to be translated and transcribed, but it also involves the primary thought processes of analysis and synthesis, systematization, and classification of lexical units. Working with children becomes more interesting in this scenario because, as an alternative to dictating vocabulary, children can be given a gapped text sentence and given the task of adding the missing words.

The ability to apply knowledge is also essential during the learning process, and communication is the focus of language instruction. It is essential to keep in mind that written communication is also an option. Music, on the other hand, provides a means of escape: Playing soothing music is appropriate when children are working on their own projects because it helps them regain their equilibrium and focus on the task at hand. A professor may provide children with headsets if the size of the class permits. In addition, one can develop and broaden the educational horizons of children by utilizing the music of popular musical groups and musicians from the countries where the language is being studied.

The following outcomes can be achieved with the help of such tools:

- 1) Expand vocabulary;
- 2) get in touch with each other more;
- 3) Improve educational activities, which are essential to cultivating a positive attitude toward learning;
- 4) adopt a conscientious attitude toward the end result of their labor;
- 5) Creative work and visual material add to the advancement of mind capabilities, mental movement, and momentary memory.

Even at the elementary level, learning a foreign language helps these children socialize, become more independent, and avoid communication issues with peers. The socialization of children with learning disabilities is thus accomplished the primary goal of inclusive education. A variety of games and exercises help the child remember what they've learned more quickly and easily. This expands their linguistic horizons and helps them master elementary linguistic representations, which are important for understanding how to speak and write English.

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Obviously, learning English by ear is a difficult task; however, mastering a foreign language increases these individuals' educational opportunities, enables them to become a part of the global educational environment, and gives them the impression of being socially integrated into society. However, there aren't many specialists with visual impairments in Russia who speak a foreign language, so the difficulty of learning to listen in these situations is very real. Information technology today aids education. The wide range of sources that are associated with the remarkable accomplishments of contemporary computers and telecommunications are accessible because of information technology.

The benefits of information technology are:

- 1) Utilize computer programs designed specifically for people with learning disabilities;
- 2) A general understanding of computer programs and games;
- 3) Developing individual written text through the use of the text editor;
- 4) The use of multimedia presentations in educational settings.

Using computer programs, multimedia presentations are an effective and fruitful method for distributing information. Children are able to keep their attention for as long as possible because it combines dynamics, sound, and image. After looking at some university examples of teaching foreign languages to students with special needs, it should be noted that inclusive education is still in its infancy in our nation. When working with students who have special needs in foreign language lessons, this teaching model is seen as the most important tool for optimizing the direction (correction and development).

The work that is done by children in groups gets the most attention. It also serves as a barrier for some people because it fails to adequately showcase all of their skills. In light of this, it is necessary to add individual lessons to the teaching model for students who feel unprepared for working in teams with their peers. Each student should be taught a unique method so that we can discover a method and demonstrate their abilities. Children who are hard of hearing, for instance, will learn through the use of cutting-edge technology: a speech synthesizer, a gesture from Google. Kids with visual weaknesses will likewise be prepared utilizing extraordinary strategies and gadgets. In order to complete the tasks, a blind person only needs to install two programs on a regular PC with Internet access: screen per user; speech generator.

RESULTS AND DISCUSSIONS

Even professors with a lot of school experience who first encountered the issue of teaching students with special educational needs are often embarrassed and unsure of how to assist these students in joining the team and participating fully in the educational process. Some students find it confusing to have a person in the class, but others find it motivating to look for new ideas. We want to demonstrate a few methods for teaching English to students with special needs.

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Maybe one of the most widely recognized confusions among subject teachers is that main trained professionals - clinicians, language instructors, dermatologists, and so forth, ought to and can work with kids with learning disabilities. Obviously, the assistance of all of these specialists is priceless, but the most important thing for a child is to ensure that his or her professor does not disregard him, that he or she comprehends him and accepts him for who he is, that he or she is comparable to the other men involved in the learning process.

The prospect of having to devote even more time to lesson preparation, reading specialized literature, and considering alternative strategies for involving special needs children in actual work is a source of anxiety for many subject professors. Arranging an example generally takes a great deal of teacher's time and exertion, however subsequently, you and the kids you work with will likewise benefit. Lessons will be easier to understand and, most importantly, truly exciting and informative if new approaches are sought.

As a result, I'd like to draw attention to a few essential points that every professor teaching an inclusive class should keep in mind:

- 1) Do not mark kids; Try to get a sense of the person.
- 2) Make an effort to structure the lesson in a way that helps the kids get to know and understand each other better. Find a person who enjoys skiing. Find a person with a pet. Find someone who shares your food preferences. Find someone who enjoys the same types of cartoons as you do.
- 3) Inspire a sense of optimism throughout the lesson. I am thrilled to see you all today.
- 4) It is suggested that you vary the types of work done during the lesson.
- 5) Using musical gymnastics fosters a positive learning environment. Attempt to use whatever number insight channels as could be allowed.

CONCLUSION

Teaching foreign languages is always an important and pressing issue in inclusive education. As per numerous examinations and perceptions, we figured out that correspondence gainfully affects schooling overall and the procurement of global culture specifically. It provides the foundation for personality mastery. It is believed that attending a university is necessary for the development of essential intellectual qualities. It is reasonable to assume that learning foreign languages will positively influence a person with a disability's growth and development.

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