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**Inclusive education- teaching English language to children with special needs**

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Today, putting the student first is one of the key concepts in education. "Inclusive education" is becoming more of a focus in Kazakhstan's educational system.

According to inclusive education, all students should have equal access to educational opportunities regardless of their specific needs or ability. This approach puts students first and shifts the emphasis of education to them. Declare any child to be "special," i.e., different from other kids.

Inclusive education gives everyone fair access to education, considering that people have different special needs and abilities. This means that every learner, no matter their physical or intellectual abilities, or their family's money situation, has the same rights. They should be educated alongside other students, and their unique needs should be considered [1].

Ensuring that everyone has the opportunity to receive a good education is very important for educational inclusion. This way of thinking allows any child who is different from what is considered normal to be called "special". It is really important that inclusive education makes the learner feel valued, changes how society thinks about these individuals, and promotes acceptance and fairness. Therefore, inclusion aims to make education, upbringing, and socialization better for every learner.

Experience has demonstrated that it benefits society in many ways for everyone to participate in education.

* Pushing back against unfair treatment and being afraid of people who are different is beneficial. It educates both children and adults to cherish, embrace, and understand diversity and the differences between people, rather than wishing for them to change into something else.
* It encourages students to perform well and demonstrates that everyone can succeed with the correct assistance.
* It offers opportunities to meet new people in a friendly environment where everyone is treated kindly and fairly.
* It aids teachers in learning more about their profession. We must develop new teaching strategies that are simpler to modify and adapt.

Children diagnosed with gifted children have difficulties with thinking and problem-solving because certain parts of their brain are not working properly. These children have a problem with their emotions, willpower, and intelligence. Their ability to learn is greatly diminished. The most important thing is to prioritize memory, thinking skills, speech, and cognitive activity. Learning a foreign language, especially English, can greatly help in developing these abilities and learning about the world around us [2].

When children are learning English and have a Zone of Proximal Development (gifted children), they may have trouble with certain things. They may find it hard to learn new words, sentence structures, and how to use them when speaking. They may also struggle with understanding grammar rules and applying them in everyday situations. They won't be able to speak complex grammar well because how well a child learns a foreign language depends on their overall level of development. But students will be able to talk in a different language at their own level of learning and understanding.

People who have trouble understanding spoken words, especially when they are put together in sentences or conversations, have a hard time analyzing sounds and hearing different sounds in words. They have difficulty understanding when someone talks to them, and they have trouble telling the difference between similar sounds. Children who have been diagnosed with gifted children learn how to read, speak and listen. Writing is used as a way to learn at every level of education [2].

The main reason for learning a foreign language in these classes is for growth and progress, rather than just gaining knowledge. In language class, it's important for students to learn and grow in these areas:

* Memory is the ability to store and retrieve information in the brain.
* Speech means using words to communicate with others.
* Perception means how we see or understand things.
* Thinking means using your brain to come up with ideas or solve problems. It involves using your mind to process information, make decisions, and form opinions. When you are thinking, you are using your mental abilities to analyze, reason, and imagine.
* Outlook means how you view or think about something.

When working with children in this way, a teacher needs to be particularly cautious when repeating crucial material. It's crucial for pupils who have trouble or perform poorly to practice each skill on a regular basis. They must master the previous skill before moving on to the next one. Clear directions for performing fundamental actions in a particular order in order to solve difficulties pertaining to a particular type of activity are essential for learning and improving cognitive abilities. Giving instructions helps children with developmental and behavioral problems think more clearly, establish a certain way of thinking, and learn how to make logical deductions and come up with the proper answers [3].

The way we organize the system of working with difficult and struggling children in English lessons follows a set of steps:

* choosing practical individual tasks that are achievable
* creating more content that the students would find interesting and relevant.
* Describing specific tasks for learning and providing guidance on how to do them correctly in order to avoid mistakes.
* working together to complete small tasks
* Making sure that any potential problems or challenges in learning activities are avoided and finding ways to overcome them with the help of the teacher.

After looking at how to teach a foreign language to students with special educational needs, it is important to understand that this teaching method is considered the main way to help these students improve their skills in English lessons.

Pedagogical practice is a critical component of teacher development and student learning enhancement. These results, which were used here, discuss the pedagogical practice undertaken at School Number 35, named after Torekulov, situated in Astana. The practice took place over a month, from January 23 to February 24, and targeted two 7th-grade classes, 7A and 7B, with a focus on gifted children. Our observations:

* Gifted special children exhibited high levels of engagement and enthusiasm when exposed to challenging and customized learning experiences.
* Differentiated instruction facilitated individualized progress, leading to increased self-confidence and deeper content comprehension.
* Enrichment activities and projects promoted collaborative problem-solving, critical thinking, and innovation among the gifted students

Teaching English language to gifted children requires a specialized approach that challenges their intellect, fosters creativity, and maintains their engagement. Here are some effective methods that we recommend:

Table 1- Effective methods for gifted children to study languages

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| Method | Description |
| Differentiated Instruction | Adapt instruction to each student's pace, learning preferences, and interests. |
| Project-Based Learning | Take part in practical assignments that promote investigation and analysis. |
| Literature Circles | To improve comprehension, read the material in small groups and debate it. |
| Enrichment Activities | Provide advanced puzzles, word games, and contests to challenge vocabulary. |
| Role-Playing & Drama | Act out scenarios to improve fluency, vocabulary, and nonverbal skills. |
| Language Games & Apps | Use interactive tools to reinforce language skills in engaging ways. |
| Creative Writing Workshops | Encourage writing of stories, poems, and essays to develop expression. |
| Authentic Materials | Explore news articles, podcasts, and videos to learn real-world language. |
| Critical Media Analysis | Discuss and analyze media content to improve language and media literacy. |
| Debates & Discussions | Organize debates to enhance speaking skills and practice persuasion. |

The pedagogical practice highlighted the critical role of tailored approaches in addressing the unique needs of gifted special children. Personalized methodologies not only enhanced their learning journeys but also nurtured their innate talents and cognitive growth. The utilization of diverse teaching techniques contributed to a dynamic and intellectually stimulating classroom environment.

The results of pedagogical practice at School Number 35 demonstrated the significance of tailored teaching methods in fostering the academic and personal growth of gifted special children. By recognizing and accommodating their individual requirements, educators can cultivate a profound love for learning, cognitive development, and holistic advancement among these students. This practice exemplifies the school's commitment to innovative and effective educational practices.

The cornerstone of inclusive education is this. No matter how serious their difficulties are, it implies that kids with disabilities can study and learn alongside other students. We can identify certain organisational elements of remote learning, including: A) interaction between the learner and the teacher or other students; B) the learner's control over their own learning; and C) the flexibility and adaptability of the course materials. This implies that students can learn using a customized programme and at their own pace.

In conclusion, because computers and the Internet are now so frequently used, it is now crucial to know English for both business and daily life. It is increasingly important for young people starting their lives to have good English language skills. These skills can impact their social standing. This is also important for people with disabilities. Learning English well will help them fit into society better and be successful in their careers.

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