

## ISSUE OF PREPARING FUTURE FOREIGN LANGUAGE TEACHERS TO WORK WITH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

\*Jangeldinova S.B.<sup>1</sup>, Tleuzhanova G.K.<sup>2</sup>, Uteubaeva E.A.<sup>3</sup>, Eskazinova Zh.A.<sup>4</sup>

\*<sup>1</sup>doctoral student, Karaganda Buketov University, Karaganda, Kazakhstan  
e-mail: [saltanat83@mail.ru](mailto:saltanat83@mail.ru)

<sup>2</sup>c.p.s, ass. professor, Karaganda Buketov University, Karaganda, Kazakhstan  
e-mail: [tleushanowa@inbox.ru](mailto:tleushanowa@inbox.ru)

<sup>3</sup>c.p.s., S. Seifullin Kazakh Agrotechnical University, Astana, Kazakhstan  
e-mail: [elmira5555@mail.ru](mailto:elmira5555@mail.ru)

<sup>4</sup>PhD, Karaganda Buketov University, Karaganda, Kazakhstan  
e-mail: [martbek3@mail.ru](mailto:martbek3@mail.ru)

**Abstract.** The given article reviews researches surrounding education of children with special educational needs. It is noted that there is a lack of teachers who can work with inclusive children. The authors concluded that future foreign language teachers should be able to deal with children of different categories. The article takes into account children with attention deficit hyperactivity disorder. Today not all the school teachers understand the whole meaning of the term “special education needs”. Foreign language teachers are not ready to work with children with special education needs especially with attention deficit hyperactivity disorder children. Inclusive education is included in the general education system and is one of the modern society goals. Nowadays, the number of children with attention deficit hyperactivity disorder is increasing, and they require a special approach in the educational process. Thus, children with attention deficit hyperactivity disorder, who, along with others, should receive the necessary psychological assistance and pedagogical support during the period of study, often, find themselves deprived of the necessary conditions and additional resources that ensure the realization of their special educational opportunities in the system of basic general education.

Children are equal notwithstanding their physical, emotional or other disabilities. There are many gaps in the modern school system and all this gives reason to think about the training of future specialists to work with children with special needs in education.

**Key words:** Education, children with special educational needs, future teachers, inclusion, school, foreign language teaching, modern society, new tendency in education, attention deficit and hyperactivity disorder

### Basic provisions

The issue of accompanying teachers who provide inclusive education in the system of basic general education is currently relevant. Students with special educational needs in recent years represent a significant proportion of students in schools around the world. It does not matter where the child is studying, whether it is a correctional class or a simple one, he needs special education. In such conditions, adaptation will take place in a gentle mode and the quality of knowledge will be at a high level. Such results are possible only with special training of foreign languages future teacher.

## **Introduction**

The increase of professional competence of teachers in the framework of advanced training courses provides only superficial knowledge in the field of inclusion and is insufficient for the professional training of a teacher.

The problem of developing and implementing technologies for training a foreign language teacher for teaching and educating schoolchildren with special educational needs today is one of the most important tasks of general education in the Republic of Kazakhstan.

The United Nations Children's Fund (UNICEF) is taken as the methodological basis of inclusive education in the article [1]. Also the methodological basis of the study was built at the works of foreign and domestic scientists: S. V. Alekhina [2], A. A. Dmitriev [3], B. Cagran, M. Schmidt [4], V.I.Lubovski [5], S. J. Pijl [6], etc. The research is based on ideas in the field of inclusive education in Kazakhstan, development of inclusive educational content.

## **Materials and methods**

The methodology of this research is based on the following research methods: generalization method, the method of abstraction, the method of analogy, the method of ascent from the abstract to the concrete, the system method.

## **Results**

To implement the training of each child according to an individual educational program, the teacher is to master fundamentally different means of organizing the educational process. Fundamental in the training of specialists should be the setting for the formation of students' competencies, their development in the process of educational activities, taking into account their age and personality characteristics. [2].

This means that future teachers are to master a number of competencies that allow them to build educational process based on the type of student activity that is most in demand for him at the moment and will be relevant in the near future. Along with the obligatory mastery of general cultural, professional, special competencies in the field of foreign language education, foreign language future teacher should master special methods for teaching schoolchildren with special educational needs, including additional competencies: share the philosophy and methodology of inclusive foreign language education; to compare educational tasks and problems of social adaptation.

However, it should be understood that at present, the ability of a foreign language teacher to solve professional problems that arise when organizing the educational process in an inclusive education is not fully formed. This is due to a number of reasons, among which:

1. Lack of a theoretical base which entails a misunderstanding of the foundations of inclusion, its main components as well as limited knowledge in the field of psychology of children with special educational needs which in turn affects

the desire or rather the unwillingness of the teacher to work in an inclusive education environment;

2. Difficulties in choosing methods, techniques and technologies for the development of both children with special needs and normatively developing students;

3. The impossibility of mastering methodological and didactic tools to meet the special educational needs of students due to the lack of necessary conditions which affects the formation of the competencies of future foreign language teachers.

The formed competencies do not meet the requirements of the social order regarding the content of educators professional training. In order to master the above technologies, it is important for teachers to design models of such learning, for which it is necessary to master the design and organizational function in the educational process.

If teachers working in educational organizations regularly undergo advanced training including in the field of inclusive education then future university teachers-students for the most part have only general ideas about inclusion, about types of special educational needs and opportunities for students, as well as forms and methods of working with them. Students acquire this knowledge, as a rule, while studying courses of correctional and special pedagogy and psychology, however, a limited number of hours devoted mainly to theoretical training and the absence of any practical skills in working with "special" children leads to the fact that young future teachers are incapable of such work. Thus, it is necessary to identify the most significant conditions for preparing future teachers to work with children with special educational needs.

Having analyzed the situation in Kazakhstan regarding children with special educational needs, it was revealed that most foreign language teachers, considering special educational needs of students in secondary schools, are limited to the following list of people who need special learning conditions and an individual educational route: students with visual impairments, hearing impairments, musculoskeletal system, students with mental retardation and individuals with autism spectrum disorders.

According to a survey conducted as part of this study it was found that 30% of teachers believe that the presence of only physical limitations is an indicator of special needs in the field of education, 24% consider it only students with developmental disabilities and 46% of respondents believe that these are needs in conditions necessary for the optimal implementation of the actual and potential opportunities that a child with developmental disabilities can show in the learning process, figure 1. Not all teachers still understand the whole essence of special educational needs in modern society.

*Indicator of special educational needs*

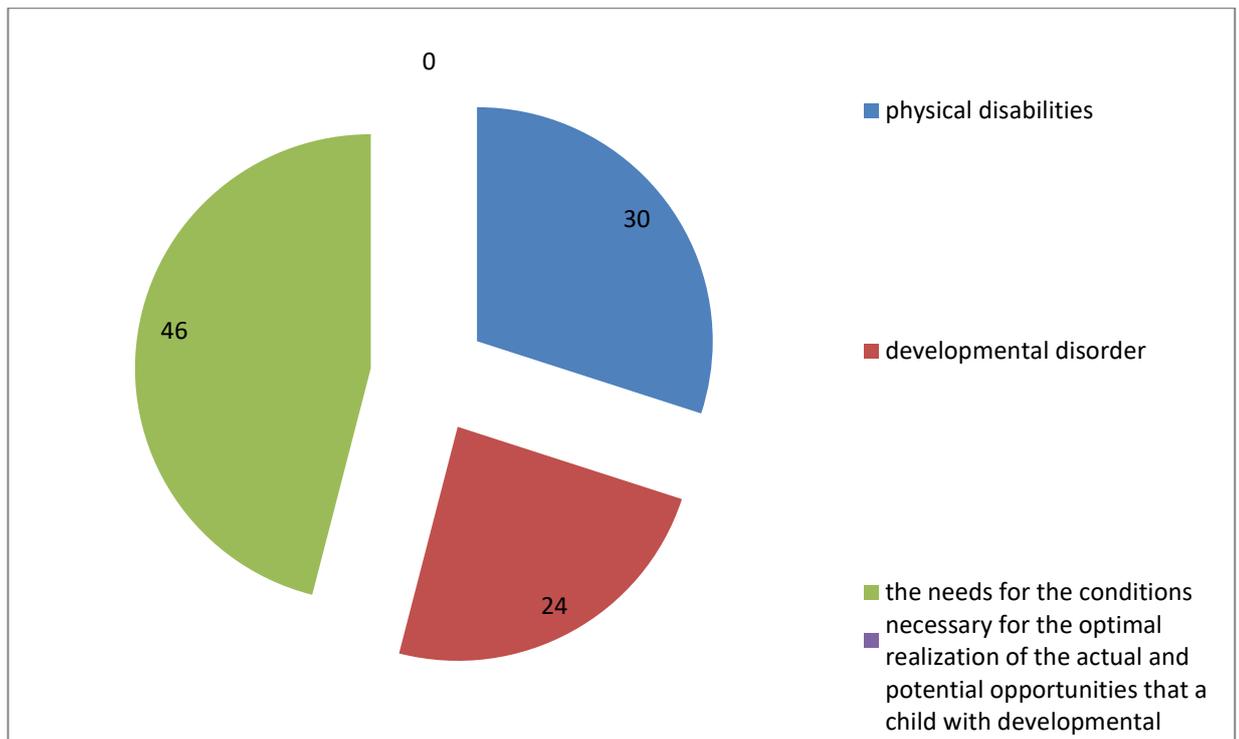


Figure 1- Indicator of special educational needs

On this spectrum, educators have forgotten about children with attention deficit hyperactivity disorder (ADHD). According to statistics, about 5-10% of elementary school students have ADHD. Children and adolescents with attention deficit hyperactivity disorder, who, along with others, should receive the necessary psychological assistance and pedagogical support during their studies often find themselves deprived of the necessary conditions and additional resources that ensure the realization of their special educational opportunities in the system of basic general education. This is due both to the complexity of diagnosing this disease and the lack of qualified and high-quality training of teachers and school psychologists to work with such students.

The first mentioning of extremely active children in the context of our interests were present in the works of the German psychoneurologist G. Hoffman (1845), later this problem was considered in the medical literature by many well-known scientists such as E. Hallowell, J. Ratey, D. Amen and others. Currently, this issue is being dealt with not only by neurologists, psychiatrists, neurophysiologists, psychologists, but also by teachers of the basic general education system and employees of preschool educational institutions. This disease is a behavioral disorder in childhood, among the clinical manifestations of which is restlessness, impulsivity, and inability to concentrate. Attention Deficit Hyperactivity Disorder (ADHD) is the most common chronic neurobehavioral disorder in childhood [7, p. 82].

The difficulties faced by children with ADHD can be roughly divided into two groups that are closely related to each other:

1) psycho-physiological problems that are caused by the immaturity of the nervous system and, as a result, provoke violations of the mental and emotional

balance of the child. Researchers distinguish the following clinical manifestations of the disease: inattention, hyperactivity and impulsivity [8, p. 126]. It should be noted that children with ADHD are distinguished, first of all, by a low level of development of sustained continuous attention, i.e. the ability to maintain concentration for a long time, as well as an insufficient level of selective attention, i.e. the ability to focus on the necessary stimuli and not be distracted by interference (extraneous stimuli). These factors should be taken into account by the teacher during direct work with such a student when planning collective and group work.

2) psychological and pedagogical problems associated with the consequences of psychophysiological disorders and manifested according to most researchers of this phenomenon in school disadaptation.

School disadaptation is understood as a violation of the student's personality adaptation to the conditions of schooling which acts as a particular phenomenon of the child's disorder of the general ability to mentally adapt in connection with any pathological factors [9, p. 14].

The consequences of school disadaptation in children with ADHD are obvious:

- poor performance in most school subjects;
- the need to repeat the training program, the so-called repetition;
- difficulties in building interpersonal relationships and behavioral disorders;
- categorical unwillingness of the child to attend school;
- lack of a real opportunity to continue education at a university due to the failure of schooling;
- low productivity of all types of educational activities, especially independent.

Low ability to concentrate and poorly developed voluntary attention leads to the fact that a student with ADHD is often distracted, interferes with the work of other children which leads to a violation of the academic discipline of the entire class and, in general, disorientation of the educational process. All these factors invariably lead to social disadaptation of a student with ADHD, conflicts with classmates, which only aggravates the situation. It must be recognized that work with children suffering from ADHD should be complex. In addition, all school teachers interacting with these students must undergo special training and master the necessary work methods that reflect the specifics of the subject being taught.

Unfortunately, teachers and school psychologists are not prepared to work with students with such disabilities. At the same time, many children with ADHD show fairly high results in tests of intellectual development and sometimes have extraordinary intellectual abilities. It is necessary to start training teachers to work with students with special educational needs, including ADHD, at the stage of students' education at the university.

## **Discussion**

The study of foreign languages is an integral part of the educational process in the modern education system. Future foreign language teachers should be prepared and be able to cope with the situation in the educational process. It is necessary to prepare a teacher who will be able to timely recognize the problems of psychological development and formation of educational skills, abilities of students with special

educational needs, which will minimize the risks of negative consequences for both the school student himself and society as a whole.

As part of linguodidactic training, undergraduate students should be trained on the features of foreign language teaching to people with special educational needs in an inclusive education, within which it is possible to create author's adaptive training programs, develop foreign language lessons for children with special educational needs, identify the features of learning a foreign language etc. The main goal of this module may be the formation of professional and methodological competence, the training of future teachers of a foreign language in professional activities that allow the future teacher to successfully fulfill the social order of society in relation to teaching foreign languages to students with special educational needs in an inclusive education [10].

To achieve this goal, it is necessary to solve the following system of tasks:

- formation of the concept of methodological provisions and principles of inclusive education,
- analysis of legal documents governing the implementation of inclusive education,
- formation of ideas about the characteristics of students with special educational needs,
- mastering the ways, techniques, technologies of working with these students in the context of inclusive education,
- formation of certain personal qualities that provide sustainable motivation for this activity.

### **Conclusion**

The implementation of an elective course to prepare future teachers of a foreign language to work with children with special educational needs can solve a number of problems in the implementation of equal education in the modern education system everywhere. By modeling the innovative educational environment of the language faculty it is possible to design such technologies for teaching and educating children with special educational needs that will help a university graduate to solve various problems, be in demand, not be afraid of innovations and offer them. It should be noted that the success of joint education and upbringing of children with special educational needs with normatively developing peers is largely due to the special training of teaching staff.

At the same time, the knowledge, skills and abilities of future foreign language teachers should not copy the training of specialists in special education. It is important to understand that foreign language teachers, along with other subject teachers, tutors, are full-fledged subjects of the team of psychological and pedagogical support for a student with special educational needs, which requires the formation of their professional and methodological competence.

### **REFERENCES**

- [1] UNICEF "Attention Deficit Hyperactivity Disorder. Features, diagnosis, causes and treatment of ADHD". - URL: <https://www.unicef.org/kazakhstan> [Data of access: 01.10.2022]

- [2] Alekhina S.V. Inclusive education: from policy to practice //Psychological science and education. - 2016. - Volume 21, No. 1. P. 136–145
- [3] Dmitriev A.A. Integrated education for children: "for" and "against" //Public education. - 2011. No. 2. - P. 198-206
- [4] Cargan B., Schmidt, M. Attitudes of Slovene teachers towards the inclusion of pupils with different types of special needs in primary school //Educational Studies. URL: <https://www.researchgate.net/publication/338214723> [Data of access: 01.12.2022]
- [5] Lubovsky V. I. Special educational needs //Psychological science and education psyedu.ru. 2013. No. 5. URL: <http://psyedu.ru/journal/2013/5/Lubovskiy.phtml> [Data of access: 07.10.2022]
- [6] Pijl S.J. Preparing teachers for inclusive education: some reflections in the Netherlands. Journal of Research in Special Education Needs. URL: <https://nasenjournals.onlinelibrary.wiley.com/doi/abs/10.1111/j.1471-3802.2010.01165.x> [Data of access: 07.10.2022]
- [7] Zavadenko N.N. Risk factors for the formation of attention deficit hyperactivity disorder in children. - Moscow, 2009. - 104 p.
- [8] Monina G.B., Lyutova-Roberts E.K., Chutko L.S. Hyperactive children: psychological and pedagogical assistance. Monograph. - St. Petersburg: Rech, 2007. - 186 p.
- [9] Shmakova O.P. School adaptation of children and adolescents with mental disorders. - Moscow, 2004. - 20 p.
- [10] Kutepova E.N. On the issue of training specialists for the implementation of inclusive practice in the education system //Inclusive education: methodology, practice, technology. M.: MGPPU, 2011. - P. 218-220

## **БОЛАШАҚ ШЕТЕЛ ТІЛІ МҰҒАЛІМДЕРІН ЕРЕКШЕ БІЛІМ АЛУҒА ҚАЖЕТТІЛІГІ БАР БАЛАЛАРМЕН ЖҰМЫСҚА ДАЯРЛАУ МӘСЕЛЕЛЕРІ**

\*Джангельдинова С.Б.<sup>1</sup>, Тлеужанова Г.К.<sup>2</sup>, Утеубаева Э.А.<sup>3</sup>, Есказинова Ж.А.<sup>4</sup>

\*<sup>1</sup>докторант, Е.А.Бөкетов атындағы Қарағанды университеті, Қарағанды, Қазақстан

e-mail: [saltanat83@mail.ru](mailto:saltanat83@mail.ru)

<sup>2</sup>п.ғ.к., асс. профессор, Е.А.Бөкетов атындағы Қарағанды университеті, Қарағанды, Қазақстан

e-mail: [tleushanowa@inbox.ru](mailto:tleushanowa@inbox.ru)

<sup>3</sup>п.ғ.к., С.Сейфуллин атындағы Қазақ агротехникалық университеті, Астана, Қазақстан

e-mail: [elmira5555@mail.ru](mailto:elmira5555@mail.ru)

<sup>4</sup> PhD, Е.А.Бөкетов атындағы Қарағанды университеті, Қарағанды, Қазақстан

e-mail: [martbek3@mail.ru](mailto:martbek3@mail.ru)

**Аңдатпа.** Бұл мақала білім беру саласындағы ерекше білім беру қажеттіліктері бар балаларды зерттейді. Инклюзивті балалармен жұмыс жасай алатын мұғалімдер жетіспейді. Авторлар болашақ шетел тілі мұғалімдері әртүрлі санаттағы балалармен жұмыс істей білуі керек деген қорытындыға келді. Мақалада назар тапшылығы гипербелсенділік бұзылысы бар балалар ескерілген. Бүгінгі таңда мектеп мұғалімдерінің барлығы «ерекше білім беру қажеттіліктері» терминінің толық мағынасын түсіне бермейді. Шетел тілі мұғалімдері ерекше білім беру қажеттіліктері бар балалармен, әсіресе зейінінің жетіспеушілігі

гипербелсенділігі бұзылған балалармен жұмыс істеуге дайын емес. Бүгінгі таңда зейін тапшылығы гиперbelсенділігі бұзылған балалардың саны артып келеді. Осылайша, оқу кезеңінде басқалармен бірге қажетті психологиялық көмек пен педагогикалық қолдауды алуы тиіс зейінінің жетіспеушілігі гиперbelсенділігі бұзылған балалар көбінесе оқу процесінде қажетті жағдайлардан айырылады.

Инклюзивті білім беру жалпы білім беру жүйесінің бір бөлігі болып табылады және қазіргі қоғамның мақсаттарының ең маңыздысы екені мәлім. Балалар физикалық, эмоционалдық немесе басқа да кемістіктеріне қарамастан тең. Қазіргі мектеп жүйесінде көптеген олқылықтар орын алуда. Жоғарыда тілге тиек етілгендер болашақ мамандарды ерекше білім беру қажеттіліктері бар балалармен жұмыс істеуге дайындау туралы ойлануға негіз береді.

**Тірек сөздер:** Білім беру, ерекше білім алуға қажеттілігі бар балалар, болашақ мұғалімдер, инклюзив, мектеп, шетел тілін оқыту, қазіргі қоғам, білім берудегі жаңа тенденциялар, зейін тапшылығы белсенділігінің бұзылуы

## **ВОПРОСЫ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА К РАБОТЕ С ДЕТЬМИ ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ**

\*Джангельдинова С.Б.<sup>1</sup>, Тлеужанова Г.К.<sup>2</sup>, Утеубаева Э.А.<sup>3</sup>, Есказинова Ж.А.<sup>4</sup>

\*<sup>1</sup>докторант, Карагандинский университет имени Е.А.Букетова,  
Караганда, Казахстан  
e-mail: [saltanat83@mail.ru](mailto:saltanat83@mail.ru)

<sup>2</sup>к.п.н., асс. профессор, Карагандинский университет имени  
Е.А.Букетова, Караганда, Казахстан  
e-mail: [tleushanowa@inbox.ru](mailto:tleushanowa@inbox.ru)

<sup>3</sup> к.п.н., Казахский Агротехнический университет имени С.Сейфуллина,  
Астана, Казахстан  
e-mail: [elmira5555@mail.ru](mailto:elmira5555@mail.ru)

<sup>4</sup>PhD, Карагандинский университет имени Е.А.Букетова, Караганда,  
Казахстан  
e-mail: [martbek3@mail.ru](mailto:martbek3@mail.ru)

**Аннотация.** Данная статья рассматривает детей с особыми образовательными потребностями в области образования. Отмечается нехватка педагогов, умеющих работать с инклюзивными детьми. Авторы пришли к выводу, что будущие учителя иностранного языка должны уметь работать с детьми разных категорий. В статье учитываются дети с синдромом дефицита внимания и гиперактивности. Сегодня не все школьные учителя понимают весь смысл термина «особые образовательные потребности». Учителя иностранного языка не готовы работать с детьми с особыми образовательными потребностями, особенно с детьми с синдромом дефицита внимания и гиперактивности. На сегодняшний день количество детей с синдромом дефицита внимания и гиперактивностью увеличивается. Таким образом, дети с синдромом дефицита внимания и гиперактивностью, которые наряду с другими должны получать необходимую психологическую помощь и педагогическую поддержку в период обучения, зачастую остаются лишенными необходимых условий в процессе образования.

Инклюзивное образование входит в систему общего образования и является одной из целей современного общества. Дети равны, несмотря на их физические, эмоциональные или другие недостатки. В современной школьной системе много пробелов и все это дает повод

задуматься о подготовке будущих специалистов для работы с детьми с особыми потребностями в образовании.

**Ключевые слова:** Образование, дети с особыми образовательными потребностями, будущие учителя, инклюзия, школа, обучение иностранным языкам, современное общество, новые тенденции в образовании, синдром дефицита внимания и гиперактивности

*Статья поступила 18.04.2023*