**Академик Е.А. Бөкетов атындағы Қарағанды ұлттық зерттеу университетінің аударма теориясы мен практикасы кафедрасының аға оқытушысының Джангельдинова Салтанат Болатовнаның**
**ғылыми және ғылыми-әдістемелік еңбектерінің**
**ТІЗІМІ**
**СПИСОК**
**научных и научно-методических трудов**
**старшего преподавателя кафедры теории и практики перевода КарНИУ имени академика Е.А. Букетова**
**Джангельдиновой Салтанат Болатовны**

| Р/с № / № п/п | Атауы / Название | Баспа немесе қолжазба құқында / Печатный или на правах рукописи | Баспа, журнал (атауы, №, жылы, беттері), авторлық куәліктің, патенттің № / Издательство, журнал (название, год, № страницы), № авторского свидетельства, патента | Баспа табақтар / Количество печатных листов | Қосалқы авторлардың аты-жөні / Ф.И.О. соавторов |
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| **1** | **2** | **3** | **4** | **5** | **6** |
| | | | **1. Монографии, учебники, учебные пособия** | | |
| 1 | Smart-технологии в проектировании персональной цифровой образовательной среды педагога в условиях дистанционного обучения в ВУЗе | Монография | Караганда: изд-во Colorprint, 2024.-160 с. ISBN 978-601-08-4058-8 | 10 | Г.Б. Саржанова, А.К.Китибаева, Г.Ж.Смагулова |
| 2 | Methodological guidelines for pre-service foreign language teachers working in inclusive field | Учебно методическое пособие | Караганда: ТОО «Типография Арко», 2025.-70с. Рекомендовано советом факультета иностранных языков Карагандинского университета имени академика Е.А. Букетова (Протокол № 7 от 2 апреля 2025 года). | 4 | Г.К. Тлеужанова |

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Зав.каф.теории и практики перевода
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| 1 | Investigation of pre-service TESOL teachers' perceptions towards multimedia-based textbook development and usage | Статья/печатный | Journal of Education and e-Learning Research. – 2024. - Vol. 11. - No. 1. - P. 46-55. https://doi.org\10.20448/jeelr.v11i1.5302 | 2 | Г.Б.Саржанова, Г.Ж.Смагулова, С.В.Романенко, Р.С.Бобеш |
| 2 | Pre-Service English Language Teachers' Training to Work in Inclusive Educational Environment | Статья/печатный | World Journal of English Language Vol. 14, No.6; 2024 https://doi.org/10.5430/wjel.v14n6p616 | 2 | Г.К. Тлеужанова, Ж.А. Есказинова |

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# Pre-Service English Language Teachers' Training to Work in Inclusive Educational Environment

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**Abstract**

The article examines aspects of inclusive education in the Republic of Kazakhstan, the degree of English language teachers' readiness to work with children with special educational needs (SEN) particularly with behavioral disorders or difficulties or attention deficit hyperactivity disorder children (ADHD). English is considered as a second foreign language (ESL) as it is studied in all the schools over Kazakhstan and thus more attention is paid to the teachers' readiness in the educational process. The article pays special attention to the consideration of the theoretical prerequisites for ensuring the formation of an ESL teacher's readiness to work with children with SEN in the school education system identifying the organizational and pedagogical conditions for ensuring the formation of a foreign language teacher's readiness to work with children with ADHD syndrome in the school education system , development of a system for organizing the process of ensuring the formation of a pre-service ESL teacher's readiness to work with children with ADHD syndrome in the school education system. The article provides a comparative analysis of the inclusive education system in Kazakhstan and provides recommendations for solving problems related to the training of pre-service ESL teachers to work with children with special education needs particularly with behavioral disorders or difficulties (corresponds to diagnosis of attention deficit hyperactivity syndrome and other behavioral disorders, including those caused by socio-psychological factors).

**Keywords**: inclusion, educational environment, ESL teacher, model, special educational needs, behavioral disorders or difficulties

## 1. Introduction

The issue of supporting teachers who provide inclusive education in the system of basic general education is currently relevant. Recent years students with special educational needs and special educational opportunities have represented a significant portion of the total number of students in secondary schools. According to V.I. Lubovsky wherever a child with disabilities is educated - in a special institution or in an integrated setting - this should be special education. This is the only way to achieve successful adaptation of a child at school and for him to receive an education which will be one of the conditions for his adaptation and integration in subsequent adult life (Lubovskii, 1989). In other words, we are talking about the individualization of learning which is one of the fundamental principles of basic general education modern system. According to G.B. Monina, in the context of modern educational needs and the abilities of each student, the individualization of learning is not determined by the teacher's choice of methods, techniques, and pace of instruction, or by the difficulty of tasks based on students' individual differences and their levels of ability development, as previously thought (Monina, 2007). Instead, it is categorized into two types: 1) the psychologist-teacher, who teaches everyone and individualizes the learning process; and 2) the psychologist-teacher, who creates conditions for self-learning, allowing for the self-individualization of the student. The implementation of the second type of individualization contributes to the more complete personal involvement of a student in the learning process and therefore the level of his cognitive motivation, motivation to achieve success, and self-realization increases (Betker, 2017).

It is obvious that the above requirements for the implementation of education individualization require special training of a teacher. If teachers working in educational organizations regularly undergo advanced training including in the field of inclusive education then pre-service teachers of pedagogical universities for the most part have only a general understanding of inclusion, the types of special educational needs and capabilities of students as well as forms and methods of working with them. Pre-service teachers usually acquire this knowledge when studying courses in correctional and special pedagogy and psychology, however, the limited number of hours devoted mainly to theoretical preparation and the lack of any practical skills in working with "special" children leads to the fact that young teachers find themselves incapable of such work. All this proves the relevance of the present problem: identifying the most significant conditions for preparing pre-service teachers to work with children with special educational opportunities and needs including attention deficit hyperactivity disorder.

## 2. Literature Review

Various researchers include the following as special educational needs:

– needs for conditions necessary for optimal implementation of cognitive, energetic and emotional-volitional capabilities of a child with

special health needs during the learning process;

– needs for the necessary conditions for optimal realization of a child's current and potential capabilities.

V.I. Lubovsky identifies the following components of the child's special educational needs: – cognitive components (mastery of mental operations, the ability to imprint and preserve perceived information, the volume of vocabulary, knowledge and ideas about the world around him); – emotional and volitional components (direction of the child's activity, cognitive motivation, ability to concentrate and maintain attention); – energy components (mental activity and performance) (Lubovskii, 1989). It is important to emphasize that the features highlighted above, as a rule, do not appear in isolation but in a complex manner determining each other while demonstrating different degrees of severity for each type of disorder. Complexes of this kind can determine the possibilities of teaching children in a separate class or school in the conditions of inclusive education, in the conditions of family education. An analysis of current practice shows that most teachers and psychologists when considering the special educational needs of students in secondary schools limit themselves to the following list of persons who need special learning conditions and an individual educational route: students with visual impairments, hearing impairments, musculoskeletal impairments, students with mental retardation and persons with autism spectrum disorders (Danielson, 2018), (Small, 2019). Children and adolescents with attention deficit hyperactivity disorder who along with others should receive the necessary psychological help and pedagogical support during their education often find themselves deprived of the necessary conditions and additional resources to ensure the realization of their special educational opportunities in the system of basic general education (DuPaul & Jimerson, 2014). This is explained both by the difficulty of diagnosing this disease and by the lack of qualified and high-quality training of teachers and school psychologists to work with such students. The first mention of extremely active children in the context of interest to us is in the works of the German neuropsychiatrist G. Hoffman (1845); later, this problem was considered in the medical literature by many famous scientists: E. Hallowell, J. Ratey, D. Amen, etc. Currently, this issue is dealt with not only by neurologists, psychiatrists, neurophysiologists and others but also by psychologists as well as teachers of the basic general education system and workers of preschool educational institutions (Meshcheriakova, 2020). Meshcheriakova This disease is a behavior disorder in childhood, the clinical manifestations of which include motor restlessness, impulsivity and inability to concentrate. Attention deficit hyperactivity disorder is the most common form of chronic neurobehavioral disorder in childhood (Smantser & Ignatovich, 2015). The difficulties faced by children suffering from ADHD, in our opinion, can be divided into two groups, closely related to each other:

1) psychophysiological problems that are caused by the immaturity of the nervous system and, as a consequence, provoke disturbances in the mental and emotional balance of a child. The following clinical manifestations of the disease are distinguished: inattention, hyperactivity and impulsivity (Author, 2023). It should be noted that children with ADHD are distinguished, first of all, by a low level of development of sustained 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 to be distracted by extraneous interference. Exactly these factors should be taken into account by an ESL teacher during direct work with such a student when planning collective and group work (UNESKO). Hyperactivity in children with ADHD is usually understood as "increased motor activity" (Metodicheskie rekomendatsii, 2016). Impulsivity is understood as "the inability to control one's impulses. There are cognitive impulsivity (reflecting hasty thinking) and behavioral impulsivity (reflecting difficulties in suppressing reactions)" (Law of the Republic of Kazakhstan, 2002), (Eliseeva & Ahanova, 2019), methods and techniques for teaching English to children with special educational needs (Trubina, 2023), The authors of the theory of development of prerequisites for inclusive education in foreign language teaching have improved this area of research and practice. Research and publications in this area are aimed at creating and justifying conceptual frameworks that can effectively integrate students with special educational needs into regular educational settings and ensure their successful learning of foreign languages. The authors propose various theoretical models and approaches that explain how inclusive education can be implemented in foreign language teaching. These models take into account the characteristics of the cognitive development and language skills of students with special education needs, which makes it possible to create adapted and reliable technological programs.

Scientific works have contributed to the development and substantiation of adapted methods and strategies for teaching foreign languages. The authors explored how modern approaches to the educational process can ensure inclusive learning. The authors explore how inclusive education affects the motivation, self-esteem and social interaction of students with SEN, which has implications for creating a supportive and productive learning environment. The research also includes practical recommendations for teachers on introducing exclusive methods into the teaching process. This includes developing and implementing assessment methods, lesson planning, and student interactions that help ensure the success of all students' language learning. Thus, the authors' contribution to the development of the conceptual premises of inclusive education in foreign language teaching is of great importance for the creation of more accessible and effective educational practices that contribute to the successful learning and social development of all students, which formed the theoretical and methodological basis of this study.

2) psychological and pedagogical problems associated with the consequences of psychophysiological disorders and manifested, according to most researchers of this phenomenon, in school disadaptation (N. N. Zavadenko, O. P. Shmakova, N. V. Dubrovinskaya, G. B. Lyutova-Roberts, E.K. Chutko, G.B. Monina, etc.). According to the Standard Rules for the organizations' activities of preschool, secondary, technical and vocational, post-secondary education, additional education of relevant types and types of the Republic of Kazakhstan dated August 31, 2022 No. 385, ADHD is considered to be a clinical medical diagnosis and the education system uses the concept of "behavioral disorders or difficulties" and also there is provided a socio-pedagogical approach in solving pedagogical problems

related to the education system for this category of students with special education needs (Order of the Minister of Education of the Republic of Kazakhstan, 2022).

School disadaptation is understood as a violation of the adaptation of a student's personality to the learning conditions at school which acts as a particular phenomenon of a disorder in a child's general ability to mentally adapt due to some pathological factors (Soloveva, 2019). There are three groups of factors that determine school disadaptation: biological (residual organic pathology of the central nervous system, mental retardation, etc.); psychological (abnormal types of family upbringing, discrepancy between the cognitive styles of a student and a teacher, inadequate style of behavior of a teacher in the classroom); social (rigidity of social standards of student behavior at school, excessive overload of the school program, frequent changes of schools, exaggerated evaluative position of the school in relation to the student) (Mustafina, Amitov & Znaniia, 2019). The consequences of school disadaptation in children with signs of ADHD are obvious and can be expressed in low performance in most school subjects, the need to repeat the curriculum which leads to repetition, difficulty in building interpersonal relationships and behavioral disorders, the child's categorical reluctance to attend school and many other factors influencing a student's performance including signs of dyslexia and dysgraphia which account for about 50% of children and signs of dyscalculia- 48% of children (Suleimenova, 2002). There appears a low ability to concentrate and poorly developed voluntary attention which leads to frequent distractibility, the student interferes with the work of other children and, as a result, 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 signs of ADHD and conflicts with classmates that only aggravate the situation.

While the government has made sufficient efforts to increase the number of fully accessible schools with professionally trained teachers, the number remains insufficient to cover all children with special educational needs. In 2017, the number of children and adolescents with special educational needs between the ages of 7 and 18 was 102,610, but only 23,940 of them were enrolled in regular schools, even though the conditions for inclusive education are officially in place in 3,873 (55 per cent) schools. In addition to adequate infrastructure, inclusive education requires trained staff, support equipment and staff trained in its use. Therefore, the official figure of 55 per cent may not be in line with international standards of inclusion. The success of inclusive education models often depends on the individual commitment of school staff.

Historically, the total number of registered children with disabilities and special educational needs has grown much faster than the total number of children in inclusive education. Between 2013 and 2017, the number of children with disabilities increased from 69,111 to 83,04166, but most of them continue to be educated in special classes or at home rather than in mainstream schools (Figure 1). Home education should be an exceptional and temporary measure for those children with disabilities whose health does not allow them to attend school, rather than a permanent practice that leads to further isolation of children with disabilities (UNICEF, 2015).

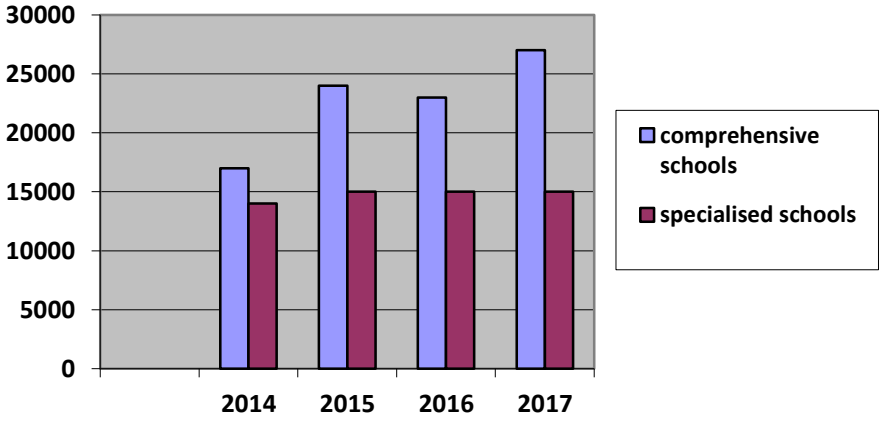



Figure 1. Number of registered children with disabilities and special educational needs

However, a research conducted in 2015 showed that 27.6 per cent of the children surveyed were not studying anywhere. The most common reasons were that the institution refused to accept the child due to health problems (44.1 per cent), other reasons (27 per cent), parents/guardians did not consider their child's education necessary (14 per cent), there was no educational institution in their place of residence (9.8 per cent), and parents/guardians did not have information about where to apply for their child's education (3.7 per cent). In total, around 3.7 million Kazakhstani children were studying in the 2022-2023 school year. However, 55 thousand pupils are with special educational needs, which is an increase of 6 thousand students with special educational needs compared to the previous year. This means that the number of students with special educational needs is constantly increasing.

Our regular education is aimed at healthy children and includes regular teachers and comprehensive schools. Special education includes working with special children; both the school and teachers adapt to them. Integrated education, through rehabilitation and adaptation, adapts a special child to regular education. Inclusive education perceiving the child as he is adapts the education system to him. This type of education involves several implementation options: the classic option of attending an educational institution for students with

disabilities, home-based, distance learning. It must be recognized that work with children suffering from ADHD must be comprehensive and carried out from four sides: parents, a medical professional (neurologist, neurophysiologist, psychiatrist), school psychologist, teacher-mentor or tutor. Such opinions are expressed by both Kazakh and foreign authors, including N. Zendarski (2020), I.G.Eliseeva, ZH.B, Ahanova (2019), A.K.Akisheva, A.S. Kenzhegulova (2020), S.V. Alekhina.(2016), A.R. Ray, S.W. Evans, J.M. Langberg (2017), N.N. Zavadenko (2019), A.S. Mustafina, S.A. Amitov, O. Znaniia (2019), D. Hernbndez– Torrano, C. Faucher, M. Tynybayeva (2021), L.A. Belozerova, E.A. Bragina (2018), O.I. Romanchuk (2020), M. Al-Yagon (2016). Research in the field of teachers' training for carrying out activities in an inclusive space is presented in the works of Kazakh authors such as Author (2023), I.A. Oralkanova (2014), A.R. Rymkhanova (2019). The basic principles of inclusive education from the perspective of application in the educational process of students with special educational needs studying in a general education school in English lessons and considering the needs of teachers of English as a foreign language are studied by both domestic and foreign researchers such as L.V. Moiseeva, D.N. Assanova, D.Kh Shalbayeva (2020). In addition, all schoolteachers who interact with these students should undergo special training and master the necessary working methods that reflect the specifics of the subject being taught. Unfortunately, at present it is almost impossible to find an educational institution of basic general education that would meet these requirements.

Teachers and school psychologists are unprepared to work with students with such disabilities. At the same time many children with show high results on tests of intellectual development, sometimes have extraordinary intellectual abilities, and are predisposed to learning foreign languages. According world data, many children with behavioral disorders or difficulties have extraordinary intellectual abilities that shows their readiness of involving in the ordinary schools on one level with other children.

In general, studies show that students with behavioral disorders or difficulties are no different from their healthy peers in terms of their level of general awareness and the amount of simple knowledge; accordingly, they can and should study in the system of basic general education, subject to certain organizational and methodological learning conditions.

The issue of training English language teachers to work with students with special educational needs and abilities, including behavioral disorders or difficulties, at the stage of teaching pre-service teachers at a teacher training college requires special attention. Studies have shown that a modern English language teacher is not ready for changes concerning the issues of inclusive education, which shows the weaknesses of the educational system.

The testing of the elective course we offer was carried out in the period of January – June 2023. Totally 79 future English language teachers took part in the research: 41 pre-service teachers were in the experimental group and 38 in the control group.

## 3. Materials and Methods

### *3.1 Methods*

This study used the following research methods: analysis, generalization of existing scientific provisions and obtaining new knowledge; conducting an experiment; statistical analysis of the obtained data. The article describes practical observations and experimental data obtained during the experiment based on a survey of schoolteachers and student learning outcomes. The pedagogical experiment method involved conducting experimental pedagogical work to obtain results that are closely aligned with real-world outcomes. This approach takes into account the development of various competencies essential for future English language teachers, including sociolinguistic and communicative skills. This method is widely used by contemporary researchers, including G. Zh. Smagulova (2021) and A. P. Shmakova (2021).

### *3.2 Research Hypothesis*

The research hypothesis is the assumption that the developed system for preparing pre-service ESL teachers to work with children with special educational needs in secondary schools will be effective if we develop a model for preparing pre-service ESL teachers to work with children with special educational needs taking into account goals, objectives and content of inclusive education, this will improve the effectiveness of training pre-service ESL teachers to implement an inclusive education system aimed at children with special educational needs, in particular children with behavioral disorders or difficulties.

### *3.3 Limitations*

The study was conducted on the basis of Karaganda Buketov University among 79 pre-service teachers of "Foreign language: two foreign languages" specialty where English is a basic foreign language. The experimental group consisted of 41 pre-service teachers and 38 pre-service teachers studied without changes in the curriculum.

Subsequently, the proposed course can be implemented for future and current English language teachers to increase the level of development of their pedagogical competencies in the field of inclusive education and in the frames ESL educational environment. During the research process there was held an experimental work among the graduates of "Foreign Language: Two Foreign Languages" specialty where 41 pre-service teachers were given an elective course on working with children with special educational needs, in particular with children with behavioral disorders or difficulties.

### *3.4 Procedure*

There was organized an elective course which included a model for preparing a pre-service English language teacher to work with children with special education needs. The course aims to increase pre-service English language teachers' awareness of various methods

for working with children with special needs. It covers the principles of inclusive education and includes an overview of the classifications of individuals with disabilities. Additionally, the course addresses the psychological characteristics of individuals with special needs. It also evaluates the readiness of future English language teachers to engage with students in inclusive educational settings.

Moreover, the course presents a model for preparing future English language teachers to work effectively with students in inclusive environments. Finally, it assesses the effectiveness of this training model in enhancing the ability of future teachers to support students within the inclusive education system. Pre-service teachers in the control group were taught in traditional way; the training of pre-service teachers in the experimental group was carried out according to the developed model for preparing a pre-service English language teacher to work with children with special needs.

The methods used in pedagogical research are designed to study various educational approaches, gather scientific information about them, and establish valid connections and relationships in order to develop sound scientific theories.

These methods can be categorized into three main groups and they are universal:

- methods for studying teaching experience,

- theoretical research methods

- mathematical methods.

Methods for studying teaching experiences are universal and widely used in various types of experimental research. These methodologies include approaches for analyzing the actual practical experience involved in organizing the educational process. Among the experiences studied are both best practices, which encompass the insights of leading researchers in pedagogy, and the experiences of everyday researchers. These challenges often reflect real contradictions within the pedagogical process, revealing issues that need to be addressed. When examining teaching experiences, various methods are applied, including observation, conversation, interviews, questionnaires, as well as the analysis of written, graphic, and creative works produced by students, along with pedagogical documentation. Throughout the testing process, necessary organizational and methodological changes were implemented in the course program based on the results of the pre-service teachers' activities.

Pre-service teachers were offered a course of lectures "Teaching English to children with special educational needs" and a number of practical problems, the solution of which can be presented in the process of group, collective or individual work. One of the principles of the elective course is to be as close as possible to the real pedagogical situation and the problematic nature of the proposed practical tasks. Thus, the pre-service teachers work not only with psychological and pedagogical literature dealing with this problem, but also with English language teachers of integrative schools, analysing real pedagogical situations provided by these teachers.

*Stage 1. Ascertaining*

The purpose of the research ascertaining stage is to identify the level of pre-service English language teachers' readiness to implement inclusive education.

As a method of determining the level of readiness, we developed a test "Readiness of the future English language teacher to work with children with special educational needs", which aimed to identify the pre-service teachers competences in the field of inclusive education, in particular questions related to the theoretical basis of the state of inclusion in the country and the world, and the characteristics of teaching English to children with behavioural disorders or educational difficulties. The test consisted of two parts, each with 10 questions (0.5 points for each correct answer):

1) theoretical foundations of teaching English language to children with special educational needs, principles and requirements;

2) professional competencies of a future English language teacher allowing students with ADHD to achieve good results in a regular classroom at a general education school.

Fig.2. The test was carried out in both groups to monitor the results of the research.

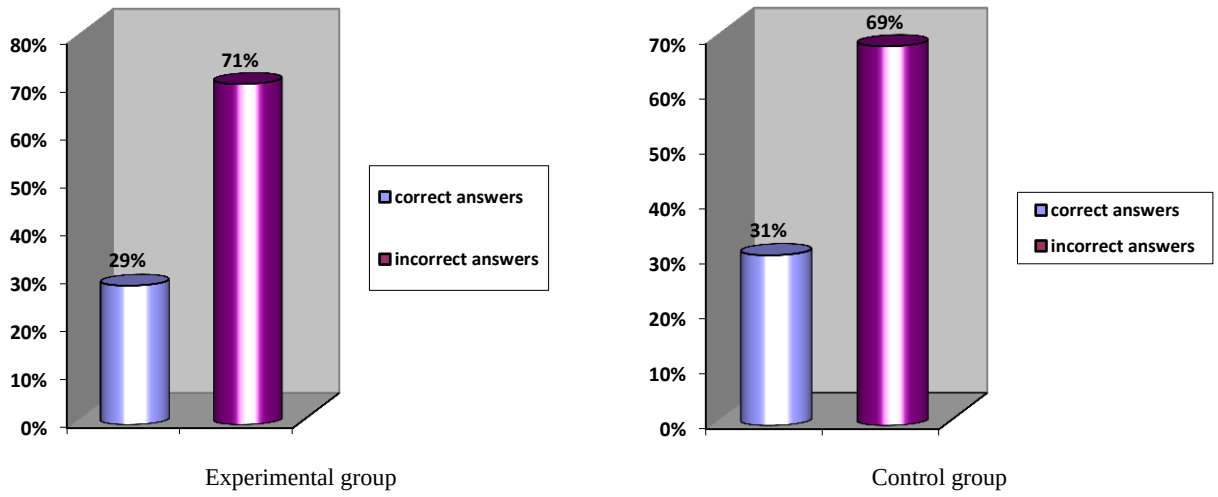



Figure 2. The correlation of pre-service teachers' correct and incorrect answers of the pre-diagnostic test reflecting the initial level of their competence in the field of teaching foreign languages to children with special educational needs

According to the test results, we can conclude that the pre-service teachers do not have full knowledge in the field of inclusive education; according to the survey only 29% (Fig. 1) of the information about teaching a English to children with special educational needs is within the pre-service teachers' competence, we assume that these are only basic, generally known standards. 71% of the wrong answers indicate possible problems in the pre-service teachers' future teaching activities.

*Stage 2. Formative.*

The purpose of the formative stage: to create scientific and methodological conditions for the formation of professional readiness of future English teachers to work with children with special educational needs, in particular with behavioural disorders or difficulties.

In this phase, we aim to enhance the quality of pre-service teachers' learning by introducing an elective course titled 'Teaching Foreign Languages to Children with Special Educational Needs.' This course is organized into structured blocks and modules.

Table 1 presents the content of the course. By utilizing a block-modular structure for the training content in this research, we expect to improve the quality of student learning. This improvement is anticipated due to the structured composition of the educational material and the comprehensive nature of the training.

Table 1. The content of the course «Teaching foreign languages to children with special education needs»

| № | Blocks | Modules |
|---|---|---|
| 1 | Theoretical aspects of the inclusive education system. | Module 1. The concept of inclusive education.<br>Module 2. Special educational needs in the modern education system.<br>Module 3. Psychological and pedagogical requirements for a foreign language teacher working with children with special education needs. |
| 2 | Block 2. Methodological block for the professional training of future foreign language teachers to work with children with special education needs | Module 1. Methods of teaching a foreign language to children with special education needs.<br>Module 2. Specifics of teaching a foreign language to children with behavioral disorders or difficulties. |
| 3 | Block 3. Motivational-personal and information-technological components of readiness. | Module 1. Practice in obtaining primary professional skills: practical application of theoretical knowledge. |

The optional course "Teaching Foreign Languages to Children with Special Educational Needs" was organized in three stages:

- Theoretical stage is designed to consider the concepts of SEN, familiarity with the concept of inclusive education in Kazakhstan and the study of psychological and pedagogical requirements for a foreign language teacher working with children with SEN in secondary schools;

- Methodological block is aimed at considering the methodology of foreign language teaching to children with special needs and studying the specifics of foreign language teaching to children with attention deficit hyperactivity disorder;

- The professional block focuses on the motivational, personal, and information technology components that contribute to pre-service teachers' readiness to work with children who have special educational needs. This block aims to enhance these teachers' understanding of

methods for teaching foreign languages to children with behavioral disorders or difficulties, all within the framework of inclusive education.

Within this block, future foreign language teachers will explore the practical application of theoretical knowledge. They will develop calendar-themed lesson plans, outline the course of each lesson, and take into account the specific needs of students with special educational needs, particularly those with behavioral disorders or difficulties. Additionally, they will select authentic materials that are most suitable for use in inclusive classrooms.

The program will also include the development of games that cater to both typical students and those with behavioral challenges. Teachers will design learning situations that encourage the participation of children with special educational needs, ensuring an inclusive and supportive learning environment.

In the process of working with pre-service teachers at the initial stage there was shown a video of the working process of the National Scientific and Practical Center for the Development of Special and Inclusive Education in Kazakhstan and a school with an inclusive education system. The pre-service teachers got acquainted with the main tasks of the center and the viewing did not leave pre-service teachers indifferent, and the theoretical information they received acquired a "tangible" shell and allowed them to draw certain conclusions about the choice of approach and methodology for working with inclusive students. Then pre-service teachers spoke out on a number of issues:

1. What requirements are necessary for future foreign language teachers;

2. What problems may arise during the educational process;

3. What are your impressions of the film? Is there a need to watch this video and this type of material in the professional training program for future foreign language teachers? Why?

When answering these questions pre-service teachers tried to generalize the theoretical knowledge they had acquired about the causes and consequences of the disease, the difficulties of school adaptation of students with behavioral disorders or difficulties and the need for integrated work of all subjects of the educational process - teachers, psychologists, parents and students.

Based on the results of the survey, it can be concluded that there are significant gaps in the education of children with behavioral disorders or difficulties. Most foreign language teachers tend to favor traditional, authoritarian teaching methods. However, the major issue is that the educational environment often fails to fully accept children who think differently from their peers.

The result of the theoretical and practical work of pre-service teachers within the framework of the proposed elective course "Teaching foreign languages to children with special education needs" was the development of a "Code of Rules for Interaction with Students with behavioral disorders or difficulties" proposed by the pre-service teachers. There are some basic rules regarding pre-service teachers:

1. The need to plan a constant change of activities in the lesson focusing on the activity/fatigue of the student with behavioral disorders or difficulties. Children with this syndrome often cannot concentrate for a long time on one type of activity. It is important to take this factor into account and not turn useful but monotonous activities into a problem for the child.

2. It is necessary to create conditions for the energy release of a child with behavioral disorders or difficulties, for example, through exercises and tasks accompanied by movement without forgetting about other participants in the educational process. This will help the child switch from one activity to another, concentrate/relax, and continue working.

3. When planning the activities of such children it is necessary to reduce the volume of handwritten tasks.

4. Try to avoid categorical prohibitions because this may cause a strong protest from the student with behavioral disorders or difficulties.

5. It is necessary to control but not offend a child with behavioral disorders or difficulties with your excessive attention to completing tasks. Regular checks of work, oral and brief written surveys are sufficient. The main task of such control should be to stimulate and motivate the student to plan his activities.

6. It is necessary to help create conditions for the development of self-control skills in the student using appropriate pedagogical technologies, for example, fading assistance.

7. It is possible to transfer a student with behavioral disorders or difficulties to the first desk which will allow him to build interactions more effectively and allow the child to concentrate on learning activities, ignoring distractions.

8. It is necessary to understand how much educational material is available to a child with behavioral disorders or difficulties for assimilation and ensure its partial assimilation avoiding student fatigue.

The set of guidelines developed for foreign language teachers is essential for effectively planning the educational process. It enables teachers to utilize class time efficiently and engage a larger number of students during lessons. We believe that the organizational, pedagogical, and methodological efforts involved in preparing foreign language teachers to work with children exhibiting behavioral disorders or difficulties, as well as other special educational needs and capabilities, should be implemented at all levels. This includes both higher pedagogical education and the professional development of teachers through retraining programs as part of ongoing education.

Due to the requirements the pre-service teachers demonstrated their lessons' project, for example, Figure 3:

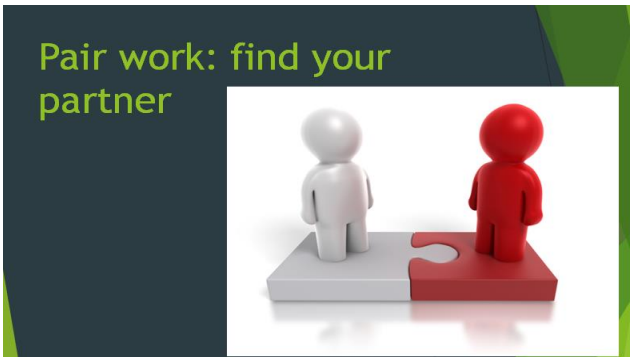
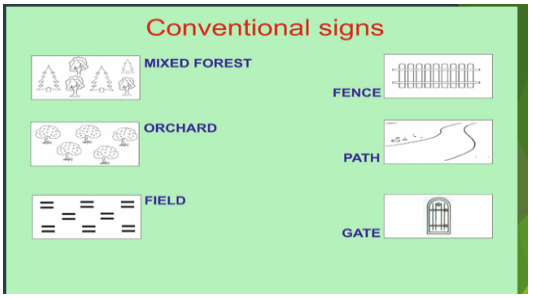



Figure 3. Group work

When teaching a foreign language, it is essential to remember that group or pair work is crucial. The teacher must create an environment that fosters the development of self-control skills for children with behavioral disorders or difficulties in interacting with peers. One suggested method for managing these situations is by randomly pairing students with partners who may be either complementary or similar to them.

Involving a school student with SEN into the common education process requires unity of the whole class. All the members of the educational issue are to be equal and feel support of the teacher. Teaching foreign languages needs cultural, social and other knowledge so it leads to formation of social and linguistic competence of the pre-service teachers, Figure 4.



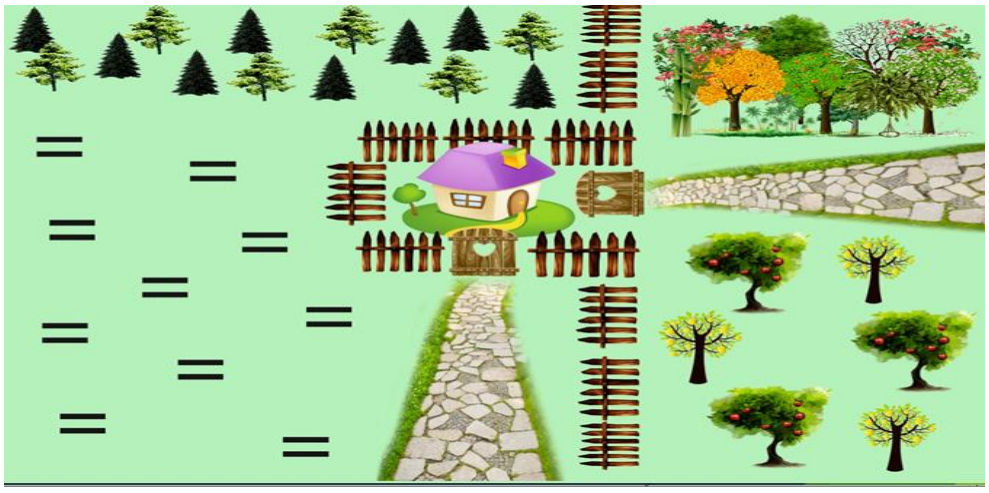



Figure 4. Socializing activity game

When developing the lesson, pre-service foreign language teachers took into account all the necessary points that were comfortable for all participants in the process, making the lesson equal and educational, Figure 5.

Figure 5. Weather cake game/ assessment

Any lesson involves consolidating the material; here the student has prepared a game in which all students will take part on equal terms. The game takes into account the variety of questions and answers and school students will be intrigued and involved in the game process. A clear definition of the goals and objectives of the planned lesson allows to understand the essence and functions of the student's resource, determine his interests, needs and capabilities.

*Stage 3. Control.*

At this stage of the research, we evaluated pre-service teachers' qualifications using two types of final assessments. The first was a test featuring complex, multi-level questions focused on inclusive education and methods for teaching foreign languages to children with behavioral disorders or difficulties. The second assessment was independent and took the form of lesson plan presentations. In this format, pre-service teachers designed and presented a foreign language lesson tailored for secondary school students with behavioral disorders or difficulties.

**4. Results and Discussion**

The purpose of the control stage of the research is to identify the level of readiness of future foreign language teachers to work with children with special education needs as a part of inclusive education implementation. The tasks, content and methodology of the control stage of the research correspond to the tasks, content and methodology of the ascertaining stage of the research. The research concept was based on identifying 4 levels of education according to V.P. Bespalko in the field of teaching a foreign language in an inclusive environment: recognition, reproductive (adaptive), heuristic (expert) and creative (Bespalko, 2006).

Each person, in the process of learning and subsequent work activity, achieves a certain level of mastery that can be correlated with a certain level of mastery:

- when mastered at the first level, it is a student or an amateur;

- on the second – a professional performer;

- on the third - an expert;

- on the fourth - the creator.

The training levels model consisted of the following levels:

1. Level of assimilation. At this level, the student can distinguish the objects being studied, formulas, models, devices in their direct representation. This is the initial level of mastery of activities in the process of learning a certain area (familiarity level). Here, it is necessary to obtain an outside help so this level is a student or an amateur level.

2. Execution level. The student reproduces the studied material on the basis of previously studied supports which are used by memory- this is the level of initial professional activity. At this level, the student can reproduce previously learned information from memory and apply algorithms for educational activities without outside help, the level of a professional performer.

3. Expert level. The student completes a learning task based on a combination of previously learned algorithms and methods of action; solves atypical problems, performing productive actions. A level of highly qualified professional activity, the achievement of which allows one to solve a wide range of real-life problems. The student has a wealth of experience which allows him to demonstrate his

professionalism - expert level.

4. Creator level. Here the student himself creates a solution, showing ingenuity and independence. A solution that will be unique, non-repetitive, and this level is a creator level.

Four levels of training demonstrate a modern teacher's professional skills and competencies development stages. The criteria for assessing training levels were the following:

Absorption level is assessed as unsatisfactory when the absorption coefficient is below 15%;

Execution level is assessed as satisfactory "3" points with a learning rate of at least 40%;

Expert level is assessed as good "4" points with a learning rate of at least 70%;

The level of the creator is rated as excellent "5" points with an assimilation rate of 100%;

The control part of the experiment aimed to assess the pre-service teachers' performance by means of two types of final assessment: a test with complex multi-level questions and an independently developed lesson plan, provided in the form of a presentation, where a pre-service teacher could show the level of a creator and his/her professional competence in the field of teaching FL to children with SEN. As the final test consisted of two parts, each with 10 questions, the maximum score for the test was 10 points. The average score of the pre-service teachers in the control test was calculated using the arithmetic mean formula (1),

$$x = (x_1 + x_2 + \ldots + x_n)/n = \sum x_1 / n \quad (1)$$

where n is the total number of participants and x is the number of points scored by the student. Here, the average number of points scored by all pre-service teachers was 8.9, which corresponds to 89% of correct answers in total.

The second control task in the form of a developed lesson plan was assessed on a 10-point system, taking into account psychological, pedagogical and methodological requirements. The average score was also assessed according to the well-known average statistical grading system. Thus, the average score for this task was 9.1 points, which corresponds to 91%.

Here it is better to note that all pre-service teachers received more than 7 points (70%) for testing which shows a high level of formation of the necessary knowledge and skills in the field of teaching a foreign language to children with SEN (Fig.6).

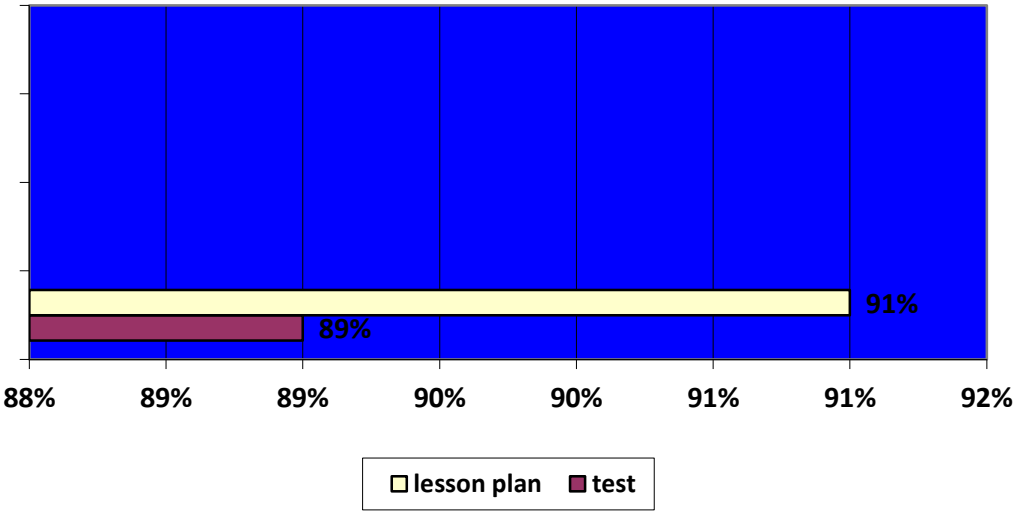



Figure 6. The diagram, reflecting pre-service teachers' final test and independent lesson plan results

The results of the experiment allowed us to conclude that the necessary theoretical knowledge and skills have been formed in teaching a foreign language to children with special education needs; in particular children with behavioral disorders or difficulties, which make it possible to implement the state policy regarding inclusive education.

The results of the pedagogical experiment indicate that by the end of their studies, the majority of pre-service teachers in the experimental group will have a high level of components of the future FL teacher's readiness to work with children with special needs, thereby indicating the feasibility of introducing the proposed model for preparing the future FL teacher for working with children with special needs in the educational process. Due to specially organized lessons, it was determined that children with special educational needs can study English without need to attend special schools. Studying a new language aids in developing cognitive connections and provides a sense of achievement. English teachers should tailor their lessons to accommodate children with special needs, actively involving them in classroom activities and employing interactive methods. These techniques benefit all pre-service teachers, as they encourage communication and

interaction.

The aim of diagnostic assessments is to identify issues related to specific teaching methods and provide insights for improving instructional quality. In education, these assessments assist educators in gauging their students' strengths, weaknesses, knowledge levels, and skills before instruction begins. Diagnostic assessments collect data on students' existing knowledge of a particular subject or topic (Katz, 2016), (Srikanthan & Dalrymple, 2003)

## 5. Conclusion

The process of preparing future language teachers to work with children with special educational needs is impossible without mastering specific competences in the field of inclusion. The training course, organized with the aim of raising the awareness of future language teachers on methods of working with children with special educational needs, has proved its effectiveness in ensuring the growth of their knowledge and skills in the field of inclusion. By the end of the course, the pre-service teachers had gained experience in developing lesson plans for inclusive classes, taking into account the specificities of children with attention deficit hyperactivity disorder. The pre-service teachers' achievements allow us to conclude that they have acquired the necessary knowledge and skills in the field of inclusive education.

The training of future English language teachers is one of the key factors in the development of inclusive education in general. Dedicated training is a system of organizational conditions that ensures mastery of the content of the basic professional educational program of the corresponding direction and profile of training with the aim of developing a student's professional orientation, general cultural, general professional and professional competencies.

This course is based on the theoretical and methodological foundations of inclusive education and the development of the necessary professional skills of pre-service foreign language teachers. As a result of its implementation, we saw a positive effect on future teaching activities.

The results of the experiment made it possible to prove the research hypothesis and the results can be used as methodological support for improving the professional competencies of foreign language teachers.

The results obtained do not exhaust all aspects of the identified topic and open up prospects for further research on inclusive education in the field of higher dedicated training.

After evaluating the challenges of working with children who exhibit signs of behavioral disorders or other special educational needs, we developed a structured elective course titled "Teaching Foreign Languages to Children with Special Educational Needs". This experience led us to conclude that organizational, pedagogical, and methodological efforts to prepare foreign language teachers for working with these children should take place within a pedagogical university, integrated into the curriculum of methodological disciplines.

The future success of each child relies not just on the involvement of parents, doctors, and psychologists, but also primarily on teachers. Given that children spend a significant amount of their time in school, it is crucial that they are supported not only in their academic pursuits but also in their social interactions. Schools provide vital opportunities for children to engage with their peers, discover new traditions, explore different cultures, and communicate effectively through foreign languages.

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**Authors' contributions**

This study was conducted by a PhD candidate S. B. Jangeldinova as a part of the dissertation research. The scientific supervisor, candidate of pedagogical sciences, associate professor G. K. Tleuzhanova determined the vector of research direction. The research scientific field of PhD doctor Zh. A. Eskazinova is closely related to the problems of children with special educational needs in Kazakhstan, thus she provided consulting work within the framework of the study. All authors read and approved the final manuscript.

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**Data availability statement**

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

**Data sharing statement**

No additional data are available.

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