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INCLUSIVE TEACHING OF FOREIGN LANGUAGES AND STRATEGIES TO COPE WITH ALL SORTS OF LEARNERS

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Abstract

The pursuit of inclusive teaching within the realm of foreign language education has emerged as a crucial endeavor in ensuring equitable access, meaningful engagement, and academic success for all learners. This abstract aims to explore the multifaceted landscape of inclusive language pedagogy, delving into effective strategies to accommodate diverse learner profiles, thereby cultivating a supportive and enriching learning environment. This exploration will encompass an analysis of the diverse learner continuum, spanning from those with specific learning needs to students with varying cultural, linguistic, and cognitive backgrounds. By drawing from existing research and best practices, this exploration will highlight the transformative impact of adaptive technologies, culturally responsive materials, and flexible assessment methods in cultivating a linguistically diverse and inclusive learning environment.

Introduction

In the contemporary landscape of education, the concept of inclusive teaching has emerged as a fundamental tenet in fostering equitable, supportive, and effective learning environments across diverse classrooms. Within the domain of foreign language instruction, the ethos of inclusive teaching and learner diversity has gained increasing prominence, reflecting a commitment to accommodate varied linguistic, cognitive, and cultural backgrounds. This introduction seeks to illuminate the critical need for inclusive foreign language pedagogy and delineate effective strategies to embrace and support learners with diverse needs and profiles.

The need for inclusive teaching strategies in foreign language education is an essential pursuit that underscores the fundamental value of equity, respect, and engagement for all learners. By embracing and celebrating learner diversity within foreign language classrooms, educators and institutions alike stand to foster a pedagogical ecosystem that is truly inclusive, responsive, and empowering for every individual, irrespective of their linguistic, cultural, or cognitive background. This introduction sets the stage for deeper exploration of effective strategies designed to cultivate inclusive foreign language learning environments.

Literature review.

The endeavor to cultivate inclusive foreign language pedagogy has ignited scholarly interest, fostering a rich corpus of literature that underscores the imperative to embrace learner diversity and accommodate a wide range of linguistic, cognitive, and cultural needs within language classrooms. The following review aims to explore the multifaceted landscape of inclusive teaching strategies in



foreign language education, drawing from seminal contributions and contemporary research to elucidate key principles and effective pedagogical approaches.

The Foundation of Inclusivity

The foundational premise of inclusive teaching involves acknowledging and honoring learner diversity within the foreign language classroom. Works by Tomlinson (2005) and Echevarria et al. (2017) underscore the significance of identifying and addressing diverse learner needs, highlighting the central role of differentiated instruction and flexible assessment methods in accommodating individual learning profiles. This emphasis on flexibility and diversity serves as the bedrock for cultivating inclusive foreign language teaching practices.

A Framework for Inclusivity

The principles of Universal Design for Learning (UDL), as expounded by Meyer and Rose (2002) and Castle and McGuire (2010), offer a robust framework for fostering inclusive foreign language pedagogy. UDL principles emphasize the provision of multiple means of representation, engagement, and expression, ensuring equitable access and participation for all learners. The integration of UDL in foreign language teaching underscores a shift towards proactive inclusivity and accommodation of diverse learner needs.

Multimodal Approach and Authentic Materials

The integration of technology and authentic multimodal materials within foreign language instruction has emerged as a pivotal strategy for promoting inclusivity and engagement. Works by Levy and Stockwell (2006) emphasize the transformative role of multimedia and authentic resources in reaching diverse learners, cultivating culturally responsive language learning experiences, and fostering a nurturing environment reflective of diverse learner identities.

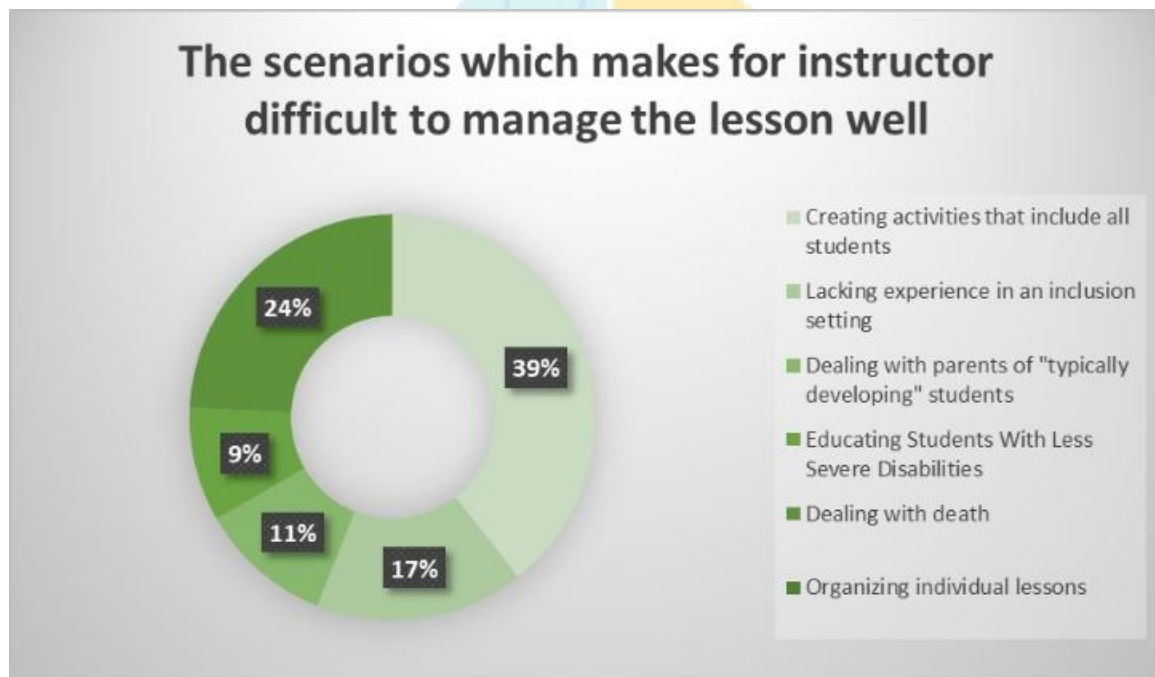
Addressing Cultural and Linguistic Diversity

Culturally responsive teaching methodologies, underpinned by the works of Gay (2010) and Villegas and Lucas (2002), have gained prominence for their potential to resonate with diverse cultural and linguistic backgrounds, advancing inclusivity within foreign language classrooms. By understanding and embracing learners' cultural and linguistic wealth, CRT approaches underpin the development of inclusive foreign language pedagogy that honors diverse learner identities and cultivates meaningful language learning experiences.

Research methodology.

Participants: The study involved foreign language educators and learners from diverse linguistic, cultural, and cognitive backgrounds. Participants recruited from private educational institutions within the Tashkent representing a diverse learner population.

The purpose of this investigation is to reveal the challenges that instructors face while working with different students in terms of linguistic, cultural, and cognitive backgrounds.



According to the results of conducted survey, the majority of teachers face significant difficulties in creating activities that cover all the needs of different students and this section accounted for 39%. The next prime challenge is the fear of unexpected death of learners while lesson procedure, as its known in inclusive education, which accounted for 24%, there may be some fragile students who are in chronic bad health conditions, and this may result in huge problems to teacher. Children of all abilities in the classroom, both physical and academic, children in the middle can easily fall between the cracks. These children might have learning disabilities, hearing impairments, ADD, or language delays, to name a few examples. Educating with students with less severe disabilities, dealing With Parents of "Typically Developing" students, addressing individualized lesson plans constitute 17%, 11%, 9 % respectively.

Recommendations.

Of course, when working with children with disabilities, it is necessary to take into account their psychological characteristics. I would like to point out the points that should be emphasized:

When reading, it is necessary to help the child open the textbook, find the right page, show where we will read, show where we are reading while reading (children cannot hold their attention). Such moments occur in any class, but in this case the child can, but does not want to follow the course of the lesson for some reason and deserves censure. In an inclusive classroom, children simply cannot follow the progress of the lesson, so they need help.

2. During the lesson, you have to reduce the time for completing tasks (if these are questions to the text, then you can discuss 3, 4 questions, it is also advisable to read the text in full, since children get tired very quickly).



3. When answering questions, the respondent should be given a little more time to think (the reaction of children may be slowed down)
4. Written papers and tests take much longer (the teacher's organizational help is needed).

The task should be formulated both orally and in writing; the task should be brief, specific, in one verb; formulate the task while standing next to the child; give the child the opportunity to finish the job. In order to properly evaluate the child, you can suggest taking into account such aspects:

1. Try to celebrate the good behavior of the child, not the bad.
2. Do not pay attention to minor violations of discipline.
3. Be prepared for the fact that the child's behavior may be related to taking medications.
4. Come up with some kind of "special" word, after you pronounce it, the child will understand that he is not acting properly.
5. Use an interim assessment to reflect progress.
6. Allow the child to rewrite the work in order to get a better mark (in the future, take into account the mark for the redone work).
7. Use the assessment system: credit-non-credit when it comes to assessing the growth and development of a child.

If it is difficult for a "special" child to answer in front of the whole class, then he is given the opportunity to present the completed task in a small group. Working in groups allows such students to open up and learn from their comrades.

The distribution of students into pairs to complete projects also gives a good result, so that one of the students can set an example to the other. But it would be a mistake to help a "special" child all the time, he should be allowed in some cases to make an independent decision, praise and, thus, teach how to solve problems.

A lesson in an inclusive classroom where there are children with disabilities should involve a large amount of use of visibility to simplify the perception of the material. The reason is that children with intellectual disabilities rely on visual and imaginative thinking when perceiving material. They cannot fully use verbal and logical thinking, because it is impaired or has a delayed character.

Conclusion.

In conclusion, the landscape of inclusive teaching strategies in foreign language education is rich and dynamic, underpinned by a repertoire of research that underscores the value of embracing learner diversity and accommodating individual needs within language classrooms. The integration of UDL principles, multimodal resources, and culturally responsive teaching methodologies serves as a testament to the transformative potential of inclusive foreign language pedagogy. Moving forward, the continued exploration and implementation of such strategies stand to foster a truly inclusive foreign language learning ecosystem, reflective of diverse learner needs and identities.



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