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## TEACHING A FOREIGN LANGUAGE IN AN INCLUSIVE PRIMARY SCHOOL CLASS

*Peculiarities of foreign language teaching in an inclusive primary school class are considered. It is proven that equal rights to education of children with special educational needs enable them to learn foreign languages effectively, which contributes not only to the improvement of their foreign language communication experience, but also to successful socialization in society. It is shown that educational and intellectual difficulties, depending on their level, require the teacher to adapt the tasks, develop a larger number of handouts (pictures with captions in foreign and Ukrainian languages, association cards – certain words are consonant with Ukrainian words, reference diagrams, comics, etc.), multiple repetition or explanation.*

**Keywords:** *foreign language, inclusive class, children with special educational needs, inclusive paradigm, interactive learning methods.*

*Розглядаються особливості викладання іноземної мови в інклюзивному класі початкової школи. Доводиться, що рівні права на освіту дітей з особливими освітніми потребами дають їм змогу ефективно вивчати іноземні мови, що сприяє не лише удосконаленню їх іншомовного досвіду комунікації, а й успішній соціалізації у суспільстві. Показується, що навчальні та інтелектуальні труднощі, в залежності від їх рівня, вимагають від вчителя адаптації завдань, розробки більшої кількості роздаткового матеріалу (картинки з підписами на іноземній і українській мові, картки-асоціації – певні слова є співзвучними з українськими словами, опорні схеми, комікси, тощо), кількаразового повторення або пояснення.*

**Ключові слова:** *іноземна мова, інклюзивний клас, діти з особливими освітніми потребами, інклюзивна парадигма, інтерактивні методи навчання.*

**Relevance of the problem.** In modern Ukrainian society, in the situation of educational reforms, connected, first of all, with the introduction of an inclusive paradigm in the educational sphere, the citizens are developing a desire for political and social changes, democratic transformations. Currently, the search for tools for the implementation of inclusive practice and the involvement of all subjects in the educational process of universal human values, the formation of a fair attitude towards people with disabilities among members of society, who would have a perspective for successful self-realization and a dignified life, show a sense of self-worth and

confidence in the future days, used own resources and compensatory opportunities in the process of education and professional life.

In connection with active inclusive transformations in education and social life, manifestations of intolerance and hostility in relations between people are gradually disappearing, because such processes are associated with separation, exclusion and are unacceptable in modern conditions.

At the same time, in Ukraine, many families with children with disabilities face difficulties in providing proper care for children due to the lack of necessary services and social support. When the social protection system does not work, children often lose their families. Therefore, it is important that communities and the government take measures to develop an inclusive environment for the most vulnerable children in Ukraine.

Under such conditions, people have new opportunities to communicate, to find compromises, to be socially active, to influence the government, to build social institutions, civil society. With the development of civil society, there is a consolidation of social forces on the basis of new social values.

The introduction and implementation of inclusive education in Ukraine is not a one-time act, but a long-term process that affects various social spheres and social institutions. The intellectual elite, the pedagogues, the reform-minded part of society, public figures, activists, volunteers, parents who raise children with special educational needs, who must develop multifaceted and harmoniously, act as the driving forces for changes related to inclusion and the formation of new value orientations [1; 2].

One of the aspects of such development is foreign languages. Accordingly, **the task** of our article is to analyze the peculiarities of teaching a foreign language in an inclusive primary school class.

**Presentation of the main material.** In the modern world, learning foreign languages is one of the priorities of the education system. The one who understands this at the initial stage of his/her education will be able to gain knowledge precisely in the sensitive period for this, in the period of the easiest perception of new things, when neural connections in human brain possess a better ability to form. A person who speaks at least one foreign language is more mobile and freer in choosing a job, country of residence or rest, etc.

According to the Law of Ukraine "On Education", the concept of the New Ukrainian School, the State Standard of Education and other legal educational documents, the child's educational activity is based on the child's acquisition of key competencies. The Law "On Education" gives the following definition of the category "competence": "competence is a dynamic combination of knowledge, abilities, skills, ways of thinking, views, values, other personality qualities that determine a person's ability to successfully socialize, conduct professional and/or further educational activities" [4].

Inclusive education is designed to give children with special educational needs the right to be integrated into the educational sphere. According to the concept/paradigm of inclusive education, every child is an important subject for society. Therefore, children with special needs have the opportunity to acquire knowledge and skills in a foreign language.

The specifics of learning foreign languages by children with special educational needs are described in the scientific works of I. Kaminina, N. Tuchyna, S. Chyzh, N. Shcherba, O. Voznyuk and others. In line with this, some scientists studied the issues related to the training of pedagogical personnel capable of teaching a foreign language in classes in which children with special educational needs study (O. Voloshina, N. Dmitrenko, O. Kazachiner, A. Stepanenko,

K. Shapochka and others) [3].

The new Ukrainian school has introduced its own corrections to the educational process in relation to the modern educational process. Many innovative interactive technologies have appeared, the traditional technologies have been given new life and improved. The educational environment and teaching methods have also changed, which has a great impact on the process of children's acquisition of knowledge in various subjects, including in the context of learning foreign languages.

A child with special educational needs is not a specific portrait of a pupil. Each child with special educational needs is an personality and needs a special pedagogical approach. This feature is prescribed in the individual development program. Children with special educational needs are divided into certain categories and levels regarding learning difficulties. Depending on this, methods and ways of working with them are selected/differentiated, as well as possible corrective classes for learning a foreign language.

Working in an inclusive classroom presents the teacher with ever more tasks and requirements, both pedagogical and psychological. In particular, the teacher should possess a greater number of relevant competencies, be creative, be able to interest those children who, due to certain circumstances, cannot concentrate on learning process. Therefore, a higher level of perspective vision of the educational process and its results, as well as stress resistance, is required from a modern teacher working in an inclusive class.

In addition, the teacher meets with the increased requirements regarding preparation for classes. At the same time, it is important to take into account explanations, tasks, auxiliary didactic and handout materials for children with special educational needs when planning a lesson.

Working with a special child, depending on his/her "peculiarities", presupposes certain peculiarities. For example, teaching children with physiological difficulties based on the type of low eye-sight requires the presence of Braille cards and/or educational texts written in capital letters; it is also possible to use listening devices (audio reproduction of words and sentences in foreign and Ukrainian languages), when the child perceives by hearing what he/she cannot see.

Teaching children with hearing difficulties involves the presence of a hearing aid, as well as visual cards in two languages, which will help to perceive most of the information through the use of a visual analyzer. Teaching such children a foreign language should not begin with letters, but with words denoting subjects well known to the pupils (see the so-called "global method of teaching reading") [2].

Educational and intellectual difficulties, depending on their level, require the teacher to adapt tasks, develop more handouts (pictures with captions in foreign and Ukrainian languages, association cards having certain words being consonant with Ukrainian words, reference diagrams, comics, etc.), multiple repetition or explanation. When conducting correctional classes, one can use a tablet with games, interesting and bright tasks, cartoons in a foreign language, which will help the child better learn the required amount of knowledge in the form of a game revealing the method of gamification. The essence of gamification is the use of game design elements and game principles in non-game contexts. Gamification can be part of lessons, take up entire classes or courses, and even build a whole school system. It is shown that, from the perspective of social life, gamification is related to social roles that a person plays almost every moment of his/her life.

A child's physical difficulties are often reflected in his psychological state and ability to learn. Such a pupil needs understanding, help, participation, empathic support. But the help should be unobtrusive, not focused on the child's physical condition. The teacher's use of interactive learning methods that require certain activities from the child should be implemented in such a way that the

child does not feel redundant.

Work with a child with socio-adaptive category of difficulties should take into account the peculiarity of the pupil's maladjustment. For example, if a child has difficulties communicating with peers, is afraid to speak out loud or does not have time to raise his/her hand, one can use the following work options: the child can receive tasks on cards, in pictures; here one should also pay attention to the emotional state and ask the child when he/she is ready to speak. In no case should a child be forced into a certain activity for which he/she is not ready at the moment.

Next to the "quiet" (insignificant) maladjustment, there is another one that concerns children who find it difficult to concentrate and tune in to explanations, who find it problematic to show attention throughout the lesson, sometimes find it difficult to find a common language with other children. Such pupils need a greater number of physical activities, such as running out of turn (not only during physical education minute). Also, such a child should be interested with the help of cards with bright pictures and inscriptions in two languages (the inscriptions in a foreign language should be larger or brighter so that the child, even unconsciously, memorizes the spelling of words). Correctional classes for such children also involve the use of tablets with interesting tasks.

Most difficulty categories involve the use of such interactive learning methods as "Microphone", "Work in groups", "Work in pairs", etc. It is also desirable to use multimedia presentations, which will be useful both for visually impaired children, who will be better able to see large slides, and for children who write or read slowly, as well as understand the content of educational information.

**Conclusions.** In *the Concept of the New Ukrainian School*, among the ten key competences, it is possible to single out such skills as communication in foreign languages (the ability to properly understand what is said in a foreign language, orally and in writing to express and interpret concepts, thoughts, feelings, facts and views in a wide range of social and cultural contexts) [5; 6]. Equal rights to the education of children with special educational needs enable them to learn foreign languages effectively, which contributes not only to the improvement of their foreign language communication experience, but also to successful socialization in society.

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