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On the issue of studying the problem of teaching a foreign language in inclusive education

The article is devoted to the study of the peculiarities of the process of teaching foreign languages in the conditions of inclusive education of the Republic of Kazakhstan. Key aspects of the integration of students with special educational needs into the process of learning a foreign language are considered. The authors focus attention on specific methods and technologies that contribute to successful socialization and academic adaptation of this category of students. The results of empirical research conducted among teachers of schools and universities of Kazakhstan, revealing the most effective approaches to teaching a foreign language in an inclusive environment, are presented. Special attention is paid to the role of the communicative approach, the creation of an accessible educational environment and the use of digital resources. The need to improve the qualifications of foreign language teachers in the field of inclusive practices is substantiated. Recommendations are offered for improving educational standards and teaching materials aimed at providing equal opportunities for all categories of students, regardless of individual needs and abilities. Research contributes to the development of the theory and practice of inclusive education, which is of interest to specialists in the field of pedagogy and psychology. Presented are the results of empirical research conducted among teachers of schools and universities in Kazakhstan, including the experience of the Eurasian Humanitarian Institute named after A.K. Kussainov, revealing the most effective approaches to foreign language learning in an inclusive environment. The role of the communicative approach, the creation of an accessible educational environment and the use of modern digital resources are emphasized. The article justifies the need to improve the qualifications of foreign language teachers in the field of inclusive practices.

Keywords: inclusive education, foreign languages, special educational needs, teaching methodology, communicative approach, digital environment, professional development, educational standards, educational adaptation, educational accessibility.

Introduction

The relevance of this study is due to the growing importance of inclusive education in modern society, aimed at integrating people with special educational needs into the general education system. Despite significant progress in the development of inclusion in the Republic of Kazakhstan, teaching foreign languages remains an understudied area. Modern scientific research is mainly focused on general aspects of inclusive education, however, the specifics of mastering foreign languages for students with health disabilities require separate consideration.

Inclusive education is gaining more and more importance in the modern world, as it is aimed at integrating people with special educational needs into the general educational environment. According to the data of the Ministry of Education and Science of the Republic of Kazakhstan, the share of children with disabilities enrolled in general schools increased from 7 % in 2023 to 18 % in 2024 [1; 27]. However, despite the noticeable progress in creating conditions for inclusive education, the problem of quality teaching of foreign languages remains poorly studied and insufficiently addressed in the special literature.

Modern scientific studies most often consider general aspects of inclusive education, such as organizational forms and legal bases [2; 34]. Meanwhile, mastery of foreign languages is an important factor of social mobility and professional development, especially for youth with limited health opportunities. The problem lies in the insufficient development of effective methods and technologies for teaching foreign languages that take into account the individual characteristics and needs of this group of learners. Despite the existence of a number of studies devoted to general issues of inclusive education, systematic analysis of methodological approaches and development of practical recommendations remain unsolved tasks.

Scientific studies of recent years show that the majority of works devoted to the problems of inclusive education in Kazakhstan focus mainly on organizational forms and legal bases [3; 142]. At the same time,

the question of mastering foreign languages by students with special educational needs is practically not considered. Thus, only some publications are concerned with adapted forms of lessons, or offer complex solutions for the formation of stable language skills.

The object of research is the process of teaching foreign languages in the inclusive educational environment of the Republic of Kazakhstan.

The study focuses on the implementation of innovative methods and technologies that facilitate the successful integration of students with special educational needs into foreign language learning.

The purpose of the article is to identify and justify the optimal methods and technologies of teaching foreign languages in conditions of inclusive education, focused on meeting the educational needs of all participants in the educational process.

To achieve the goal, the following tasks were solved:

1. To analyze the current state of the problem and identify key challenges related to the application of methods and technologies for the integration of students with special educational needs into foreign language learning;

2. To examine the experience of leading institutions (for example, the Eurasian Humanitarian Institute named after A.K. Kussainov), in implementing effective methods, and technologies for inclusive foreign language education;

3. To develop specific proposals for improving the quality of foreign language teaching through the use of innovative methods and technologies in an inclusive educational environment.

The structure of the article includes an introduction, methods and materials, the main part containing the results of analysis and discussion, a conclusion and a list of references .

Methods and material

At the present stage, there is an acute problem of scientific and methodological substantiation, development and implementation of the readiness framework in practice in the context of inclusive education in teaching and learning foreign languages for students with special educational needs. The development and creation of an inclusive environment will allow students to be full participants in the general education system, which will increase the status of the students themselves, and will allow foreign language teachers to avoid difficulties in organizing the teaching of the subject.

For a more in-depth study of the selected topic, both domestic and foreign scientific works devoted to the problems of inclusive education and teaching foreign languages in such an environment were analyzed. The author reviewed in detail the works of leading Russian researchers in the field of special and inclusive education, as well as examined foreign publications devoted to developing methodologies and principles for the effective inclusion of students with special educational needs in the educational process.

One of the most recent studies, conducted by the academic staff of L.N. Gumilyov Eurasian National University and S. Amanzholov East Kazakhstan University, involved 86 participants who completed a questionnaire via Google Forms. Although this study was not conducted by the authors, its findings are relevant to the present research. The results demonstrated that many educators recognize the importance of inclusion and an individualized approach; however, they also revealed significant gaps in teacher training for working with students with special educational needs. These findings serve as an important reference point, emphasizing the need to enhance awareness of inclusive education methods and to provide appropriate professional development opportunities for university instructors [4; 278].

In conducting the research, the authors applied generally accepted methods of logical and theoretical analysis. A total of 25 scientific publications and 10 normative documents were analyzed, including state programs and regulatory acts of the Republic of Kazakhstan related to inclusive and foreign language education. This theoretical analysis made it possible to assess the current state of inclusive education in Kazakhstan, identify key challenges in implementing inclusive practices in foreign language teaching, and outline effective strategies for improving teacher preparation and methodological support.

Results and discussion

The conducted study confirmed the critical role of inclusive education in the modern school of Kazakhstan. According to official data, the number of students with special educational needs enrolled in general schools increased from 7 % in 2023 to 18 % in 2024, demonstrating a significant increase in the share of integrated students. However, despite the progress achieved, the analysis of scientific literature and normative documents revealed a significant lack of specialized methods and approaches to teaching foreign languages

to students with special educational needs. Most traditional educational programs and courses do not provide enough resources to meet the unique needs of such students, which creates additional obstacles to their full involvement in the educational process.

Well-known Kazakh scientists, one of whom is Kojabekova Zh., noted the importance of legal regulations and administrative measures to support inclusive education. She emphasized the need for careful analysis of the needs of each child and the creation of an individual education plan that corresponds to their capabilities and characteristics. However, researchers from abroad offer similar approaches. International experts emphasize that the integration of children with special needs should include family support, special educational resources and professional courses for teachers. An example of successful international experience is the program “Inclusive Education Framework”, implemented by UNESCO [5], which provides access to modern technologies, interactive materials and professional support of teachers.

Assistance in creating a friendly and fruitful atmosphere for inclusive foreign language teaching for students can be provided by:

- special methodological courses for teachers that aim to take into account the special needs of children with physical or mental disabilities;
- special support groups for parents with children with special educational needs that would help them guide their children properly and provide them with the necessary psychological and moral support;
- special talks or mini-courses for other students to avoid harassment of students with special educational needs.

As we can see, the creation of a favorable atmosphere depends entirely on the people who surround students with special educational needs.

Our study is based on the experience of the Eurasian Humanitarian Institute named after A.K. Kussainov, where modern methods of inclusive foreign language learning are implemented. One of the examples is the project of an adapted English language course, which allows each student to develop the necessary communication and reading skills in a foreign language. In addition, the initiative of the International Association of Teachers of the Republic of Kazakhstan (IATRK), which proposed the program “Development of individual routes for learning a foreign language”, is of great importance. This program is aimed at forming a flexible curriculum that takes into account the individual abilities of each student [6].

Western colleagues actively use new information technologies and multimedia platforms to help students with special educational needs. A vivid example is the platform Proloquo2Go [7; 272], which is intended for hard of hearing and deaf students, allowing them to learn a foreign language through visual images and symbols. International consortium INTO (“International Network for Teaching English”) has developed a special platform TELL ME MORE, which is aimed at integrating students with special needs in the process of learning English by providing personalized feedback and interactive exercises.

The Proloquo2Go apps, as well as LAMP Words for Life and TouchChat HD, are designed specifically for children with autism to make it easier for them to communicate, largely through texts and symbols. Such applications support diverse input methods, synthesize speech, are intuitive in many ways, and do not create additional cognitive stress for students. At the same time, the LetMeTalk application contains more than 10,000 images to help students, from which they can assemble different messages.

When it comes to children on the autistic spectrum, it also means difficulties in their social adaptation. They may have no physical difficulties with speaking or reading, but they may have some difficulty explaining their thoughts and feelings to others, and they may not be able to communicate emotionally at all. They may not understand the subtext, certain figures of speech and idioms, etc. They need to be taught to understand different everyday situations and help develop social skills. For example, by collecting different pictures and blocks, a teacher can tell them a story, and then ask them to come up with their own version. This is how the Social Stories Creator & Library for schoolchildren works, which will be quite useful and appropriate to use in language disciplines at universities for students with special educational needs. They collect their own stories or see those compiled by other participants.

Here is presented the material from one Institute as it is considered a representative sample which allows for following the implementation of approaches in the practice.

In Table 1, we consider the activities presented on the site of the Eurasian Humanitarian Institute named after A.K. Kusainova:

**Event on the development of inclusive education
at the Eurasian Humanitarian Institute named after A.K. Kussainov**

№	Event	Description
1	Road map for the development of inclusive education in 2023-2025.	<p>Create barrier-free physical infrastructure in university buildings and residential complexes for students with special educational needs.</p> <p>Give recommendations to licensing authorities regarding changes in the criteria for issuing permits for the provision of educational services, taking into account the need to create a comfortable environment for students with special requirements.</p> <p>Consider the proposal to include in the national information database a separate column that records the number of students with special educational needs who have completed training at the institute, as well as indicators of their subsequent employment.</p> <p>Equip classrooms with the necessary devices and equipment for classes with persons with physical disabilities</p> <p>Create a complex support center for students with special educational needs within the university, which will provide assistance and consultations.</p> <p>Supplement internal university normative documents with the provision of consistent consideration of the interests of students with special needs, starting from the stage of orientation and admission to the completion of training and passing the final certification.</p> <p>Develop additional programs (Minor) for future teachers who are preparing for effective work with persons with special educational needs in the conditions of inclusive education.</p> <p>Regularly hold training sessions for teaching staff and university personnel to interact with students with special educational needs.</p>
2	Psychological-pedagogical service for support of inclusive education	The main task of the psychological and pedagogical service to ensure inclusive education at our university is to create ideal conditions for education and harmonious personality development of students with special educational needs. The most important direction of the work is helping such students to successfully adapt to studies and everyday life at the university.
3	Architectural barrier environment	<ol style="list-style-type: none"> 1. The first and last steps of the ladder are regularly highlighted with bright paint for better visibility. 2. A convenient ramp is installed near the entrances of buildings. 3. The ramps are constantly maintained in good condition: the upper and lower parts are painted in bright colors for clear identification of the borders. 4. A special path made of polyurethane tiles with a relief surface is specially laid, facilitating the movement of blind and partially sighted people. 5. The premises are equipped with special means of navigation: the location of auditorium numbers, service signs, libraries and canteens strictly correspond to the established accessibility requirements.
4	Ensuring inclusive education	<ol style="list-style-type: none"> 1. The "Screen Narrator" voice assistant system is installed, which speaks the contents of the display aloud. 2. The program "Screen Magnifier" allows you to enlarge fragments of the screen for the convenience of the visually impaired. 3. The library is equipped with workplaces equipped with computers with keyboards, equipped with Braille font labels. 4. Remote access to the information system of the electronic library "Kabis" for students. 5. Professional support of pedagogues-psychologists and special pedagogues is provided. 6. The discipline "Inclusive education" is taught, which acquaints students with modern technologies and approaches to the education of special students.

№	Event	Description
5	Activities for creating social and psychological well-being	Measures to create conditions for social and psychological well-being of students, which are implemented in the form of support and tolerant attitude to students from the pedagogical and psychological support and other employees of A.K. Kussainov Eurasian Humanities Institute, as a result of which students note a positive psychological climate, readiness for social activity. Today, students of special educational needs have achievements not only in education, but also in other types of activities: science, sports, socio-cultural activities, etc.

Eurasian Humanitarian Institute named after A.K. Kussainov is actively involved in the implementation of inclusive education, which implies creating comfortable conditions for the education of students with special educational needs. One of the important aspects of inclusive education is the study of foreign languages, which plays a key role in the formation of general culture and competitiveness of graduates. Despite the obvious importance of this direction, the issue of teaching foreign languages in the context of inclusive education has not been sufficiently studied yet.

Three main difficulties are outlined on the basis of case analysis of the Institute mentioned above determined to be a sample model for the research topic.

The main difficulties faced by the institute are:

1. Inadequate preparation of teaching staff to work with a group of students with special educational needs. Previously, there have been attempts to organize permanent courses that prepare university teachers to teach students with special educational needs. The most difficult thing in this matter is to pay equal attention to students with certain difficulties in learning the language, such as physical or mental difficulties, together with students who quickly and effectively master the material. The teacher must learn to maintain a balance, to follow rules specially created to facilitate the assimilation of information within a group of students.

2. Limitations in the material and technical base necessary for the organization of the inclusive educational process. When drawing up work curricula, it is important to prescribe and identify learning goals and outcomes adapted to students with special educational needs. A revision of traditional forms of assessment and quality control of education is also necessary (replacing written answers with oral ones and vice versa, the ability to complete assignments remotely or online). Special attention of methodologists should be directed to the development of a universal learning design that will effectively teach students with both special educational needs and neurotypical students, since every student has the right to receive a high-quality education without prejudice to their legal rights. Both in the preparation of work curricula and in the learning process, the teacher must work in a team with a tutor, a psychologist, a methodologist and a defectologist. The higher education institution, in turn, must provide the university with highly qualified personnel.

3. Inadequate distribution of methods and technologies aimed at students with impaired hearing, vision, motor activity and cognitive features.

It is necessary to develop working curricula that take into account the specifics of teaching students with special educational needs. It is necessary to bear in mind their physical, psycho-emotional, cognitive and educational needs. For students who are visually challenged, it is necessary to consider the use of audio materials, braille displays and screen readers. For the visually impaired, it is easier to assimilate information through large and contrasting fonts, as well as reading aloud by classmates or a teacher with an oral explanation of visual information. For students with hearing impairment, materials with subtitles, visualization of instructions in diagrams, and illustrative examples should be provided. At the same time, it would be convenient to give such students access to the recorded lectures and their written transcripts. In universities with pedagogical faculties, it is possible to involve sign language interpreter student interns to record materials. Students with developmental delays and special intellectual disabilities need separate study programs with simplified task formulations, short and clear presentation of the material, and repeated repetition of key points. In addition, such students often need a tutor or mentor to whom they can contact about any issue. Students with physical difficulties need offices on the lower floors or access to elevators, as well as the opportunity to work online from time to time. They can be provided with a flexible schedule for completing homework and projects, as well as taking tests and exams electronically. For students with psychoemotional and mental disorders, it is necessary to provide a flexible approach to the deadlines for completing assign-

ments, provide psychological and emotional support from teachers and students. It would also be great to provide them with a mentor who will interact with them with empathy.

Prospects for the further development of inclusive education in the institute are connected with the solution of the above-mentioned problems. It is important to expand the range of educational services provided, to create a comprehensive system of support for students with SEN, including additional training of teachers and specialists [8; 28].

The measures suggested below are the authors' attempt, developed on the basis of analysis of foreign language instruction for students with special educational needs, and focused on optimizing the conditions and methods of the educational process. The justification for the given suggestions is based on the difficulties revealed in the course of research.

In order to overcome existing difficulties and achieve progress in inclusive education, it is proposed to implement the following measures:

1. Enhancing the qualification of teachers. Organization of regular trainings and seminars for teachers on teaching foreign languages to students with special educational needs. Such practical seminars and courses should be conducted on a regular basis and immediately put into practice with students in classrooms or online classes. If platforms such as Udemy, Coursera, eGov platform, and Zhas Maman conduct advanced training courses using an inclusive methodology, higher education institutions could partially or fully finance advanced training in order to provide high-quality classes. Also, all pedagogical universities in Kazakhstan must include disciplines on inclusion training in the program.

2. Infrastructure Development. Installation of ramps, elevators, expansion of parking spaces for students with reduced mobility, installation of sound signals and equipment for classrooms such as speech recognition and text-to-speech systems. Classrooms should be equipped with cameras, microphones, speakers, etc. Also, the organization of hybrid learning can have a beneficial effect on the learning process of students with special educational needs.

3. Use of information and communication technologies. Expanding the use of distance educational technologies and electronic learning materials adapted for students with sensory and motor disabilities. Due to the lack of adapted educational materials, in order not to increase spending on printed materials, keeping up with the times, it would be appropriate to use electronic and audio versions of textbooks, which would be convenient for students with physical disabilities, as well as those with mental impairments. Together with IT technology specialists, foreign language teachers could develop inclusive digital platforms aimed at simplifying the learning process for students with special educational needs.

4. Creation of specialized services. Formation of subdivisions that help organize support for students with special needs at each stage of education. To do this, it is necessary to create a supportive environment through tutoring or mentoring. For example, in addition to specialists, a teacher can attract neurotypical students to improve communication between students. The teacher can clearly identify the roles and responsibilities for students' pair and group work, where everyone clearly understands their responsibilities. In order to engage students equally, interactive learning formats such as role-playing situations, discussions, case studies, travel games, performances, etc. can be used. At the same time, it is necessary to introduce courses on emotional intelligence and social adaptation of students.

5. Formation of interdisciplinary teams. Creation of a team of specialists of different profiles (psychologists, defectologists, linguists) who cooperate with each other to develop individual educational plans and programs. This requires additional costs for hiring certain specialists, which would make it easier to work with students with special educational needs. For example, psychologists, speech pathologists, speech therapists, sign language interpreters, tutors and mentors. The creation of inclusion resource centers at higher education institutions plays an important role. There, the coordinator for inclusive education can provide support to teachers, specialists, students and parents.

6. It is necessary to increase the availability of inclusive education and foreign language learning for persons with special needs through a number of factors: improving the technical equipment of educational institutions [9; 130], providing teachers with professional qualifications and skills in adapting educational programs, supporting the psychological and pedagogical competence of teachers, conducting extensive educational work outside the walls of educational institutions.

7. The essence of inclusive education consists of a complex approach: observance of basic principles (humanism, social adaptation, independence, individualization, etc.); implementation of pedagogical activities (definition of goals, adaptation of programs and schedules, design of educational paths, use of multiple

strategies, well-thought-out performance control system, warning of possible difficulties, stimulation of interest and reward of best achievements).

8. When foreign language lessons are held in inclusive groups of teenagers and young adults (from 15 to 20 years old), it is mandatory to take into account: the nature and degree of functional impairment; psychological features of transition age (instability of self-esteem, need for recognition of peers, expressed desire for success); clarity and availability of selected language materials; alternate teaching methods and technologies; psychological barriers that arise when learning a foreign language in people with special needs [10; 92]. These considerations highlight the problem in assessing the knowledge of students with disabilities. Alternative forms of assessment should be prescribed in work curricula, taking into account the individual characteristics of students. Accordingly, the assessment criteria should also be clearly spelled out separately for each discipline, as well as the adapted deadlines for completing assignments. At the same time, it should be borne in mind that some students may need special conditions for passing exams and current controls. For example, the help of an assistant, phone, computer or other devices.

Conclusion

The conducted study showed that the development of inclusive education in the Republic of Kazakhstan is accompanied by a significant increase in the number of students with special educational needs enrolled in general schools [11; 284]. In the period from 2015 to 2022, their share increased almost three times, which indicates positive changes in the direction of integration of people with disabilities into the educational environment. Nevertheless, there remains a serious problem of the lack of clear methodological approaches and technological solutions, specially designed for teaching foreign languages to students with special needs.

Based on the analysis of existing research and identified difficulties, it is evident that the adaptation of teacher training, curricula, teaching materials, and the use of modern technology is essential for improving the quality of inclusive education.

To solve problems in inclusive education, first of all, we need an integrated approach that takes into account not only the pedagogical, but also the psychological aspects of learning. Success depends on all participants, including teachers, students, parents, and the leadership of a higher educational institution. The conducted research shows the need to adapt work curricula, teaching aids, teaching materials, the use of modern technology, a change in the format of training and flexible schedule, taking into consideration the special educational needs of students.

On the part of the state, it is necessary to develop training courses and seminars for teachers that will help them to address the problems that arise in the learning process. They may relate to the relationship between neurotypical and SEN students, a hostile or tense atmosphere in groups, problems with assimilation of information due to incorrect material presentation, the use of incorrect teaching methods without taking into account the individual needs of certain students.

Teachers, in turn, must learn how to work in a team with other specialists and find a universal approach that will work with all students. Students with SEN can help in the teaching process by providing feedback on the effectiveness of methods and approaches, and the level of convenience of submitting educational materials.

The results presented in the study confirm the previously expressed assumptions about the lack of scientific and practical solutions in this direction. The analysis made it possible to outline several perspectives and directions that may enhance the existing knowledge base in the field of inclusive education. The most significant of them include:

- The concept of a complex approach to the formation of competence qualities of students with special educational needs in foreign language learning is developed.
- The list of necessary changes in the content of educational plans and work programs, taking into account the specifics of inclusive education, has been determined.
- Selected priority directions for further modernization of the system of retraining and advanced training of teachers working in inclusive groups.

These provisions make a significant contribution to the theory and practice of inclusive education, significantly improve the quality of scientific understanding of this problem and have high practical value for organizers of school and university education. Its implementation is expected to contribute to enhancing the competitiveness of graduates, as well as to creating more favourable conditions for personal growth and career advancement of young people with SEN.

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Инклюзивті білім беруде шет тілін оқыту мәселесін зерттеу туралы

Мақала Қазақстан Республикасындағы инклюзивті білім беру жағдайында шет тілдерін оқыту процесінің ерекшеліктерін зерттеуге арналған. Ерекше білім беру қажеттіліктері бар студенттерді шет тілін меңгеру үдерісінде интеграциялаудың негізгі аспектілері қарастырылған. Авторлар осы санаттағы студенттердің табысты әлеуметтенуіне және академиялық бейімделуіне ықпал ететін әдістер мен технологиялардың ерекшеліктеріне назар аударады. Қазақстан мектептері мен жоғары оқу орындарының оқытушылары арасында инклюзивті ортада шет тілін оқытудың тиімді тәсілдерін анықтайтын эмпирикалық зерттеудің нәтижелері берілген. Коммуникативті тәсілдің рөліне, қолжетімді білім беру ортасын құруға және цифрлық ресурстарды пайдалануға ерекше назар бөлінген. Инклюзивті тәжірибе саласында шет тілі мұғалімдерінің біліктілігін арттыру қажеттілігі негізделді. Жеке қажеттіліктері мен қабілеттеріне қарамастан студенттердің барлық санаттары үшін тең мүмкіндіктерді қамтамасыз етуге бағытталған білім беру стандарттары мен оқу-әдістемелік кешендерді жетілдіру бойынша ұсынымдар ұсынылады. Зерттеу педагогика және психология саласындағы мамандарды қызықтыра отырып, инклюзивті білім берудің теориясы мен тәжірибесін дамытуға ықпал етеді. А.Қ. Құсайынов атындағы Еуразия гуманитарлық институтының тәжірибесін қоса алғанда, Қазақстанның мектептері мен жоғары оқу орындарының педагогтары арасында жүргізілген эмпирикалық зерттеудің нәтижелері инклюзивті ортада шет тілін оқытудың неғұрлым тиімді тәсілдерін ашып көрсетеді. Коммуникативті тәсілдің рөлі, қолжетімді білім беру ортасын құру және заманауи цифрлық ресурстарды пайдалану ерекше атап өтілген. Мақала инклюзивті тәжірибелер саласында шет тілдері оқытушыларының біліктілігін арттыру қажеттілігін негіздейді.

Кілт сөздер: инклюзивті білім беру, шет тілдері, арнайы білім беру қажеттіліктері, оқыту әдістері, коммуникативті тәсіл, цифрлық орта, біліктілікті арттыру, білім беру стандарттары, оқуға бейімделу, білім берудің қолжетімділігі.

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Вопрос изучения проблемы обучения иностранному языку в инклюзивном образовании

Статья посвящена исследованию особенностей процесса обучения иностранным языкам в условиях инклюзивного образования Республики Казахстан. Рассматриваются ключевые аспекты интеграции учащихся с особыми образовательными потребностями в процесс освоения иностранного языка. Авторы акцентируют внимание на специфике методик и технологий, способствующих успешной социализации и академической адаптации данной категории обучающихся. Приводятся результаты эмпирического исследования, проведенного среди педагогов школ и вузов Казахстана, выявляющие наиболее эффективные подходы к обучению иностранному языку в инклюзивной среде. Особое внимание уделено роли коммуникативного подхода, созданию доступной образовательной среды и использованию цифровых ресурсов. Обосновывается необходимость повышения квалификации учителей иностранных языков в области инклюзивных практик. Предлагаются рекомендации по совершенствованию образовательных стандартов и учебных материалов, направленных на обеспечение равных возможностей для всех категорий студентов независимо от индивидуальных потребностей и способностей. Исследование способствует развитию теории и практики инклюзивного образования, представляя интерес для специалистов сферы педагогики и психологии. Представлены результаты эмпирического исследования, проведенного среди педагогов школ и вузов Казахстана, включая опыт Евразийского гуманитарного института имени А.К. Кусанова, раскрывающие наиболее эффективные подходы к обучению иностранному языку в инклюзивной среде. Подчеркивается роль коммуникативного подхода, создание доступной образовательной среды и использование современных цифровых ресурсов. Статья обосновывает необходимость повышения квалификации преподавателей иностранных языков в сфере инклюзивных практик.

Ключевые слова: инклюзивное образование, иностранные языки, особые образовательные потребности, методика обучения, коммуникативный подход, цифровая среда, повышение квалификации, образовательные стандарты, учебная адаптация, доступность образования.

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