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DEVELOPING PEDAGOGICAL STRATEGIES FOR INCLUSIVE EDUCATION IN TEACHING ENGLISH LANGUAGE

Abstract. This article contains an overview of teaching strategies for inclusive education in teaching English language. It examines how different pedagogical aspects affect teaching English to inclusive students or students with special educational needs. Furthermore, the paper elaborates how the findings of the study might be implemented in teaching practice. Such research is important to promote knowledge about teaching and learning, and to understand how combinations of teaching strategies might be used in different contexts and for different purposes. Effective use of teaching strategies for inclusive education provides an opportunity to guarantee equal rights for education for all students regardless of the presence of disability.

Key words: inclusive education, inclusive students, teaching strategies, disabilities, special education.

Аңдатпа. Бұл мақалада ағылшын тілін оқытуда инклюзивті білім беруді оқыту стратегиясын шолу қарастырылған. Инклюзивті студенттерге немесе ерекше қажеттіліктері бар студенттерге арналған ағылшын тілін оқытуға қандай педагогикалық аспектілер әсер ететінін қарастырады. Бұдан басқа, құжатта педагогикалық практикада зерттеу нәтижелерін қалай жүзеге асыруға болатынын анықтайды. Мұндай зерттеулер оқу туралы білімді таратуға және оқу стратегияларын үйлестіруге түрлі контексттерде және әртүрлі мақсаттарда қалай пайдалануға болатынын түсіну үшін маңызды. Инклюзивтік білім берудің білім беру стратегияларын тиімді пайдалану мүгедектікке қарамастан барлық оқушыларға тең құқықты білім алуға кепілдік береді.

Кілт сөздер: инклюзивті білім беру, инклюзивті студенттер, оқыту стратегиясы, жұмыс қабілетсіздігі.

Аннотация. Данная статья содержит обзор стратегий обучения инклюзивному образованию в преподавании английского языка. В нем рассматривается вопрос о том, как различные педагогические аспекты влияют на преподавание английского языка для инклюзивных студентов или студентов с особыми потребностями. Кроме того, в статье подробно рассматривается, как результаты исследования могут быть реализованы в практике преподавания. Такие исследования важны для распространения знаний об обучении и для понимания того, как комбинации стратегий

обучения могут использоваться в разных контекстах и для разных целей. Эффективное использование учебных стратегий для инклюзивного образования дает возможность гарантировать равные права на образование для всех учащихся, независимо от состояния здоровья.

Ключевые слова: инклюзивное образование, инклюзивные студенты, стратегии обучения, нетрудоспособность.

Introduction

Nowadays, one of the actual and discussed problems of contemporary education is the teaching of English language to inclusive learners. The numerous restrictions for receiving high-quality education by learners are linked with a social inequality of inclusive students. This work is devoted to development and further experimental approbation of innovative approaches in teaching language to learners with special needs of health. Education for inclusive students is one of the major and integral conditions in successful socialization, guarantee of full participation in the life of society. In accordance with that insurance of realization of rights of inclusive learners for education is considered as one of the most important tasks of state policy, not only in the field of education but also in the area of demographic and social-economic development of the region and the country as a whole.

However, modern realities are such that, despite the strengthening state policy for inclusive students and the implementation of a number of radical socio-educational measures, and also organizational arrangements, the transformation of public consciousness into the adoption of this category of children as full members of society occurs slowly under the influence of stable stereotypes of the separation of children into presence or absence of any violation in their development and necessity education in the framework of two isolated educational systems: the system of general and special education. At the same time humanistic potential of inclusive education, embedded in the idea of inclusion, is designed not only to eliminate the society of unilateral views on children with special needs, but also to become the leading mechanism in creating an inclusive society.

Universal direction of development in social policy at the end of the XX century consisted in approval of integration in education and struggle against various demonstrations of a segregation. In school education was realized in development of conceptual provisions, that satisfy conditions for providing valid equality for inclusive students in mastering various levels of educational standards. One of them was "The Salamanca Declaration", more than 300 participants representing 92 governments and 25 international organizations had meeting in Salamanca, Spain, from 7 to 10 June 1994 to promote the objective of education for all people by considering of the fundamental policy trends to facilitate the approach of inclusive education, namely to open schools for all children, particularly those with special

educational needs and was stated approach "Schools for all" accepted in 1994 [1]. The priority objective of educational policy in this document has declared the creation of the inclusive education.

For many decades in the focus of numerous foreign scientific and pedagogical discussions are the problems of finding effective strategies for the practical implementation of the theoretical grounds for inclusion, to achieve the global goal of inclusive education - creation of an inclusive society as a truly humanistic society, the fundamental basis of which is inclusive culture. By the time, as a result of a productive international cooperation and scientific and practical performance of teachers have been developed general effective directions in the of inclusive education as an important stage in the global development of mankind. Today in the world educational practice is to replace the term "integration" – association into a single whole, comes the term "inclusion", that is including. integration assumes adaptation of the learner to requirements of system whereas the inclusion consists in adaptation of system.

Based on this, inclusive education can be understood as an extensive process of integration that assumes available education for everyone and development of general education in terms of adaptation to various learner needs. At present time introduction of inclusive education is one of the newest and unresolved problems in the area of general education. Teaching language to inclusive learners opens huge interest in studying of foreign languages. In such way, the rights on education which are given to all inclusive learners provide equal opportunities in the sphere of modern education. It significantly raises the status of the subject "Foreign Language" as general education in educational discipline. Logical consequence of this right is all children have right to learn in educational institutions, where exist terms and conditions, allowing not expose them to discrimination on the basis of mental and physic defects, ethnics, religious, languages, genders and ability.

In this context in the report of UNESCO "Overcoming Exclusion through inclusive Approaches in Education" the task is put to state inclusive approaches in the area of education as a strategy for achieving the purpose of education for everyone. Education has to resolve a difficult problem of transformation of variety into the constructive factor promoting mutual understanding between certain persons and groups of people [2]. The educational policy has to be capable to cope with the tasks caused by a variety of requirements of the population and to allow everyone to find the place in society to which they initially belong. Inclusive education represents itself as the approach allowing to develop methods of transformation of educational systems for satisfaction of requirements of a wide circle of children.

In order to map out and assess the effectiveness of the different approaches and strategies used to teach inclusive students. More specifically the research aimed to:

a) undertake a literature review which will broaden understanding of the different learning profiles of inclusive learners and identify the best ways of teaching them as recommended by the various theoretical perspectives of teaching and learning.

b) demonstrate the effectiveness of these different strategies in raising the achievement of inclusive students.

c) identify the most effective teaching strategies for at different phases of their learning.

d) Make recommendations for the focus and development of future research in this area.

Literature Review

Methods of Research

The scientific article was written using a variety of writing techniques and methods. Due to the wide information about strategies in teaching English language to inclusive students, it was decided to collect and use checked data in this study in order to make the article full of fruitful information. Firstly the method of analysis of theoretical studies was used in order to deeply examine the information. Secondly the method of generalization of collected data, which helps to consider the idea of studies and generalize by more comprehensible words or to deduce the main idea. And also following three methods were used in writing such as synthesis, comparison and juxtaposition. Therefore the authors recommend to audients to familiarize with the most discussed topic in education in present-days “Strategies in teaching English language to inclusive students.”

As inclusive education become an integral part of modern education system all over the world, it necessary for every teacher who works with inclusive students to know teaching strategies. Teaching strategies in inclusive sphere concern to various teaching approaches that consider the needs of students with different experiences, learning styles, and skills. These strategies promote to an overall inclusive learning environment, in which students feel equally valued.

Benefits of inclusive teaching:

- Clear context of teaching and learning processes
- Teacher can meet with and engage with different students.
- Teacher is prepared to face any situations such as “spark moments”.
- Students join to course materials and understand them because they are relevant to them.
- Students feel comfortable in the classroom environment to voice their ideas/thoughts/questions.
- Students are more likely to experience success in course through activities that support their learning styles, abilities, and backgrounds.

Studying the benefits of inclusive teaching, therefore it is necessary to study learning strategies in an inclusive environment for achieving a purpose of the research.

Why use inclusive teaching strategies?

“Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their sociocultural identities at the door, nor can they instantly transcend their current level of development... Therefore, it is important that the pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them” (Ambrose *et. al.*, 2010, p. 169-170).

How can you teach inclusively ?

Be reflective by asking yourself the following:

- How might your own cultural-background influence your interactions with students?
- How might the experiences of students influence their motivation, inspiration, engagement, and learning process?
- How can you qualify course materials, activities, assignments, exams to be more accessible, comprehensible to all students in class?

As the main points were considered and answers for important questions were found , it is necessary to follow the points that are below for effective introduction of inclusive education

• Typically developing peers are a valuable resource either as part of a behavior management program peer-oriented intervention . For the latter, evidence of improvements in social skills and reduction in levels of peer rejection can be seen in the work of Hoza et al. (2000), which used a single-group AB design (pre and post-intervention measures, but no control group).

• Cognitive-behavioral approaches that encourage children to regulate their behavior by teaching them self-monitoring, self-instruction, anger management and self-reinforcement skills are effective in producing adaptive behavior change (increased on-task behavior, reductions in anti-social behavior). This claim is based on reviews which have examined the effectiveness of cognitive-behavioral approaches (Ervin, Banker & DePaul, 1996; Van de Wiel, 2002), as well as comparative research articles (Miranda & Presentacion, 2000; Rey,1998).

• The behavioral approaches of positive reinforcement (where appropriate behavior is immediately rewarded), behavior reduction strategies and response cost (a form of punishment in which something important is taken away) appear to be effective in increasing on-task behavior. This claim is based on reviews of research (Weiss & Weisz, 1995; Purdie et al., 2002; Root & Resnick, 2003) as well as case-study research (Fabiano & Pelham, 2003).

- Parents need to be actively involved as partners in their child's education. Further, a comparative study involving a control group indicated that parental training improved children's academic achievement and reduced maladaptive internalizing and externalizing behavior in both the short (1-2 months later) and long (12-15 months later) (Bronstein et al., 1998).

Consequently as we have studied and analyzed many scientific and practical studies, it is recommended to use the most effective strategies in inclusive education based on the scientific researches of the Center of Teaching innovations University of Cornell.

Strategies for an inclusive teaching :

Include multiplicity into curriculum.

Be intentional about creating a safe learning environment.

Be engaged and active in learning process with your students.

Treating all students equally and with respect

Use different activities, and assignments that will be appropriate to the needs of students with various learning styles, abilities, backgrounds.

Utilize unique, special way to present the lesson. For example, present information both orally and visually to accommodate both students with visual or auditory impairments in addition to students with various learning preferences.

When possible, provide flexibility in how students demonstrate their knowledge and how you assess student knowledge and development. Vary your assessments (for example, incorporate a blend of collaborative and individual assignments) or allow choice in assignments (for example, give students multiple project topics to choose from, or have students determine the weight of each assignment on their final grade at the beginning of the semester.)

Be clear about how students will be evaluated and graded. Provide justifications.

Take time to assess the classroom climate by obtaining mid-semester feedback from students.

- Pass out index cards during class for anonymous feedback.
- Ask students to rate from 1-5 how comfortable they are in class. Also ask for 2 suggestions for how they could feel more comfortable.
- Conduct a survey.
- Discuss your findings in the next class and share any changes you will make regarding the feedback. (<https://www.cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/inclusive-teaching-strategies.html>)

Using pedagogical strategies that encourage inclusive education within a supportive learning environment. Parents are an important part of whole teaching and learning processes, because especially they can motivate and

support students with everyday talks. Involving parents, learners and other relevant individuals in creating an inclusive learning environment. Supporting inclusive students is a huge responsibility. We need to identify concern and assess realistic individual learning goals. An inclusive learning environment must be always in a progress in order to create positive atmosphere, progress in learning and to help inclusive students to feel comfortable, demonstrate their real skills and be able to learn and develop.

Conclusion

Nowadays in the world, step by step, education shows the development in inclusive education, since education is expected to be for everyone in spite of the presence of limitations. Teaching English language to inclusive students opens huge opportunities in developing strategies in terms of teaching, not only in Europe, but around the world. According to this, as it is one of the discussed problems, we can state that all students have equal rights in the sphere of modern education. Due to this fact, inclusive education aims to diminish unequal capabilities and disabilities. Especially, it significantly raises the statues of the subject “Foreign Language”, as general education in education discipline. Broadly translated, our findings indicate that teachers experience difficult situations while teaching English to inclusive students. Subsequently, language teachers need to perceive those strategies, which we have shown above. These strategies incorporate the advancement of a particular learning as well as the improvement of basic considering.

More generally, these basic findings are consistent with previous research showing that there is a small amount of the diversity of content in which the strategies need to be applied. By diversity of context, we mean that educational system faces range of challenges related to the local socio-cultural conditions. This is especially important if we want to increase our understanding to succeed in the sphere of education.

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