

METHODS USED TO TEACH FOREIGN LANGUAGES TO CLASSES BASED ON INCLUSIVE EDUCATION

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Abstract: *This thesis discusses the methods used for teaching foreign languages in classes based on inclusive education. Inclusive education is a method aimed at expanding the educational opportunities of each student, taking into account the individual needs of all students. Applying this approach to foreign language learning can yield effective results for students with diverse abilities and needs.*

Key words: *Inclusive education, differentiated learning, multisensory approach, game-based learning, contextual approach, innovative methods.*

Introduction

Inclusive education is the principle of full involvement of all students, including children with special needs, in the educational process and the provision of education taking into account their individual characteristics. Today, inclusive education systems are being implemented worldwide, and this area is also important in foreign language teaching. An inclusive approach to foreign language learning requires alleviating students' difficulties in language learning, supporting their social and emotional development, and utilizing various methods and tools. The relevance of the topic lies in the fact that in the process of globalization, knowledge of foreign languages is necessary not only for the intellectual development of an individual, but also for their successful functioning in public life. Therefore, it is important to create equal opportunities for all students through methods developed based on the principles of inclusive education.

Materials and Methods

Inclusive education is an educational system that aims to encompass all students, including those with special needs, in the same learning environment. The

learning process requires an individual approach and the use of many different methods [1]. According to Brown, a communicative approach, interactive methods, role-playing games, and other active methods are widely used in foreign language teaching. These methods can also be effective in the context of inclusive education [2].

When teaching foreign languages in inclusive classes, it is important to develop lesson plans that meet individual needs. It is recommended to use a wide variety of materials, integrate visual aids and technologies [3]. According to Tomlinson, the most important aspect of working with students with special needs is creating favorable conditions for them. The teacher must understand their needs and implement individual approaches [4]. Modern technologies play an important role in inclusive education; for example, allow for effective learning of foreign languages using online resources and interactive programs [5].

1. Differentiated learning: Taking into account the individual characteristics, abilities, and needs of students. Preparation of tasks and activities tailored to each student.

2. Group and pair work: Increase students' ability to learn from each other. Making language learning more effective by encouraging discussion, communication, and collaboration in groups.

3. Multisensory approach: Reference to various sensory organs such as sight, hearing, and movement in language learning. For example, the use of visual materials (drawings, diagrams), audio materials (audio books, music), and kinesthetic activities.

4. Game-based learning: Using various games to make the learning process interesting. Using this method, students naturally learn the language and increase their motivation.

5. Use of technologies: Organize interactive lessons using multimedia resources, scientific programs, or mobile applications. This method expands individual learning opportunities and provides access to multilingual resources

6. Contextual approach: Focusing on the use of language in real-life situations. Developing practical skills by showing students how to use language to solve real-life problems.

7. Self-assessment and reflection: Applying methods that allow learners to assess their knowledge (e.g. creating a portfolio). Through this method, they monitor their own development and are able to think independently.

The combined use of these methods allows for more effective organization of foreign language lessons based on inclusive education and meets the needs of all students.

Results and discussion

Active participation of students in foreign language learning in inclusive education can be ensured through interactive methods, such as group work and role-playing games. Experiments have shown that such methods increase students' interest in language learning. The effectiveness of foreign language learning can be increased by taking into account the individual needs of each student, for example, through the use of visual and aesthetic methods. With this approach, each student's potential is maximized.

Through the use of cultural context and real-life situations in foreign language learning, students gain a deeper understanding of the new language. This contributes to the development of their communication skills. Modern technologies (mobile applications, online platforms) also make the process of teaching foreign languages in inclusive education more interesting and effective. With the help of these tools, it becomes possible to solve various problems and implement individualization.

Our results show that there is a great need for innovative methods for effective foreign language learning in classes based on inclusive education. The methods studied not only improve the use of language, but also develop social skills in all children and have a positive impact on their overall development.

Furthermore, there is a need for continuous professional development for teachers working in an inclusive education model. Teachers will need to know and use new pedagogical approaches.

Conclusion

In conclusion, the need to combine different methods of teaching foreign languages in an inclusive educational environment is evident. To determine the effectiveness of each method, it is necessary to continue the exchange of experience and research. The collective action of all segments of society also serves to make this process more effective.

At the same time, we consider it important to develop programs of state support for the further improvement of the inclusive education system in the future.

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