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**PRE-SERVICE FOREIGN LANGUAGE TEACHERS TRAINING TO  
WORK WITH CHILDREN WITH SPECIAL EDUCATION NEEDS**

8D01702 – Foreign Language: Two Foreign Languages

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## REGULATORY REFERENCES

The dissertation references the following regulatory documents:

The Constitution of the Republic of Kazakhstan dated August 30, 1995.

The Constitution of the Republic of Kazakhstan, adopted at the national referendum on March 15, 2026 and entered into force on July 1, 2026.

Law of the Republic of Kazakhstan “On Education” No. 319-III dated July 27, 2007. Law on Education of the Republic of Kazakhstan [No. 319-III dated July 27, 2007, as amended and supplemented as of March 31, 2021].

Law of the Republic of Kazakhstan “On Social and Medical-Pedagogical Corrective Support for Children with Disabilities” dated July 11, 2002, No. 343-II [with amendments and additions as of June 26, 2021]

The Concept for the Development of Preschool, Secondary, Technical and Vocational Education of the Republic of Kazakhstan for 2023–2029, approved by Resolution of the Government of the Republic of Kazakhstan dated March 28, 2023, No. 249 (as amended).

The Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023–2029, approved by Resolution of the Government of the Republic of Kazakhstan dated March 28, 2023, No. 248 (as amended).

The Concept of Inclusive Policy in the Republic of Kazakhstan for 2025–2030, approved by Resolution of the Government of the Republic of Kazakhstan dated December 30, 2024, No. 1143.

“Kazakhstan – 2050” Strategy. Address by the President of the Republic of Kazakhstan – Leader of the Nation N.A. Nazarbayev to the People of Kazakhstan, Astana, December 14, 2012

State Program for the Development of Education and Science in the Republic of Kazakhstan for 2020–2025. Approved by Decree of the Government of the Republic of Kazakhstan No. 988 of December 27, 2019.

Strategic Development Plan of the Republic of Kazakhstan through 2025, approved by Decree of the President of Kazakhstan No. 636 of February 15, 2018.

Concept for the Development of Foreign Language Teaching in Kazakhstan. Address by the President of the Republic of Kazakhstan, Leader of the Nation N. A. Nazarbayev to the People of Kazakhstan, Astana, December 14, 2012.

Message from the Head of State K. Tokayev to the People of Kazakhstan: “The Unity of the People and Systemic Reforms – A Solid Foundation for the Country’s Prosperity,” dated September 1, 2021.

State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020–2025. Approved by Decree of the Government of the Republic of Kazakhstan No. 988 of December 27, 2019.

Strategic Development Plan of the Republic of Kazakhstan until 2025, approved by Decree of the President of the Republic of Kazakhstan No. 636 dated February 15, 2018.

Concept for the Development of Foreign Language Education in the Republic of Kazakhstan. Address by the President of the Republic of Kazakhstan – Leader of the Nation N.A. Nazarbayev to the People of Kazakhstan, Astana, December 14, 2012.

GOS RK State Mandatory Educational Standards for All Levels of Education in the Republic of Kazakhstan. Order of the Minister of Education and Science of the Republic of Kazakhstan No. 604 dated October 31, 2018. Registered with the Ministry of Justice of the Republic of Kazakhstan on November 1, 2018, No. 17669. State Educational Standard No. 2 of July 20, 2022 (as amended and supplemented by No. 90 of March 4, 2025).

## DEFINITIONS

The following terms with corresponding definitions are used in this dissertation:

The training of future teachers is a purposeful and systematically organized process aimed at equipping students at teacher-training institutions with the professional knowledge, skills, and competencies necessary to prepare them for teaching in a variety of educational settings.

Readiness is an integrative professional and personal quality of an individual, comprising a combination of knowledge, skills, motivation, and values that ensure the ability to effectively perform professional duties.

Inclusive education is a form of organizing the educational process in which children with special educational needs are educated alongside their peers in a general education setting while maintaining elements of special support.

Inclusion is a socio-pedagogical principle aimed at ensuring equal rights and opportunities for all people, including those with special educational needs, through their full inclusion in the social and educational environment.

Inclusive education is a system of organizing instruction in which all the students regardless of their individual characteristics and educational needs. They learn together in a general educational setting, with the necessary conditions created for their successful development and socialization.

A model is an artificially created object in the form of a diagram, physical structures, symbolic forms, or formulas, which, being similar to the object [or phenomenon] under study, represents and reproduces in a simpler and more generalized form the structure, properties, interconnections, and relationships between the elements.

Elective course (from Latin *electus* – selective) – a required course chosen by the student.

Indicator – a specific, measurable achievement on the path toward a set goal.

The competency-based approach is a set of general principles for defining educational goals, selecting educational content, organizing the educational process, and assessing educational outcomes (Lebedev O. E.).

Competence is an external, predefined social requirement [norm] for a student's educational preparation, necessary for their effective and productive activity in a specific field (Khutorskoy A. V.)

A criterion is a characteristic on the basis of which an evaluation, determination, or classification of something is made.

A module is an independent, self-contained, and complete section of an educational program or a period of study.

Modular learning – a learning system that involves structuring the study of materials into separate, interconnected blocks aimed at developing specific professional competencies.

Universal competencies (universal skills, soft skills, flexible skills) – general, cross-cutting abilities necessary for successful performance in various spheres of life and work.

## ABBREVIATIONS AND ACRONYMS

MESRK – Ministry of Education and Science of the Republic of Kazakhstan  
SEN – Special Educational Needs  
ADHD – Attention-Deficit/Hyperactivity Disorder  
GOSO – State Compulsory Education Standard  
FL – Foreign Language  
RK – Republic of Kazakhstan  
EG – experimental group  
CG – control group.  
UNESCO – United Nations Educational, Scientific and Cultural Organization  
IDEA – Individuals with Disabilities Education Act  
ECE – Early Childhood Education  
WIC – World Inclusion Congress  
AI – Artificial Intelligence  
EdTech – Educational Technology  
UN – United Nations  
IEP – Individualized Education Program

## INTRODUCTION

**Relevance of the study.** Education system of the Republic of Kazakhstan is in the process of modernization, special attention is being paid to the development of inclusive education. This area is one of the priorities of state educational policy. Its main goal is to ensure equal access to quality education for all students.

The implementation of inclusion principles in the country has been consistently implemented since 2011. This work is carried out within the framework of state education development programs. The principles of inclusive education are also reflected in the strategic documents of the Republic of Kazakhstan. They aim to ensure the accessibility and inclusiveness of education for every child, taking into account their individual characteristics and educational needs [1; 2].

Implementing inclusive education policies requires the creation of special organizational and pedagogical conditions. Such conditions allow for the educational needs of all students to be taken into account. Particular attention is paid to children with special educational needs (SEN).

Psychological and pedagogical support plays an important role in this process. It helps create favorable conditions for the education and upbringing of children. Moreover, such support ensures the successful socialization and personal development of each child.

Effective implementation of the principles of equal educational opportunity depends largely on the professional training of teachers. Modern teachers must be prepared to work with students with diverse educational needs. They must be able to organize learning and provide the necessary support for each child.

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In an inclusive education setting, a foreign language teacher performs a variety of professional tasks. They identify students who experience learning difficulties and determine the causes and nature of the difficulties. This is accomplished through pedagogical assessments.

An important area of the teacher's work is adapting curriculum content. The teacher also participates in developing individual educational pathways for students. Furthermore, they organize differentiated instruction, taking into account the individual needs of the children.

Particular attention is paid to assessing students' academic achievements. Assessment is carried out taking into account their educational capabilities and needs. This approach helps create conditions for the successful learning of each child and ensures the implementation of the principles of inclusive education [3].

The issues of inclusive education and the training of teachers for work in inclusive settings are actively studied by both domestic and international scholars. Scientific literature examines various aspects of organizing inclusive education, with

particular attention given to supporting children with special educational needs. The study of teachers' professional training and their preparedness for work in an inclusive educational environment also plays a significant role.

The theoretical and practical aspects of this issue have been reflected in the works of many researchers. Their works explore the specifics of organizing inclusive education, providing psychological and pedagogical support to students with special educational needs, and preparing teachers for professional work in an inclusive environment. N. Zendarski and I.G. Eliseeva Zh.B. Akhanova, A.K. Akisheva, A.S. Kenzhegulova, S.V. Alekhina, A.R. Ray, S.W. Evans, J.M. Langberg, N.N. Zavadenko, A.S. Mustafina, S.A. Amitova, D. Hernández-Torrano, C. Faucher, M. Tynybayeva, L.A. Belozerova, E.A. Bragina, O.I. Romanchuk, M. Al-Yagon and other researchers have made significant contributions to the development of these issues. [4-14].

The preparation of teachers for work in inclusive education settings occupies an important place in modern scientific research. Kazakhstani scholars pay particular attention to this issue. Various aspects of teacher training for work in inclusive education settings are examined in the works of A.R. Rymkhanova, G.K. Tleuzhanova, I.A. Oralkanova, and other authors [15-17].

Domestic and international researchers have made significant contributions to the development of the theoretical foundations of teacher training for inclusive education. Their works explore the development of teachers' professional readiness to work with students with diverse educational needs. Particular attention is paid to the structure of teacher readiness, the conditions for its development, and methods for developing professional competencies.

Significant contributions to the study of this issue have been made by S.V. Alekhina, I.V. Voznyak, D.V. Vorobyeva, S.E. Gaidukevich, V.Z. Kantor, and O.V. Karynbaeva, E.V. Ketrish, E.Yu. Konovalova, O.S. Kuzmina, E.G. Samartseva, I.N. Khafizullina, V.V. Khitryuk, S.A. Cherkasova, and other researchers. [18-25].

An analysis of the scientific literature reveals that the issue of teachers' professional readiness for inclusive education is one of the most pressing in modern pedagogical science. Most researchers view professional readiness as a complex and multi-component construct. It includes motivational, cognitive, value-based, communicative, and activity-based components.

Research papers present various approaches to defining the structure of teachers' professional readiness. Researchers have developed criteria and indicators for its development. Levels of teacher readiness for work in inclusive education settings have also been determined. Various models, mechanisms, and stages of its development have been proposed.

At the same time, an analysis of the literature reveals a number of unresolved issues. Many studies focus on examining individual components of professional readiness. Typically, these components are considered in isolation, with insufficient attention paid to their interconnections and systemic interactions. This approach does

not always provide a holistic understanding of the process of developing teacher readiness for professional practice in an inclusive education setting.

Certain aspects of teachers' professional readiness for work in inclusive education settings have been the subject of numerous scientific studies. A number of authors have examined the psychological readiness of teachers for professional work in an inclusive environment [26-28]. Particular attention has been paid to developing empathic readiness in specialists [29; 30]. The development of professional tolerance toward children with disabilities is also being explored [31].

The scientific literature examines teachers' value orientations and professional attitudes [32]. A separate area of research concerns the ethical aspects of professional interaction in inclusive education settings [33]. Considerable attention has also been devoted to developing the communicative competence of specialists working with various categories of students [34].

Despite the significant number of studies, most of them are devoted to individual components of professional readiness. Moreover, these components are often considered in isolation. Issues of their comprehensive development and interrelated development remain insufficiently studied. This is especially true for the preparation of pre-service foreign language teachers for professional work in the context of inclusive education. It should be noted that pedagogical science has accumulated significant experience in developing teachers' readiness for inclusive practice. Researchers consider professional development programmes, specialised training courses, contextual and project-based learning technologies, the resolution of professionally oriented pedagogical tasks and situations, the simulation of professional activities, as well as various forms of methodological support for teachers to be the most common training tools [35-38].

Academic research examines various forms of support for teachers working in inclusive education settings. These include mentoring, counselling and the facilitation of professional collaboration. Tutorial support and the organisation of professional communities of teachers play an important role. Researchers also note the effectiveness of psychological and pedagogical training and humanistic approaches aimed at the personal development of teachers [39- 42].

These forms of support contribute to the professional growth of specialists and the improvement of their teaching practice. They help to develop professional competences, enhance readiness to work in an inclusive educational environment, and build skills for effective interaction with learners.

At the same time, an analysis of the academic literature shows that most of the tools presented are primarily aimed at developing individual components of professional readiness. However, their comprehensive impact on the training of pre-service foreign language teachers is not sufficiently taken into account. Furthermore, existing approaches do not fully reflect the specific nature of a foreign language teacher's professional practice within the context of inclusive education. This points to the need for further research in this area.

The analysis of the academic literature allows us to draw a number of conclusions. Despite the active development of inclusive education in the Republic of Kazakhstan, certain problems persist in this field. One of the most significant is the inadequate level of training of teaching staff to work with children with special educational needs.

This problem affects various levels of education and requires a comprehensive solution. It is of particular relevance in the field of foreign-language education. The work of a foreign-language teacher in an inclusive learning environment is characterised by a high degree of complexity and multifunctionality.

Modern teachers must not only ensure high-quality foreign language acquisition but also take into account the individual characteristics of each learner. Understanding the psychophysical characteristics of the development of children with special educational needs is of vital importance. Teachers must be able to adapt teaching content, select effective methods and techniques, and create conditions for the successful inclusion of all learners in the educational process.

Thus, the issue of preparing pre-service foreign language teachers to work in an inclusive education setting remains relevant and requires further academic analysis and practical solutions.

In today's context, the training of pre-service foreign language teachers to work with pupils with Attention Deficit Hyperactivity Disorder (ADHD) is becoming particularly important. The number of such children in mainstream schools is gradually increasing. This requires teachers to possess specialised knowledge, skills and professional competences.

Pupils with ADHD have special educational needs. They often experience difficulties with concentration, self-control and organising their learning activities. Consequently, their learning process requires the application of specialised pedagogical approaches. Adapting the curriculum content, using effective behaviour management strategies and creating a supportive learning environment are of particular importance.

The foreign language teacher plays a key role in this process. They must be able to take into account the individual characteristics of learners and select teaching methods that promote their active involvement in the educational process. Furthermore, teachers need to create conditions that foster learning motivation and the successful acquisition of a foreign language.

Despite the growing interest in issues surrounding inclusive education, the question of how to prepare pre-service foreign language teachers to work with pupils with ADHD remains insufficiently explored. Existing research only partially addresses this issue. Both the theoretical foundations of teacher training and the practical mechanisms for developing their professional readiness to work with this category of children remain underdeveloped.

An analysis of the current state of research on this issue has revealed a number of existing contradictions.

The first contradiction relates to the needs of the modern inclusive education system. Today, educational institutions require highly qualified foreign language teachers capable of effectively teaching children with special educational needs. At the same time, the level of professional training received by trainee teachers during their studies at teacher-training institutions does not always fully meet these requirements.

The second contradiction stems from the need to develop specific competences in pre-service foreign language teachers for working with learners with special educational needs. However, the content, methods and technologies for such training have not been developed sufficiently. This hinders the organisation of a targeted process for developing the professional readiness of pre-service foreign language teachers.

The third contradiction relates to the demands of modern educational practice. The inclusive education system requires high-quality scientific and methodological support for the training of pre-service foreign language teachers. At the same time, the number of methodological resources aimed at addressing this issue remains limited. Existing materials do not always take into account the specific nature of a foreign language teacher's professional activities within the context of inclusive education. The contradictions identified confirm the relevance of this research and highlight the need to improve the system for training pre-service foreign language teachers to work with learners with special educational needs. In this regard, the research topic was defined as: 'Training pre-service foreign language teachers to work with children with special educational needs'.

**Aim of the study.** The aim of the study is to provide a theoretical basis for, develop and experimentally test the scientific and methodological framework for training pre-service foreign language teachers to work with children with special educational needs within an inclusive education setting.

**Research object.** The object of the study is the process of professional training for prospective foreign language teachers within the higher teacher education system.

**Subject of the study.** The subject of the study is the model, content and organisational and methodological framework for training prospective foreign language teachers to work with children with special educational needs (using pupils with attention deficit hyperactivity disorder as an example).

**Research hypothesis.** The research hypothesis is based on the assumption that the training of prospective foreign language teachers for professional practice within an inclusive education setting will be more effective provided that a number of conditions are met.

First and foremost, the effectiveness of the training can be ensured through the development and implementation of a structural-functional model. Such a model should be geared towards preparing pre-service foreign language teachers to work with children with special educational needs. It should be based on modern approaches to the organisation of inclusive education.

An important condition is the content of the training. It must be aimed at developing the key components of a pre-service teacher's professional readiness. These include the personal-semantic, cognitive and technological components.

Organisational and methodological support for the educational process will help to enhance the effectiveness of teacher training. This can be achieved through specialised academic modules, methodological guidelines and modern digital educational resources.

Of particular importance is the creation of pedagogical conditions that ensure the development of students' professional competences. These competences are essential for organising the education of children with special educational needs. Particular attention should be paid to preparing pre-service foreign language teachers to work with pupils who have attention deficit hyperactivity disorder (ADHD).

Thus, the effectiveness of training for pre-service foreign language teachers will be enhanced through the comprehensive implementation of these conditions and the targeted development of their readiness for professional practice in an inclusive educational environment.

The implementation of these conditions will contribute to raising the level of professional readiness among pre-service foreign language teachers. It will enable students to acquire the necessary knowledge, skills and professional competences for working in an inclusive education setting.

The comprehensive implementation of these conditions will ensure a higher standard of training for pre-service foreign language teachers in interacting with pupils with special educational needs. It will also enhance their ability to organise the educational process effectively, taking into account the individual capabilities and needs of each child.

As a result, the effectiveness of graduates' future professional practice will increase. They will be better prepared to tackle pedagogical challenges within an inclusive educational environment and will be able to successfully put the principles of inclusive education into practice.

**Research objectives:** In accordance with the aim, scope, subject and hypothesis of the research, the following objectives have been identified:

1. To analyze the current state, development trends, and international experience regarding the organization of inclusive education, as well as the specifics of its implementation in the Republic of Kazakhstan.

2. To clarify the essence, content, and structure of the professional readiness of pre-service foreign language teachers to work with children with special educational needs, specifically students with attention deficit hyperactivity disorder (ADHD).

3. To provide a theoretical rationale for and develop a structural-functional model for preparing pre-service foreign language teachers to work with children with special educational needs (using the example of children with ADHD).

4. To experimentally verify the effectiveness of the structural-functional model for preparing pre-service foreign language teachers to work with children with special

educational needs, as well as the organizational and methodological support for its implementation.

**Research methodology and methods.** The methodological basis of the research consists of a combination of philosophical, general scientific and discipline-specific approaches, concepts and theoretical principles that ensure a holistic understanding of the issue of training pre-service foreign language teachers for professional work with children with special educational needs within the context of inclusive education.

At the philosophical level, the study is based on:

- the principles of the systems approach, which views pedagogical phenomena as holistic systems of interrelated elements (R. Akhoeff, V.G. Afanas'ev, L. Bertalanffy, T.A. Ilyina, V.S. Sadovsky, A.N. Uemov, V.D. Shadrikov, E.G. Yudin et al.) [36-38];

- the fundamental tenets of humanistic theories of personality, which prioritise the learner's individuality, recognise their individual worth and their right to full development regardless of their educational needs (K.A. Abulkhanova-Slavskaya, A.G. Asmolov, R. Burns, M.N. Berulava, G.A. Berulava, K. Rogers, V.I. Slobodchikov, V. Frankl and others) [39-41];

- the axiological approach, which reveals the value foundations of pedagogical activity and the formation of a future teacher's professional stance within the context of inclusive education (N.S. Rozov, V.S. Stepin, V.I. Genitsiansky, V.A. Slastenin, V.A. Yadov et al.) [42-44].

At a general scientific level, the study draws on:

- the theory of social attitudes, which reveals the mechanisms underlying the formation of an individual's professional attitude towards the objects of pedagogical activity (I.G. Eliseeva, F. Znanetsky, D. Myers, G. Allport, M. Rokich, W. Thomas et al.) [45-47];

- scientific approaches to the study of an individual's professional and psychological readiness for activity (P.K. Anokhin, K.M. Gurevich, M.I. Dyachenko, V.L. Zinchenko, L.A. Kandyboich, E.A. Klimov, B.F. Lomov, A.K. Markova, K.K. Platonov, D.N. Uznadze, V.D. Shadrikov et al.) [48-51];

- the concept of the competence-based approach in higher education, focused on the development of professional competences in future specialists (V.I. Baidenko, N.M. Borytko, A.A. Verbitsky, E.F. Zeer, I.A. Zimnyaya, N.V. Kuzmina, J. Raven, Yu.G. Tatur, A.V. Khutorskoy et al.) [52-55];

- the tenets of the contextual approach, which involves simulating future professional activities during the teaching of students (A.A. Verbitsky, O.G. Larionova et al.) [56];

- the principles of the meta-disciplinary and problem-based approaches, which ensure the integration of knowledge and the development of the ability to solve professionally significant pedagogical problems (Yu.A. Samarin, A.V. Khutorskoy, G.A. Ball, A.M. Matyushkin, I.S. Yakimanskaya et al.) [57-59].

At the specific scientific level, the study is based on:

-theories of the development and functioning of higher education (S.I. Arkhangel'sky, V.P. Besspal'ko, A.A. Verbitsky, N.F. Talyzina et al.) [60];

-theories of pedagogical activity (V.V. Kraevsky, V.A. Slavenin, N.F. Talyzina et al.) [61];

-theoretical principles of professional and pedagogical training and the professional development of the pre-service teacher's personality within the higher education system (O.A. Abdullina, N.M. Borytko, S.G. Vershlovsky, A.R. Rymkhanova, B.S. Gershunsky, N.V. Kuzmina, L.M. Mitina, N.K. Sergeev et al.) [62-65].

To achieve the research objective and address the set tasks, a set of complementary research methods was employed.

Theoretical methods included the analysis of regulatory and legal documents and academic literature on the research topic, as well as socio-historical, conceptual-terminological, structural-functional and subject-functional analysis, SWOT analysis, pedagogical modelling and design.

The empirical methods comprised pedagogical observation, questionnaires, written surveys, analysis of students' work, and analysis of the results of solving pedagogical tasks and professionally oriented situations.

The pedagogical experiment served as the primary research method. It was designed to test the effectiveness of the developed model for training pre-service foreign language teachers to work with children with special educational needs.

The pedagogical experiment made it possible to assess the effectiveness of the proposed model in real-life educational settings. During the study, its impact on the level of professional readiness of pre-service foreign language teachers was examined. Particular attention was paid to the development of the competences required for working in an inclusive education setting.

The results obtained made it possible to determine the effectiveness of the developed scientific and methodological framework and to confirm the appropriateness of its use in the training of pre-service foreign language teachers.

Methods of mathematical statistics were applied to process and interpret the results obtained, enabling the reliability of the identified changes to be determined and the effectiveness of the experimental work to be assessed.

**Research setting.** The experimental work was conducted at the E.A. Buketov Karaganda University. The study involved 129 students from the 'Foreign Language: Two Foreign Languages' programme, who are pre-service foreign language teachers.

To test the effectiveness of the developed model, an experimental group and a control group were formed. The experimental group comprised 65 students, and the control group comprised 64 students. The composition of the sample ensured that the groups were comparable in terms of key characteristics and allowed for an objective assessment of the results of the pedagogical experiment.

**Stages of the research.** The study was conducted between 2021 and 2025 and comprised three interrelated stages.

During the first stage (2021-2022), a theoretical and analytical review was carried out. A study was conducted of philosophical, psychological-pedagogical and scientific-methodological literature on the research problem, and regulatory documents, as well as domestic and international experience in training teachers to work in inclusive education settings, were analysed. During this stage, the key concepts of the research were refined, the methodological foundations were established, the research concept was formulated, and the research framework was developed.

During the second stage (2022-2023), a formative experiment was organised and conducted. During this stage, the pedagogical conditions, methods, forms and technologies for training pre-service foreign language teachers to work with children with special educational needs were developed, theoretically justified and tested. At the same time, the organisational and methodological support for the developed model was tested.

During the third stage (2023-2025), the results of the pilot study were systematised, analysed and interpreted. Statistical analysis of the data was carried out, the effectiveness of the developed model for training pre-service foreign language teachers to work with children with special educational needs was determined, key conclusions and recommendations were formulated, and the text of the dissertation was finalised.

#### **Main propositions put forward for defence:**

1. The professional readiness of a prospective foreign language teacher to work with children with special educational needs constitutes an integrative professional-personal construct formed during professional training; it enables the teacher to carry out professional activities within an inclusive education setting. Its structure comprises three interconnected components: personal-meaning, cognitive, and technological. The personal-meaning component reflects the motivational-value orientation and the prospective teacher's acceptance of inclusive education values; the cognitive component encompasses a system of psychological-pedagogical, subject-specific (linguistic), methodological, and specialized knowledge; and the technological component covers professional abilities and the resulting skills for designing, organizing, and adapting the foreign language educational process to meet students' special educational needs. While these components reveal the internal structure of professional readiness, professional competencies characterize the prospective teacher's ability to integratively apply acquired knowledge, abilities, modes of action, and personal resources when addressing professional pedagogical tasks.

2. The developed structural-functional model for preparing prospective foreign language teachers to work with children with special educational needs is based on the principles of systematicity, integrity, continuity, and practical orientation. The model entails the simultaneous development of the personal-meaning, cognitive, and technological components of readiness through the implementation of a modular teaching approach. The model's structure consists of interconnected blocks:

motivational-goal-oriented, content-related, procedural-technological, and result-evaluative. A distinctive feature of this structural-functional model is the use of a competence-based contextual training approach, implemented—among other ways—through a specialized HUB platform for foreign language teachers working in inclusive education settings. However, the HUB platform does not constitute a standalone technology, nor does it encompass the entirety of the competence-based contextual approach. It serves as one of the means of its implementation, alongside elective courses, study modules, methodological guidelines, case studies, professionally oriented tasks, the simulation of pedagogical situations, micro-teaching, the design of adapted materials, and students' reflective-evaluative activities.

3. The implementation of the structural-functional model for preparing pre-service foreign language teachers to work with children with special educational needs relies on a competence-based contextual approach. This approach ensures a sequential transition from educational-cognitive activity to quasi-professional and educational-professional activity. When combined with specific pedagogical conditions, this model integrates the theoretical and practical training of pre-service foreign language teachers and fosters the personal-meaning, cognitive, and technological components of professional readiness. The model's effectiveness is confirmed by the positive trends observed in the professional readiness indicators of students in the experimental group and by the statistical analysis of the experimental data.

4. Experimental testing confirmed the effectiveness of the developed model. The results demonstrate the success of the proposed approaches to preparing pre-service foreign language teachers for work within inclusive education settings.

Experimental testing established the model's effectiveness, evidenced by positive trends in the personal-meaning, cognitive, and technological components of the pre-service foreign language teachers' professional readiness to work with children with special educational needs. Data obtained during the experimental study indicate an expansion and systematization of specialized psychological-pedagogical and methodological knowledge, as well as the development of professional abilities and the practical skills derived from them for inclusive education settings.

Positive changes were also observed in the development of practical skills. Prospective teachers acquired the skills to design adapted teaching materials and organise inclusive foreign language teaching. Furthermore, their level of motivation for professional self-development and self-study in the field of inclusive education increased.

The scientific novelty of the study lies in the comprehensive justification of the process of preparing pre-service foreign language teachers for professional work with children with special educational needs. Particular attention in the study is paid to learners with attention deficit hyperactivity disorder.

Among the new findings of the study is a clarification of the concept of 'the readiness of a pre-service foreign language teacher to work with children with

special educational needs'. Its essential characteristics and structure are revealed in the context of inclusive education.

The study systematised and summarised contemporary scientific approaches to developing the professional readiness of pre-service foreign language teachers to work in an inclusive education setting. This made it possible to define the theoretical foundations for organising the teacher training process.

A structural-functional model has been developed for training prospective foreign language teachers to work with children with special educational needs. The model is based on systemic, competence-based, person-activity-based and contextual approaches. It reflects the content, structure and mechanisms for developing the professional readiness of prospective teachers.

Furthermore, the pedagogical conditions ensuring the effectiveness of training pre-service foreign language teachers to work in an inclusive educational environment have been identified. The effectiveness of these conditions has been experimentally confirmed.

An important outcome of the research was the development of organisational and methodological support for training pre-service foreign language teachers to work with children with special educational needs. Its pilot testing confirmed the possibility of practical application within the higher teacher education system.

The theoretical significance of the study lies in the fact that the findings expand scientific understanding of the professional training of prospective foreign language teachers for work in an inclusive education setting. The study helps to refine the content, structure and mechanisms for developing a teacher's professional readiness for this work.

The findings make a definite contribution to the development of the theory of teacher training. They also expand scientific understanding of the theory of inclusive foreign language education. The principles developed can serve as a scientific and methodological basis for further research into the training of teachers to work with learners with special educational needs.

Practical significance of the research.

The practical significance of the study lies in the development and implementation of a set of teaching and methodological tools aimed at improving the training of pre-service foreign language teachers to work with children with special educational needs.

The following are of practical value:

- the elective course 'Methods of Teaching a Foreign Language to Children with Special Educational Needs', designed for part-time students on the 'Foreign Language: Two Foreign Languages' programme;
- a module for the course 'Practical Training in Foreign Language Teaching Methodology', developed for full-time students;
- the methodological guidelines 'Methodological guidelines for pre-service foreign language teachers working in inclusive settings', containing evidence-based

approaches and practical recommendations for organising inclusive foreign language teaching;

- a specialised online resource (HUB platform) focused on professional support for foreign language teachers working in inclusive education settings.

The developed HUB platform provides access to teaching and learning materials, adapted tasks, sample teaching documentation, practical recommendations, digital resources and successful teaching practices. Furthermore, the platform facilitates professional interaction among teachers, the exchange of experience and the dissemination of effective teaching methods for children with special educational needs.

The research findings can be utilised within the higher teacher education system, in the development of training programmes for pre-service foreign language teachers, in the professional development of teaching staff, and in the activities of educational organisations implementing the principles of inclusive education.

Testing and implementation of the research findings.

The main findings, results and conclusions of the doctoral research have been thoroughly tested and put into practice in the course of research and educational activities. The results of the research have been the subject of wide-ranging academic discussion. The main provisions and conclusions of the work were presented at international scientific and practical conferences. This enabled an expert assessment by the scientific community and helped to identify prospects for the further development of the issue under investigation.

The research findings have been reflected in academic publications at various levels. They have been published in journals indexed in international scientometric databases. Some of the results have been published in academic journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Ministry of Science and Higher Education of the Republic of Kazakhstan.

The practical significance of the research is confirmed by the implementation of its findings in the educational process. Based on the data obtained, teaching materials and digital learning resources have been developed. Their use is aimed at improving the training of pre-service foreign language teachers to work in an inclusive educational environment.

The main scientific findings of the research are presented in an article published in a scientific journal indexed in the international Scopus database:

- Pre-Service English Language Teachers' Training to Work in an Inclusive Educational Environment // World Journal of English Language. - 2024. - Vol. 14. - No. 6. - DOI: 10.5430/wjel.v14n6p616.

The research findings are also reflected in academic articles published in journals recommended by the Committee for Quality Assurance in Science and Higher Education of the Republic of Kazakhstan. These publications present the theoretical framework of the research, the results of the experimental work and the main conclusions drawn from the study.

- Children with Special Educational Needs in the Education Sector of Kazakhstan: Problems and Needs // Bulletin of Karaganda University. 'Pedagogy' Series. -2023. -No. 2 (110). -pp. 7-13. DOI: 10.31489/2023Ped2/7-13;

- Issues of a Foreign Language Teacher's Readiness to Work with Children with Special Educational Needs in the Context of Formal and Non-Formal Education // Bulletin of Karaganda University. Series 'Pedagogy'. -2023. -No. 3 (111). -pp. 199-205. DOI: 10.31489/2023Ped3/199-205;

- On the Issue of Pre-service foreign language teachers Preparing to Work with Children with Special Educational Needs // Bulletin of the Abylai Khan Kazakh State University of Management and Economics. Series 'Pedagogical Sciences'. -2023. -Vol. 70. -No. 3. -pp. 163-172. DOI: 10.48371/PEDS.2023.70.3.011.

Selected findings of the study were presented and discussed at international scientific and practical conferences, which enabled us to obtain expert feedback from the academic community and refine certain aspects of the research:

- Problems of Foreign Language Teaching to Children of Repatriates in a Bilingual Society // Modern Scientific Technology. -Stockholm, Sweden, 2022. -pp. 77-82;

- The Importance of Linguistic and Psychological Support for Students with Special Educational Needs // Scientific Research and Experimental Development. - London, England, 2022. -pp. 73-78;

- Preparing Pre-service foreign language teachers to Work with Children with Attention Deficit Hyperactivity Disorder // International Scientific and Practical Conference 'Prospects and New Trends in the Development of Foreign Language Education'. -Karaganda, 2023. -pp. 408-412.

The practical implementation of the research findings was carried out through the development and testing of teaching and methodological materials for training pre-service foreign language teachers to work in inclusive education settings. As part of the research, a teaching and methodological guide, Methodological Guidelines for Pre-service foreign language teachers Working in Inclusive Settings (Karaganda: Arko Printing House LLP, 2025. - 70 pp.), which was recommended for use by the Council of the Faculty of Foreign Languages at the E.A. Buketov Karaganda University (Minutes No. 7 of 2 April 2025).

One of the key outcomes of the research was the development of a specialised digital educational resource -a hub platform for foreign language teachers working in inclusive education settings (Inclusive Teacher Hub).

The platform is designed to support teachers in their professional practice. It provides access to up-to-date teaching and learning materials necessary for organising inclusive foreign language teaching. The resource also contains practical guidance on working with learners with special educational needs.

An important component of the platform is its range of adapted learning activities and teaching resources. Using these enables teachers to take into account the individual educational capabilities and needs of their pupils. Furthermore, the

resource helps to enhance teachers' professional competence in the field of inclusive education.

The platform also facilitates professional collaboration and the exchange of experience among teachers. Users can access up-to-date information, teaching materials and practical tools aimed at improving the educational process. The Inclusive Teacher Hub resource serves as an effective means of providing organisational and methodological support to foreign language teachers and helps to improve the quality of education for children with special educational needs within an inclusive education setting.

The research results have been granted certificates of state registration of intellectual property:

- Methodological Guidelines for Pre-service foreign language teachers Working in the Inclusive Field (certificate of entry in the State Register of Rights to Copyright-Protected Works No. 59048 dated 2 June 2025);

- the online resource Inclusive Teacher Hub (certificate of entry in the State Register of Rights to Copyright-Protected Works No. 59033 dated 2 June 2025).

The findings of the study have undergone extensive academic scrutiny. They have been reflected in the author's academic publications and presented to the professional academic community. The high level of publication activity confirms the academic significance and relevance of the research carried out.

The findings have been incorporated into the training of pre-service foreign language teachers. The teaching materials and methodological approaches developed are used in the educational process. They can be applied within the higher teacher education system, as well as in professional development programmes for teaching staff in the field of inclusive education.

The structure and scope of the thesis are determined by the logic of the research. They are dictated by the aim, objectives and sequence of addressing the research problem. The thesis comprises an introduction, two chapters, a conclusion, a list of references and appendices.

The introduction justifies the relevance of the problem under investigation. It examines the extent to which the problem has been explored in academic research. The aim, object, subject, hypothesis and research objectives are formulated. This section also outlines the methodological and theoretical foundations of the research. It describes the research methods used, the research framework and the stages of the experimental work. Particular attention is paid to characterising the scientific novelty and the theoretical and practical significance of the results obtained. The introduction presents the main propositions to be defended. The section concludes with information on the testing and implementation of the research results in educational practice.

The first section, 'Theoretical Foundations of Training Pre-service foreign language teachers to Work with Children with Special Educational Needs', examines the conceptual and methodological foundations of training pre-service foreign language teachers for professional practice in the context of inclusive education. An

analysis is conducted of domestic and international research on the issue of inclusive education, the essence, content and structure of the professional readiness of pre-service foreign language teachers to work with children with special educational needs are revealed, theoretical approaches to the development of this readiness are substantiated, and a model for training pre-service teachers for professional activity in an inclusive educational environment is developed.

The second section, 'Pilot and experimental work on preparing pre-service foreign language teachers to work with children with special educational needs', presents the content of the organisational and methodological support for the process of preparing pre-service foreign language teachers to work with children with special educational needs. This section outlines the aims, objectives, stages, content, forms and methods of the experimental work, describes the process of implementing the developed training model, analyses the results of the pedagogical experiment and evaluates the effectiveness of the proposed pedagogical conditions.

The conclusion summarises the main findings of the study, formulates theoretical conclusions and practical recommendations for improving the system of training pre-service foreign language teachers for professional work with children with special educational needs in an inclusive education setting, and identifies promising directions for further research on this issue.

## 1 Inclusive education as a pedagogical phenomenon: essence, content and historical dynamics of development

### 1.1 The concept and essence of inclusive education and its historical development

Inclusive education historical development is a complex and multifaceted process, shaped by the interplay of social, cultural, political and pedagogical factors. The development of inclusive education has been uneven and has reflected changes in societal perceptions of human rights, social justice and access to education. Society began to recognise the need to create special conditions for their education, which led to the emergence of specialised educational institutions. Despite the undoubted advantages of such organisations, including the presence of specially trained teachers, adapted curricula and the necessary material and technical resources, the operation of special schools was often accompanied by the social isolation of pupils and a restriction of their opportunities for full integration into society.

For Kazakhstan, the development of the special education system was also linked to the operation of specialised schools and boarding schools, whose activities were based primarily on a medical model of understanding disability and special educational needs. The main focus was on addressing existing impairments and organising education in separate educational institutions. At the same time, this approach did not always ensure the full socialisation of pupils and limited their opportunities to interact with peers without developmental differences. One of the most significant documents was the 1994 Salamanca Declaration, adopted at the World Conference on Special Needs Education. The declaration enshrined the principle of educating all children in a single educational environment, regardless of their individual characteristics, provided that the necessary pedagogical and social support is provided. In the same year, the Republic of Kazakhstan joined the international 'Education for All' initiative, marking the start of a gradual transformation of the national education system towards inclusion.

International experience demonstrates the existence of various models for implementing inclusive education. For instance, in the United States of America, since the 1970s, a legislative framework has been actively developed to ensure the right of children with disabilities to be educated in the least restrictive educational environment. This principle entailed the maximum inclusion of learners in the general education process, provided that individual support was offered and adapted educational programmes were developed. In Finland, a multi-tiered system of pedagogical support has been developed, providing timely assistance to all pupils according to their educational needs. In Turkey, the improvement of inclusive education policy was driven by international initiatives and national programmes for the modernisation of education [1].

The experience of a number of African states in the field of inclusive education is of particular interest. Many educational practices are underpinned by the philosophy of ubuntu. This concept emphasises the interconnectedness of people and their responsibility towards one another [6].

At the same time, contemporary researchers highlight the need for a balanced application of this philosophy in educational practice. In their view, an excessive focus on collective values may have certain limitations. In particular, there is a risk that the individual educational needs of a specific child may not be adequately taken into account.

The Soviet system of special education had a significant influence on the development of inclusive education in the post-Soviet states. For a long time, it was based on the principles of the medical model. During this period, special schools were the primary form of education for children with various developmental disabilities.

Following the collapse of the Soviet Union, approaches to the education of children with special educational needs began to change gradually. A transition towards inclusive educational practices began. This process was accompanied by improvements to the regulatory and legal framework. At the same time, the content of teacher training was being revised. New organisational models for teaching and supporting pupils were also being introduced [7].

In the Republic of Kazakhstan, the active development of inclusive education began in the first decades of the 21st century. State education policy was aimed at ensuring equal access to quality education for all categories of pupils. As part of the reforms, the roles of teaching assistants and tutors were introduced in schools. Adapted educational programmes and teaching materials were developed. Opportunities for children with special educational needs to participate in joint curricular and extracurricular activities were expanded. All of this contributed to the creation of a more accessible and inclusive educational environment.

One of the key areas of development in inclusive education has been the establishment of resource centres. Significant attention is also being paid to the introduction of modern technologies for the psychological and pedagogical support of pupils [1]. These measures are aimed at improving the quality of educational support for children with special educational needs.

According to national strategic documents, work on the development of inclusive education is continuing. Particular attention is being paid to improving the material and technical infrastructure of educational institutions. An important task is to create the conditions for the inclusive educational environment to function effectively.

The history of the development of inclusive education demonstrates a gradual shift in approaches to the education of children with special educational needs. There has been a transition from practices of isolation and segregation to the recognition of every child's right to be educated within a single educational setting. This process has

been phased and has been accompanied by a shift in public and pedagogical views on the issue of educating children with special needs.

At the same time, the specific features of implementing inclusive policies in different countries depend on a multitude of factors. These include the level of a country's social development, cultural traditions, educational policy and accumulated pedagogical experience. For the Republic of Kazakhstan, adapting international experience to national conditions is of particular importance. It is important to take into account both the achievements of other countries and the experience of the domestic special education system. Equally significant is taking into account contemporary trends in the development of an inclusive educational environment.

Contemporary concepts of inclusive education are developed on an interdisciplinary basis. They bring together advances in pedagogy, psychology, sociology and special education. The main aim of these concepts is to ensure equal opportunities for all learners to receive a high-quality education. In this context, the specific characteristics of a child's physical, intellectual, emotional or social development are irrelevant.

The effectiveness of implementing inclusive education depends on a number of factors. The level of resources available to educational institutions plays an important role. The professional competence of teachers is of significant importance. Furthermore, society must be prepared to accept diversity as a natural and integral part of the educational process. In contemporary educational science, inclusive education is viewed not merely as a form of organising teaching. It is also understood as a distinct philosophy of education. This philosophy is underpinned by the principles of equality, accessibility, respect for human dignity and social justice [8]. The implementation of these principles requires the creation of a supportive educational environment. Such an environment must provide opportunities for the development of every learner. It is also important to create conditions for their active participation in the educational process.

Of particular importance is the organisation of interaction between children with special educational needs and their peers. Such interaction contributes to the successful socialisation of learners. It also helps to foster tolerance, mutual respect and a culture of cooperation amongst all participants in the educational process.

The systemic nature of inclusive education requires a comprehensive approach to the organisation of the teaching process. An important component of such a system is the collaboration between the educational institution and the family. Parents are regarded as full participants in the educational process, taking part in the development of individual learning pathways, the selection of forms of support for the child, and the assessment of their learning outcomes. Family-oriented support helps to improve the effectiveness of teaching and ensure more successful socialisation of learners.

The practice of inclusive education demonstrates the need to utilise methods and technologies from various branches of special education, including typhlopedagogy, surdopedagogy, speech therapy and oligophrenopedagogy [9]. This allows for the

specific needs of different categories of learners to be taken into account and creates conditions for the fullest possible realisation of their educational potential.

The most important condition for the successful implementation of inclusive education is the professional training of teaching staff. The modern system of teacher training is undergoing significant changes. One of its key priorities is the development of the competences required to work within an inclusive education setting. Consequently, specialised subjects are increasingly being incorporated into the curricula of teacher training programmes. These are designed to prepare pre-service foreign language teachers to work with pupils who have a range of educational needs. Particular attention is paid to developing competences in the field of differentiated teaching. Pre-service foreign language teachers learn the principles of developing adapted educational programmes and teaching materials. The study of techniques for providing psychological and pedagogical support to pupils is becoming an important aspect of their training. Modern programmes focus on developing skills in interdisciplinary collaboration. Pre-service foreign language teachers learn to collaborate effectively with psychologists, speech and language therapists, special needs teachers, tutors and other specialists. This approach ensures comprehensive support for pupils and enhances the effectiveness of the inclusive educational process [7]. The training of pre-service teachers is based on the principles of the gradual development of professional readiness, encompassing motivational-value, cognitive, activity-based and reflective components.

A special place in this system is occupied by the training of pre-service foreign language teachers to work in an inclusive education setting. In recent years, specialised elective courses have become increasingly widespread, aimed at equipping students with knowledge of the legal and regulatory foundations of inclusion, the characteristics of different categories of learners, methods for adapting teaching materials, and technologies for organising inclusive foreign language teaching [10].

International academic literature actively discusses the issues of defining the boundaries of inclusive education and finding the optimal balance between integrating learners into the mainstream educational environment and maintaining specialised support. Researchers emphasise that the success of inclusion is determined not only by the fact of co-teaching, but also by the quality of educational services provided, the availability of remedial and developmental support, and the level of professional readiness of teachers [9].

The professional culture of teachers plays a particular role in the development of an inclusive culture within educational organisations. Contemporary research highlights the importance of project-based activities, reflection on teaching experience, and teachers' participation in professional communities as factors in fostering a positive attitude towards inclusion and a readiness for innovative practice [3]. The effectiveness of implementing inclusive practices depends largely on support from the educational organisation's administration and the presence of a favourable socio-psychological climate within the teaching staff.

The use of art and media resources, in particular film education, is recognised as a promising approach to preparing pre-service teachers for work in an inclusive environment. The analysis of feature and documentary films contributes to the formation of professional reflection, and a deeper understanding of the life experiences of people with special educational needs [11]. Of additional importance is the organisation of psychological and pedagogical support for learners, viewed as a crucial mechanism for supporting their adaptation and successful socialisation [12].

Contemporary models for training pre-service foreign language teachers are geared towards developing professional competencies through the analysis of real-life teaching situations, the simulation of professional practice, and the mastery of interdisciplinary collaboration techniques [13]. Such an approach contributes to the formation of pre-service foreign language teachers' readiness for interdisciplinary collaboration with psychologists, special educators, tutors, and other support professionals responsible for addressing the diverse educational needs of learners with special educational needs. Within contemporary educational discourse, inclusive education is viewed as a pedagogical paradigm that recognizes diversity as a fundamental value and seeks to ensure meaningful participation and equal learning opportunities for every student. The effectiveness of inclusive education is closely associated with the level of teachers' professional preparedness, the adequacy of organizational and methodological support mechanisms, and the ability of educational systems to provide individualized educational pathways that accommodate the needs of all learners.

An analysis of the academic literature allows us to identify several approaches to the classification of learners with special educational needs. The most common approach is based on the nature of the primary developmental impairment. Within this classification, learners are identified as having visual, hearing or musculoskeletal impairments, mental development delays, autism spectrum disorders and other characteristics of psychophysical development. At the same time, modern educational science is increasingly turning to a broader understanding of special educational needs, viewing them not only through the prism of a medical diagnosis, but also from the perspective of the need to create special conditions for the full realisation of every child's educational potential.

In this context, special educational needs are conceptualized as the need for specially designed organisational, pedagogical, psychological, and methodological conditions that support learners in overcoming barriers to learning, achieving expected educational outcomes, and participating on an equal basis in the educational process. However, the results of recent research indicate that there remains ambiguity in teachers' understanding of this category. Thus, only a proportion of teachers view special educational needs as a complex pedagogical phenomenon, whilst a significant number of specialists continue to associate them primarily with physical limitations or developmental disorders [10]. This issue highlights the critical importance of advancing the professional competence of teaching staff, given that an insufficient understanding of the nature, diversity, and educational implications of special

educational needs may impede the development of effective instructional strategies and compromise the successful implementation of inclusive education principles. The current classification framework encompasses a wide range of learners requiring special educational provision. In addition to the traditionally identified categories of learners with visual, hearing, intellectual or musculoskeletal impairments, particular attention is paid to children with attention deficit hyperactivity disorder (ADHD), those with dyslexia, dysgraphia, emotional and volitional disorders, autism spectrum disorders and other developmental characteristics. A separate group comprises children with complex impairments, who exhibit a combination of several primary and secondary conditions. The existence of such a diverse range of student categories necessitates the development, in pre-service teachers, of the ability to flexibly adapt teaching content, teaching methods and forms of educational organisation according to the individual characteristics of each child.

Students with attention deficit hyperactivity disorder (ADHD) occupy a special place in the modern classification. This category of children is characterised by persistent difficulties in concentrating, increased motor activity, impulsive behaviour and difficulties with self-regulation. Research shows that it is precisely working with children in this category that causes significant difficulties for many foreign language teachers, linked to an insufficient level of knowledge about the psychological and pedagogical characteristics of such learners and limited experience in applying specialised teaching methods [1]. In this regard, a child's behavioural characteristics are viewed not as a secondary factor, but as a significant characteristic that directly influences the organisation of the educational process and the choice of teaching methods.

In contemporary academic literature, the idea of revising the traditional opposition between the concepts of 'norm' and 'deviation' is gaining increasing traction. Researchers emphasise that the diversity of learners' individual characteristics is a natural feature of modern society and the educational environment [9]. Consequently, the classification of children with special educational needs should be viewed not as a tool for categorising and segregating learners, but as a means of identifying the educational resources and support mechanisms necessary for the successful development of every child.

From this perspective, an individualised approach to identifying learners' educational needs takes on particular significance. The focus shifts from the formal identification of a category of impairment to the identification of the child's individual profile of strengths, difficulties, educational opportunities and resources. This approach allows for the design of individual educational pathways and the creation of conditions for the fullest possible realisation of each learner's personal and academic potential.

In this regard, the training of pre-service foreign language teachers should be focused not only on studying existing classifications of children with special educational needs, but also on developing skills in pedagogical diagnosis, analysing educational needs, and designing an individualised educational process. These skills

are particularly relevant in an inclusive classroom, where the teacher faces the need to take into account a wide range of individual differences and ensure the accessibility of the educational process for all learners. Research shows that it is precisely the tasks of differentiating instruction, adapting teaching materials and determining educational content for a specific child that pose the greatest difficulties for practising teachers [4]. Consequently, mastering modern approaches to the classification of learners with special educational needs should be regarded as a crucial component of the professional training of pre-service teachers.

The characteristics of the psychophysical development of learners with special educational needs have a direct impact on the process of foreign language learning, determining the specific organisation of teaching activities, the selection of learning content and the application of teaching methods. In an inclusive education setting, a foreign language teacher must take into account the diversity of learners' cognitive, emotional, communicative and behavioural characteristics, as these largely determine the success of foreign language acquisition [15].

The cognitive characteristics of learners are of particular importance. Children with intellectual disabilities and attention deficit hyperactivity disorder (ADHD) often experience difficulties in grasping grammatical structures, memorising new vocabulary and completing tasks that require holding several pieces of information in working memory simultaneously. Consequently, the process of teaching a foreign language should be based on the principles of a step-by-step approach, visual aids and systematic revision of the material covered. Visual diagrams, tables, algorithms, mind maps and other means of visualising language material are effective teaching tools, helping to reduce cognitive load and improve the quality of knowledge acquisition [4].

For learners with dyslexia and other written language disorders, the adaptation of teaching materials takes on particular significance. Practice shows that the use of easy-to-read fonts, the rational organisation of textual information, the highlighting of key elements of the text in colour, and the reduction of visual overload contribute to improving the effectiveness of reading and understanding the content of the teaching material. In the context of inclusive education, the adaptation of teaching content is no longer an additional support measure, but an essential component of foreign language teaching methodology.

The emotional and volitional characteristics of learners have an equally significant impact on the educational process. Children with attention deficit hyperactivity disorder (ADHD) are characterised by impulsive behaviour, rapid fatigue, emotional instability and difficulties in voluntarily regulating their activities. If these characteristics are ignored, there is a significantly increased risk of persistent academic underachievement and a decline in motivation to learn a foreign language [1]. In this regard, creating situations of success-involving the completion of achievable tasks with the possibility of rapid positive results-takes on particular importance. Such an approach to teaching helps to maintain cognitive engagement and foster a sustained interest in the subject.

Social and communicative characteristics also have a significant influence on the process of developing foreign language communicative competence. Learners with autism spectrum disorders may experience difficulties interacting with peers, avoidance of verbal communication, and heightened anxiety in communicative situations. In such cases, effective methods include the gradual inclusion of the child in collaborative activities through the organisation of pair work, the use of pre-structured communicative situations, and the support of the interaction by the teacher or an assistant [3]. This approach allows for the gradual expansion of the learner's communicative experience and the development of verbal interaction skills within a safe educational environment.

An important factor in organising inclusive foreign language teaching is the pace at which the learning material is covered. Research shows that many learners with special educational needs require additional time to complete tasks, process new information and consolidate what they have learnt [16]. At the same time, excessively slowing down the overall pace of the class can have a negative impact on the motivation and engagement of the other learners. In this regard, finding the optimal balance between individualising learning and maintaining the overall dynamics of the educational process becomes particularly important. One effective solution is to organise mutual assistance and cooperation among students, whereby more advanced pupils support their peers in completing learning tasks. The effective organisation of inclusive education requires not only an understanding of the characteristics of different categories of learners, but also the ability to design an educational environment that ensures the successful development of each child's linguistic identity, regardless of their individual abilities and educational needs.

The methodological toolkit of a foreign language teacher working in an inclusive education setting must be based on the principles of individualisation, variability and flexibility. The effectiveness of teaching is determined not so much by the use of individual methods as by their suitability to the characteristics of a particular learner's psychophysical development. In this regard, modern foreign language teaching methodology involves moving away from a standardised approach and towards designing the educational process with due regard for the cognitive, emotional, behavioural and communicative characteristics of each child.

This principle is of particular importance when teaching children with attention deficit hyperactivity disorder (ADHD). For this category of learners, the most effective methods are interactive teaching methods, game-based technologies, multimedia tools, digital educational resources and practice-oriented tasks, which help maintain sustained attention and ensure a high level of engagement in learning [9]. Research shows that prolonged monotonous activity leads to a rapid decline in concentration and an increase in distractions. In this regard, the lesson structure should provide for regular changes in activity types, alternating between individual, pair and group work, as well as the use of short-term learning tasks that ensure the achievement of an interim result every 7-10 minutes of learning activity. This approach helps maintain learners' engagement and improves the quality of language

acquisition. The effectiveness of the educational process is largely determined not only by the teacher's activities but also by the interaction of various support specialists: special needs teachers, speech therapists, psychologists, social pedagogues and tutors [7]. Interdisciplinary collaboration allows for a wide range of a child's educational needs to be taken into account as early as the planning stage of the learning process. An integral part of a teacher's professional practice in an inclusive education setting is the reflective component. Particular attention is paid to analysing learners' engagement, identifying the causes of difficulties that arise, and determining the factors that contribute to increasing motivation to learn a foreign language. Systematic pedagogical reflection allows for the timely adaptation of teaching content, changes to the ways in which material is presented, and the selection of the most effective forms of organising learning activities.

The characteristics of psychophysical development influence not only the process of acquiring linguistic knowledge and developing language skills, but also the perception of the sociocultural content of a foreign language. The use of authentic texts, video materials, songs, literary works and other cultural resources is an important component of modern foreign language education. However, the response of learners with special educational needs to such stimuli can vary significantly depending on their level of sensory sensitivity, emotional stability and the characteristics of their information processing [3]. In this regard, teachers must carefully select cultural materials, take into account the individual readiness of learners to perceive new stimuli, and regulate the intensity of the information load. This transition is driven by changing societal perceptions of human rights, social justice and access to education, as well as the recognition of every child's right to be educated in a mainstream educational environment. The modern concept of inclusive education is based on a humanistic paradigm, at the heart of which lies the learner's individuality, their personal capabilities, educational needs and the right to full participation in society. Within this paradigm, the individualisation of learning takes on particular significance, involving the adaptation of educational content, teaching methods, assessment methods and organisational forms of learning to the needs of the individual child [8]. This approach allows differences between learners to be viewed not as an obstacle to the educational process, but as a natural and valuable characteristic of it.

One of the most significant achievements of modern inclusive pedagogy has been the introduction of Individualised Education Plans (IEPs), which ensure the personalised definition of educational goals, objectives and the means of achieving them. Individualized educational pathways serve as an important mechanism for accommodating the diverse cognitive, communicative, and behavioural characteristics of learners, while also considering their level of independence and modes of interaction within the educational environment. Their application is particularly relevant in the context of educating learners with autism spectrum disorders, where the need for personalized support is especially pronounced. By adapting educational objectives, instructional strategies, and learning conditions to

individual developmental profiles, such pathways contribute to more effective learning outcomes and foster meaningful participation in the educational process.

Behavioural interventions, based on scientific evidence from psychology and pedagogy, play a significant role in modern practice regarding the support of learners with special educational needs. The best-known approach is Applied Behaviour Analysis (ABA), which is widely used when working with children with behavioural disorders, autism spectrum disorders and attention deficit hyperactivity disorder. The effectiveness of this approach stems from the ability to tailor teaching strategies to the individual, aimed at fostering socially acceptable behaviour, developing communication skills and reducing the frequency of maladaptive behavioural responses.

Contemporary research is paying increasing attention to the development of social skills in learners with special educational needs. The development of communication, cooperation and interaction skills is regarded as one of the key conditions for a child's successful social integration. In this regard, the educational process focuses not only on achieving academic results, but also on developing emotional intelligence, self-regulation skills and positive interaction with peers.

Interaction between the family and the educational institution takes on particular importance. Contemporary researchers emphasise that the effectiveness of teaching children with special educational needs increases significantly when there is consistency between the educational approaches of the school and the family [9]. In countries with a developed system of inclusive education, the principles of Universal Design for Learning (UDL) are being actively implemented, involving the use of various channels for perceiving information. Teaching materials are presented simultaneously in oral, written, visual and digital forms, which allows for the specific ways in which different categories of learners perceive information to be taken into account. Alongside this, provision is made for the use of various methods to demonstrate learning outcomes: oral responses, written work, presentations, projects or multimedia products. Such an approach significantly expands learners' opportunities to demonstrate their knowledge and abilities, regardless of any limitations they may have.

The evolution of educational technologies has also affected the ways in which learning interactions are organised. In modern inclusive classrooms, models of cooperative learning, peer mentoring and tutor support are becoming increasingly widespread. Contemporary research places particular emphasis on preparing teaching staff to work within an inclusive education setting. It has been established that a teacher's level of professional readiness has a direct impact on the effectiveness of inclusive practices [7]. Specialised training helps foster a positive attitude towards inclusion, builds confidence in one's own professional capabilities, and prepares teachers to use differentiated educational approaches. Conversely, a lack of knowledge and practical experience often leads to professional difficulties and a negative attitude towards the joint education of children with diverse educational needs.

For the Republic of Kazakhstan, these trends are of particular significance in the context of the active development of inclusive education. In recent years, there has been a steady improvement in the regulatory framework, an expansion of the network of resource centres, the introduction of the role of teaching assistant, and the development of a system of psychological and pedagogical support for learners with special educational needs [5]. These changes reflect the global trend of moving away from specialised teaching models towards the creation of an educational environment capable of addressing the individual needs of every child. In this context, the issue of professional training for pre-service foreign language teachers takes on particular relevance.[1]. A lack of competence in adapting curricula, designing differentiated tasks and organising personalised learning significantly reduces the effectiveness of the educational process. In this regard, the training system for pre-service foreign language teachers should be geared towards developing specific professional competences. Prospective teachers must acquire knowledge of the psychophysical characteristics of different categories of learners. Equally important is mastering techniques for adapting teaching materials to children's individual educational needs.

Particular attention must be paid to developing students' analytical skills. Prospective teachers must be able to determine how a child's developmental characteristics influence the process of developing foreign-language communicative competence. This enables them to organise teaching more effectively and select appropriate pedagogical methods and techniques.

Teaching a foreign language to children with special educational needs constitutes a complex pedagogical system. It comprises numerous interrelated components and requires a comprehensive approach to organising the educational process. Such a system is based on the principles of individualisation, differentiation and pedagogical support.

The effectiveness of teaching depends largely on the teacher's professional practice. Teachers must take into account the individual characteristics of each pupil. The ability to adapt the curriculum flexibly and to utilise modern technologies for inclusive education is of great importance. Equally important is the creation of a supportive environment that enables every child to participate in the educational process. Developing the professional readiness of pre-service foreign language teachers to work in an inclusive education setting is becoming one of the priority tasks of modern teacher training. Addressing this task helps to improve the quality of teachers' professional training. Furthermore, it is a necessary condition for ensuring the accessibility and quality of education for all categories of learners.

## 1.2 The current state and experience of educating children with special educational needs in other countries

International legal instruments have played a crucial role in the formation and development of inclusive education. It is these instruments that have laid the normative and value-based foundations for modern education policy, which is geared towards ensuring equal access to high-quality education for all categories of learners. International instruments have defined the strategic directions for the development of educational systems in many countries and have contributed to the establishment of the principles of equality, non-discrimination and social justice in the field of education.

Under the influence of international instruments, there has been a significant rethinking of approaches to understanding disability and an individual's educational needs. Gradually, the medical model-which views functional limitations as an individual's personal problem-has given way to the social model. Under this approach, the focus is not on an individual's specific characteristics, but on the existing social, educational and infrastructural barriers that prevent their full participation in society. This perspective has become the conceptual foundation of modern inclusive education.

Among international documents, the Convention on the Rights of the Child, adopted by the United Nations General Assembly in 1989, holds a special place. This document has had a significant influence on the development of global education policy. Its importance lies in its enshrinement of the principle of non-discrimination and its recognition of the equal rights of all children, regardless of their health, origin, social status, nationality or other circumstances.

The Convention regards education as one of the fundamental rights of the child. The document emphasises that the educational process must be aimed at the all-round development of the individual. Particular importance is attached to the realisation of a child's abilities, the development of their potential and preparation for an independent life in society. Education is understood not only as a process of knowledge transfer, but also as a means of full personal and social development.

The Convention pays particular attention to children with disabilities. States that have acceded to this international agreement undertake to create the necessary conditions for their full development. This involves providing access to educational services, ensuring opportunities for active participation in public life, and creating conditions for the greatest possible independence. At the same time, the need to take into account the individual characteristics and needs of each child is emphasised.

One of the most significant provisions of the Convention is the recognition of a child's right to express their views freely on all matters affecting their interests. This principle has significantly altered traditional notions of the learner's role in the educational process. Children are no longer viewed solely as the objects of pedagogical influence. They become active participants in educational relationships

and are given the opportunity to participate in decision-making relating to their learning, socialisation and personal development. The Convention on the Rights of the Child has become one of the key international documents shaping contemporary approaches to the development of inclusive education. It laid the foundations for understanding inclusion as every person's right to full participation in educational and social life. Within this framework, particular importance is attached not only to ensuring access to education, but also to creating the conditions for the active inclusion of every child in society, regardless of their individual characteristics and educational needs.

The UN Convention on the Rights of Persons with Disabilities, adopted in 2006, is of particular importance for the development of inclusive education. This international instrument marked a significant milestone in the advancement of global policy on the protection of the rights of persons with disabilities. Its provisions have had a substantial impact on changing approaches to the organisation of education and the social integration of this group of citizens in many countries around the world. For the Republic of Kazakhstan, the significance of the Convention increased following its ratification in 2015, which marked an important step in the development of the national system of inclusive education.

The Convention enshrines the modern understanding of disability as the result of a person's interaction with various social and environmental barriers. This approach guides states not only towards providing social support, but also towards removing barriers that limit the participation of people with disabilities in public life, including the field of education. Article 24, which deals with education, occupies a special place in the document. It enshrines the right of persons with disabilities to receive an education free from discrimination and on the basis of equal opportunities. It emphasises the need to ensure inclusive education at all levels of the education system. Thus, States Parties recognise the right of every person to be educated in an inclusive educational environment, regardless of their developmental characteristics or state of health. In accordance with the provisions of the Convention, States undertake a number of obligations. One of these is to ensure the accessibility of educational institutions. This involves both creating a barrier-free built environment and providing the necessary conditions for learners to participate fully in the educational process.

An equally important area is the organisation of learning within mainstream educational settings. The Convention guides states towards creating conditions in which learners with disabilities can receive an education alongside their peers. To this end, it provides for the development of adapted educational programmes, the use of specialised teaching methods and the provision of various forms of support.

Particular attention is paid to an individualised approach to learners. The document emphasises the need to take into account their educational needs, abilities and developmental characteristics. Support must be provided to the extent and in the form necessary for the successful completion of educational programmes and full participation in the life of the educational institution. The UN Convention on the

Rights of Persons with Disabilities has become one of the key international legal instruments defining contemporary trends in the development of inclusive education. Its provisions have helped to strengthen the principles of equality, accessibility and non-discrimination in the field of education. Furthermore, the document has established a legal framework for the further improvement of national education systems aimed at meeting the needs of all categories of learners.

A distinctive feature of the Convention is its focus on removing not only physical but also social, informational, communicative and psychological barriers that prevent people with disabilities from participating fully in public life. In the context of education, this entails modernising the educational environment, improving the training of teaching staff, developing a system of psychological and pedagogical support, and introducing modern teaching technologies that ensure the accessibility of the educational process for all categories of learners.

The development of inclusive education is one of the key priorities of international education policy. In recent decades, this work has been closely linked to the implementation of the United Nations Sustainable Development Goals. These goals set out strategic guidelines for states in the areas of social policy, education and ensuring equal opportunities for all sections of the population.

Goal 4, ‘Quality Education’, holds a special place among them. Its main objective is to ensure inclusive, equitable and high-quality education for everyone. Furthermore, this goal envisages the creation of opportunities for lifelong learning, regardless of age, social status or individual characteristics.

Achieving this goal is impossible without the development of inclusive education. It is precisely the inclusive approach that makes it possible to broaden access to educational services for various categories of learners. It aims to remove existing barriers that may limit children’s participation in the educational process. These include physical and organisational obstacles, as well as social, psychological and cultural barriers. Particular attention is paid to creating the conditions for the successful education of children with special educational needs. To this end, educational organisations must ensure the accessibility of the educational environment, adopt flexible approaches to teaching and provide the necessary psychological and pedagogical support.

In the Republic of Kazakhstan, international commitments in the field of inclusive education are being consistently implemented at the state level. This work is carried out through the improvement of the regulatory framework and the development of the national education system. A key priority is to bring domestic education policy into line with international principles ensuring equal rights and opportunities for all learners. Particular attention is paid to the development and implementation of state programmes aimed at promoting inclusive education. These programmes set out the main directions of state policy and create the conditions for improving access to educational services for various categories of learners. One of the priority areas is support for children with special educational needs. To this end, various organisational and pedagogical support mechanisms are being introduced.

Their main aim is to create the conditions for every child to participate fully in the educational process.

The development of resource centres and support services plays an important role in state policy. Their activities are aimed at providing advisory, methodological and psycho-pedagogical support to pupils, teachers and parents. Such structures help to improve the quality of inclusive education and provide the necessary support to all participants in the educational process. Significant attention is paid to the initial training and professional development of teaching staff. Modern teachers must possess the competences required to work in an inclusive educational environment. Consequently, the education system implements various professional development programmes designed to enhance teachers' knowledge and practical skills. At the same time, modern educational technologies and innovative approaches to teaching are being introduced. Their use makes it possible to cater for the individual educational needs of learners and to create a more flexible and accessible educational environment. An equally important aspect of government policy is the fostering of an inclusive culture within society. This work is aimed at developing tolerance, respect for diversity and acceptance of the principles of equality. Fostering a positive attitude towards inclusion is regarded as one of the essential conditions for the successful development of inclusive education in the country. The Republic of Kazakhstan's fulfilment of its international obligations in the field of inclusive education is a comprehensive process. It encompasses the regulatory, organisational, methodological and social aspects of the development of the education system and is aimed at ensuring equal opportunities for all learners.

It should be noted that the international system of legal protection for children and persons with disabilities constitutes a complex, multi-tiered structure comprising a wide range of documents at various levels. The Universal Declaration of Human Rights (1948) occupies a central place among these, enshrining the universal principle of equality of all people in rights and freedoms regardless of individual characteristics. The provisions of the Declaration formed the basis for the development of subsequent international agreements in the field of protecting the rights of children, persons with disabilities, and other socially vulnerable groups.

International instruments form a single legal framework within which education is regarded as a fundamental human right and a vital tool for social integration. Particular importance is attached to ensuring access to education, healthcare, social protection and vocational training. Within the inclusive education system, special attention is paid to children with special educational needs. One of the priority tasks is to create special conditions for their learning and development. Such conditions should facilitate the successful socialisation of learners, the realisation of their personal potential and the development of the skills necessary for independent living within society.

Modern approaches to inclusive education are not solely focused on ensuring access to educational services. Equally important is the creation of a supportive educational environment that enables every child to participate actively in the

academic, social and cultural life of the educational institution. In this context, comprehensive support for pupils, taking into account their individual abilities and needs, is of particular importance. At the same time, an analysis of the academic literature shows that the development of inclusive education continues to be accompanied by a number of challenges. Despite significant achievements in this field, many issues remain unresolved and require further refinement at both the theoretical and practical levels.

One of the most pressing issues is the insufficient preparedness of teachers to work in an inclusive education setting. A modern teacher must possess a broad range of professional knowledge and skills enabling them to interact effectively with learners from various groups. However, the level of development of such competences does not always meet the requirements of educational practice.

Research findings indicate that teachers' attitudes towards inclusive education are mixed. The extent to which it is accepted depends largely on the category of pupils with whom the teacher is expected to work. As a rule, teachers demonstrate a greater willingness to work with children who have less severe learning difficulties. At the same time, working with pupils who require more complex and long-term support often presents certain challenges and necessitates additional professional training. These circumstances underscore the need for further improvements to the teacher training system. Particular attention should be paid to developing the professional readiness of trainee teachers to work with different categories of pupils within an inclusive educational environment.

Despite significant achievements in the development of inclusive education, research shows that the process of its implementation continues to be accompanied by a number of difficulties. One of the most significant problems remains the insufficient readiness of teachers to work with different categories of learners. Research findings indicate that the level of acceptance of inclusive education among teachers varies significantly depending on the category of learners. As a rule, a higher level of readiness is observed in relation to children with physical disabilities, whereas the inclusion of learners with behavioural, emotional or intellectual differences often causes difficulties for teachers [6]. This situation highlights the need to improve the system of teacher training and professional development, focusing on the development of professional competencies in the field of inclusive education. International regulatory and legal documents are a key factor in the development of national inclusive education systems. They define the main directions of educational policy, establish uniform standards for safeguarding the rights of learners with special educational needs, and create a legal framework for the development of an inclusive educational environment. Their provisions have a direct impact on the content of state programmes, the organisation of the educational process and the professional training of teaching staff, ensuring the consistent promotion of the principles of equality, accessibility and social justice in the field of education.

In recent decades, inclusive education has been regarded not only as one of the priority areas of educational policy, but also as a key indicator of the level of

humanisation of society. The transition from segregated models of education to the joint education of children with diverse educational needs reflects a global trend towards recognising every child's right to participate in the educational process, regardless of their developmental characteristics. Contemporary international documents, including the Salamanca Declaration (1994), the UN Convention on the Rights of Persons with Disabilities, the Dakar Framework for Action 'Education for All' and other strategic instruments, enshrine the right of learners to receive a quality education in the most natural educational environment possible, provided that the necessary pedagogical support is provided.

In this context, the analysis of international experience in organising inclusive education takes on particular academic and practical significance. Examining the models implemented in various countries enables us to identify effective mechanisms for regulatory oversight, organisational support and pedagogical provision for inclusion. . The education systems of the USA, Finland, Turkey and a number of other countries are of particular interest for study. Their experience demonstrates various models for implementing the principles of inclusive education and approaches to organising support for learners with special educational needs. At the same time, contemporary understandings of the category 'children with special educational needs' have broadened considerably. Whilst this concept was previously associated primarily with children with disabilities, today it encompasses a wider range of learners who require special learning conditions and additional pedagogical support. Currently, this category includes learners with visual, hearing, musculoskeletal, and intellectual impairments, severe speech impairments, autism spectrum disorders, attention deficit hyperactivity disorder, mental development delay, multiple disabilities, as well as children experiencing persistent learning difficulties or facing challenging life circumstances. This approach reflects a shift from a medical model to a socio-pedagogical model of understanding special educational needs.

Accordingly, in contemporary academic discourse, inclusive education is viewed not as a process of adapting the child to the existing education system, but as a process of adapting the education system itself to the diversity of learners. This approach involves creating a flexible educational environment capable of taking into account the individual characteristics of each child and providing the conditions for their successful learning, development and socialisation.

International practice shows that the effectiveness of inclusive education is determined not only by the existence of an appropriate regulatory framework, but also by the level of resources available to educational institutions, the professional training of teachers, the quality of interdisciplinary collaboration among specialists, and the degree of public support for the principles of inclusion. Despite the general international trend towards the development of inclusive education, the ways in which its principles are implemented vary considerably from country to country. These differences stem from the history of national education systems, the specific features of legislation, socio-economic conditions and the cultural traditions of

society. The level of development of the special education system also has a significant influence.

In this context, the study of international experience takes on particular academic significance. A comparative analysis makes it possible to identify the most effective models for organising inclusive education. It helps to identify the factors that ensure the successful implementation of inclusive practices, as well as to highlight existing difficulties and limitations. Furthermore, such an analysis makes it possible to identify educational practices that can be adapted and utilised within the context of the national education system. The experience of the Russian Federation is of particular interest. This is because the Russian education system, like that of the Republic of Kazakhstan, has long been shaped by the Soviet model of special education. The shared historical context allows for a more accurate comparison of the development of inclusive education and the adoption of the most effective approaches in domestic educational practice.

Significant changes in the educational policy of the Russian Federation began to take place in the late 20th and early 21st centuries. These reforms were linked to the development of the international human rights movement, the spread of ideas regarding the humanisation of education, and the active implementation of the concept of inclusive education.

An important step towards the development of inclusive education was the adoption of the Federal Law 'On Education in the Russian Federation'. This piece of legislation established, for the first time, the legal status of learners with disabilities. The law guaranteed their right to receive an education through adapted educational programmes. Furthermore, educational institutions were required to create special conditions for the education of this category of learners.

The legislation provides for a range of support measures. These include the creation of a barrier-free educational environment, the use of special technical aids for learning, and the provision of psychological and pedagogical support. Provision is also made for the services of tutors and assistants to provide additional support to students in the educational process.

At present, the Russian system of inclusive education continues to develop actively. The regulatory framework is gradually being expanded. At the same time, organisational and methodological mechanisms for implementing inclusive education are being refined.

Particular attention is being paid to the development and implementation of federal state educational standards for learners with disabilities. Work is continuing on improving adapted educational programmes. The establishment of resource centres and the development of a system of psychological and pedagogical support play a significant role. At the same time, research findings show that the conditions for implementing inclusive education across the various regions of the Russian Federation remain uneven. The level of resource provision, the availability of specialised support and the degree to which educational institutions are prepared for inclusive education can vary considerably. This highlights the need for further

improvement of the mechanisms for implementing state policy in this area. At the same time, research indicates significant disparities in the conditions for implementing inclusion across different regions of the country. Alongside constituent entities of Russian Federation that have accumulated considerable experience in organising inclusive education, there remain areas experiencing a shortage of qualified staff, specialised equipment and financial resources.

One of the most pressing problems remains the insufficient number of support specialists, including special needs teachers, speech therapists, educational psychologists and tutors. Furthermore, many teachers in mainstream schools face difficulties related to organising teaching in mixed-ability classes and the need to cater for a wide range of pupils' individual educational needs. A distinctive feature of the Russian system is the coexistence of various organisational forms of education. Within a single educational institution, inclusive classes, special classes and individual forms of education may operate simultaneously. Such diversity provides a certain degree of flexibility to the system, but requires a high level of coordination among specialists and effective inter-agency cooperation.

Psychological, medical and pedagogical commissions play a key role in determining a child's educational pathway; it is on the basis of their recommendations that the necessary special learning conditions and the level of support are established. At the same time, researchers note the existence of certain difficulties linked to a lack of coordination between educational, medical and social services, which may reduce the effectiveness of implementing individual educational programmes.

One of the key factors in the development of inclusive education in the Russian Federation is public attitudes towards the joint education of children with different educational needs. The effectiveness of inclusive policies depends largely not only on the regulatory and organisational framework, but also on society's willingness to embrace the principles of educational equality and diversity. The attitudes of teachers, parents and other stakeholders in the education system play a particular role in this process. A positive perception of inclusive education helps to create a supportive learning environment and facilitates the successful socialisation of pupils. Conversely, the presence of stereotypes and prejudices can hinder the implementation of inclusive practices and reduce their effectiveness. Unlike the Russian model, the development of inclusive education in the United States of America was significantly influenced by the civil rights movement and judicial practice aimed at protecting the interests of people with disabilities. Until the mid-20th century, a significant proportion of children with disabilities were effectively excluded from the mainstream education system or educated in specialised institutions.

The Individuals with Disabilities Education Act (IDEA) was of particular significance for the development of the modern model of inclusive education. This legislation set out the key principles of public policy regarding learners with special educational needs. Under the provisions of the Act, every child is guaranteed an education that is appropriate to their individual abilities and needs. One of the

fundamental principles is education in the least restrictive educational environment. This entails the maximum inclusion of the pupil within the mainstream education system, provided the necessary support is available. The Act also stipulates the mandatory development of an individualised education programme for every child requiring special educational arrangements. An important feature is the active involvement of parents in decision-making regarding the organisation of the child's education and support. The modern American model of inclusive education is based on a combination of effective legal regulation and well-developed mechanisms for providing practical support to pupils. The child's educational pathway is implemented with the involvement of a multidisciplinary team of specialists. Such a team typically comprises general and special education teachers, psychologists, speech and language therapists, representatives of the educational organisation's administration, and the pupil's parents. Collaboration between these specialists enables a comprehensive assessment of the child's educational needs and allows for timely adjustments to support measures. This interdisciplinary collaboration ensures holistic support for the pupil. This approach facilitates more effective achievement of educational objectives and allows for a flexible response to changes in the child's development and learning.

The strengths of the American system include a high level of regulatory oversight, active parental involvement in the educational process, a well-developed infrastructure of specialist services, and the widespread use of modern assistive technologies. Despite the progress made, researchers point to a number of persistent problems within the American system of inclusive education. One of these is the significant variation in funding for educational institutions. This affects the quality and extent of support provided to pupils with special educational needs.

The uneven availability of specialised services across different regions of the country also remains a serious problem. Access to psychological and educational support, counselling and specialised educational services can vary considerably depending on where a pupil lives. Furthermore, experts note a high level of bureaucracy in the procedures involved in developing and implementing individualised education programmes. The considerable amount of paperwork and administrative requirements often complicates the organisation of the educational process and demands additional time from teachers and support staff. Finland occupies a special place amongst international models of inclusive education. International research and educational practice regard the Finnish system as one of the most effective in implementing the principles of educational equality. The success of this model is largely due to its focus on early support for learners, an individualised approach to organising learning, and a high level of trust in the professional judgement of teachers. The Finnish model is based on an understanding of inclusion not as a separate strand of educational policy, but as a fundamental principle underpinning the functioning of the entire education system. The focus is not on a child's diagnosis or official status, but on their actual educational needs. At the heart of the Finnish model of inclusive education lies a multi-tiered system of

pedagogical support for pupils. Its main feature is the timely identification of learning difficulties and the provision of the necessary support at different stages of learning. The first level comprises general support, available to all pupils. This is achieved through differentiated teaching, the use of various teaching methods and a flexible organisation of the educational process. This approach allows for the individual characteristics of children to be taken into account and helps prevent learning difficulties from arising. If a pupil experiences persistent difficulties in mastering the curriculum, they are provided with enhanced support. At this stage, extra lessons are organised and special educational needs specialists are involved. Their work is aimed at overcoming the identified difficulties and improving learning outcomes. In cases where a child requires more comprehensive and long-term support, specialised support is provided. An individual educational plan is drawn up for the pupil. On this basis, teaching is organised to take account of the child's specific educational needs, abilities and developmental characteristics. The Finnish support system is based on the principle of gradually increasing the level of support. This enables a timely response to emerging difficulties and creates the conditions for every child to learn successfully within the mainstream educational environment.

The Finnish system is underpinned by a multi-tiered model of pedagogical support. The first tier involves providing general support to all pupils through differentiated teaching and a flexible organisation of the educational process. Where persistent difficulties arise, enhanced support is provided, involving extra lessons and the involvement of special education specialists. In cases where a pupil requires more intensive support, an individual educational plan is drawn up and a special support programme is implemented.

One of the fundamental principles underpinning the Finnish model of inclusive education is the preservation of the learner's participation in a familiar educational environment. In practice, this means that the vast majority of learners with special educational needs continue their education in mainstream schools while receiving the necessary academic, social, and psychological support within the same setting. The effectiveness of this approach is ensured through systematic collaboration between mainstream teachers and special education specialists, whose joint efforts encompass consultation, methodological guidance, instructional adaptation, and direct support aimed at promoting learners' successful participation and achievement in the educational process. The high effectiveness of the Finnish system is largely due to the high-quality training of teaching staff. University programmes for trainee teachers place significant emphasis on inclusive pedagogy, differentiated instruction and the organisation of the educational process in a diverse student body. The high social status of the teaching profession and a well-established culture of continuing professional development help to maintain a high level of professional competence among teachers.

Despite the successes achieved, the Finnish system also faces contemporary challenges linked to the increasing number of children with autism spectrum disorders, rising migration trends, and the need to continually update teaching

methods. However, a focus on the early identification of learning difficulties, the prompt provision of support, and close cooperation between families and schools enable the education system to maintain high standards.

The experience of the Republic of Turkey is of considerable interest, as the development of inclusive education took place against a backdrop of significant social and economic transformation. For a long time, the education of children with disabilities took place predominantly in specialised institutions. In recent decades, Turkey has progressively transformed its educational policy in accordance with international standards and commitments related to inclusive education. This process has resulted in the legislative recognition of the right of learners with special educational needs to study in mainstream educational institutions and has stimulated the development of national programmes aimed at expanding inclusive educational opportunities and enhancing teachers' readiness to work in diverse classrooms. At the same time, the implementation of these initiatives faces a number of challenges associated with socioeconomic and regional disparities, unequal distribution of educational resources, and differences in institutional preparedness, which continue to affect the consistency and effectiveness of inclusive education practices throughout the country. The current Turkish model combines the development of inclusive education with the maintenance of a network of special schools and specialised classes. Children with mild to moderate disabilities are more often educated in mainstream schools with the support of support staff, whilst those with more severe disabilities may continue their education in specialised educational institutions. In parallel, projects are being implemented to establish inclusive schools, aimed at demonstrating effective models for organising co-educational learning.

The experience of the Republic of Turkey is of considerable interest, as the development of inclusive education took place against a backdrop of significant social and economic transformation. For a long time, the education of children with disabilities took place predominantly in specialised institutions. Influenced by international initiatives and national educational reforms, Turkey gradually began to transition from predominantly specialised forms of education towards the development of inclusive education. This process was accompanied by changes to state education policy and improvements to the regulatory framework. Considerable attention was paid to the training and professional development of teaching staff. Educational programmes included modules on organising inclusive education, and practising teachers were given the opportunity to enhance their professional competence in working with different categories of learners. The development of inclusive education in Turkey has been the result of a series of legislative and organisational reforms aimed at ensuring access to education and expanding opportunities for children with special educational needs to learn within mainstream schools. One of the priority areas for the development of inclusive education is the improvement of teacher training. In this regard, university degree programmes are increasingly incorporating modules dedicated to issues of inclusive education. Trainee teachers are studying the fundamentals of differentiated teaching, the specific

challenges of working with pupils from different categories, and ways of creating a supportive learning environment.

At the same time, research findings indicate that a number of problems persist. Many teachers note a lack of practical experience in working with children with special educational needs. Theoretical training is not always accompanied by sufficient opportunities to develop the necessary professional skills in real-life educational settings. There are also other factors that hinder the effective implementation of inclusive education. These include high class sizes, an insufficient number of support staff, and the limited resources available to educational institutions. Furthermore, certain stereotypical perceptions regarding disability and developmental differences still persist in society, which may also influence the processes of inclusion.

An analysis of international experience shows that the effectiveness of inclusive education depends on a combination of interrelated factors. The existence of a well-developed regulatory and legal framework plays an important role. However, its existence alone does not guarantee the successful implementation of the principles of inclusion. Equally significant are the level of teachers' professional training, the quality of inter-departmental cooperation, the provision of resources to educational institutions, and society's readiness to embrace the values of inclusive education. An examination of the experiences of Russia, the USA, Finland and Turkey helps to identify the most effective approaches to organising inclusive education. An analysis of these practices helps to identify promising avenues for improving the training of pre-service foreign language teachers. Of particular importance here is the development of the professional competences required for teachers to work effectively with children with special educational needs within a modern inclusive educational environment. A comparative analysis of inclusive education models implemented in Russia, the USA, Finland, Turkey and the UK reveals both common patterns in the development of inclusive processes and significant differences stemming from the characteristics of national education systems, historical traditions, levels of socio-economic development and cultural attitudes within society. Despite existing differences in approaches to organising inclusive education, all the countries under consideration adhere to common principles of ensuring educational equality. At the state level, the right of children with special educational needs to receive a high-quality education is recognised. This right is regarded as an integral component of modern educational policy. Inclusive education occupies an important place among the national priorities of most countries. Its development is linked to ensuring access to education, expanding opportunities for the social integration of learners, and creating conditions for them to realise their full potential. In this regard, the improvement of inclusive practices is regarded as one of the key areas for the modernisation of education systems [43].

Common to all the countries under study is the statutory enshrinement of the principles of accessibility to education, non-discrimination and equality of educational opportunities. However, the degree to which these principles are

implemented in practice varies significantly. Thus, the American model of inclusive education is based on a detailed system of legal safeguards and effective mechanisms for protecting the rights of learners. Finland, in turn, provides an example of an integrated model in which support for learners with special educational needs is not a separate area of the school's activities, but an integral part of its day-to-day functioning. Russia and Turkey are continuing the process of transforming traditional special education systems towards expanding inclusive practices, whilst retaining certain elements of segregated education and facing the problem of uneven resource provision for educational institutions.

Significant differences are also observed in the organisational structure of the educational process. In the United States of America and Russian Federation, a wide range of educational pathways exists for learners with special educational needs. Alongside the full inclusion of the child in a mainstream class, resource classes, individual educational programmes, special classes and specialised educational institutions are actively utilised. Such diversity ensures a certain flexibility within the system, allowing for a wide range of pupils' educational needs to be accommodated.

The Finnish model is characterised by a fundamentally different approach to organising support. Its central idea is to keep the child in their natural educational environment as much as possible. Instead of transferring pupils to special institutions, the system focuses on providing the necessary support directly within the mainstream school in their local area. As a result, the gap between special and mainstream education is significantly narrowed, and the support itself becomes part of everyday educational practice.

The Turkish model occupies an intermediate position between the traditional system of special education and modern inclusive approaches. On the one hand, there is a steady expansion of inclusive practices and an increase in the number of pupils included in mainstream schools. On the other hand, special classes and specialised educational institutions continue to play a significant role, indicating the persistence of elements of a differentiated educational system [45].

In the UK, significant emphasis is placed on state funding for inclusive programmes, parental advice, the development of personalised learning pathways and the provision of support staff. A systematic approach to organising inclusive education creates the conditions for the full development of children with special educational needs. It not only ensures that pupils can follow the curriculum but also promotes their wider inclusion in school life.

Within an inclusive educational environment, children are given the opportunity to participate actively in the school's academic, extracurricular and social activities. Such participation helps to broaden their social circle and build experience of constructive interaction with peers and teachers. An equally important outcome is the development of a child's positive self-image. Successful inclusion in the educational process helps to build positive self-esteem, boost confidence in one's own abilities and foster motivation to learn. Systematic support for pupils helps to develop social skills. They develop the ability to cooperate, communicate, make joint decisions and

adapt to various life situations. These qualities are an important prerequisite for the child's successful socialisation and further integration into society [36].

An analysis of the pedagogical content of inclusive education reveals a number of common trends characteristic of all the countries under consideration. First and foremost, these include the strengthening of personalised learning, the widespread use of adapted educational programmes, the application of differentiated teaching methods, and the active implementation of modern digital technologies. Regardless of the national characteristics of the education system, the effectiveness of inclusive practice is increasingly linked to the ability to respond flexibly to the individual educational needs of learners. At the same time, international experience shows that the success of inclusive education is determined not so much by the availability of individual methodological solutions as by the level of systemic support for teaching practice. This is most convincingly confirmed by the experience of Finland and the UK, where issues of inclusive education are integrated into the core training of all pre-service teachers. Teachers initially learn techniques for working with heterogeneous groups of learners, methods of differentiated instruction, and ways of organising support for children with diverse educational needs. In the US and Russia, a significant proportion of efforts is directed towards the professional development of practising teachers. This approach allows for a relatively rapid response to changes and the demands of educational practice. It ensures a more flexible organisation of teacher training and facilitates the timely updating of professionals' competences.

At the same time, its implementation is accompanied by a number of objective difficulties. One of the most common problems is the limited time available to teachers. The heavy workload also has a significant impact, making it difficult for teachers to participate in further training and professional development programmes.

Further complications arise from the uneven availability of educational programmes. Opportunities for professional development and specialised training can vary considerably depending on the region and the level of resources available to educational institutions.

In Turkey, these problems take on a more complex nature. Alongside improving the training of teaching staff, further development of the infrastructure for inclusive education is required. A pressing priority remains increasing the number of support specialists capable of providing qualified assistance to learners with special educational needs. An important area of focus is overcoming persistent social stereotypes regarding disability and developmental differences. Addressing these challenges is regarded as a necessary condition for the further improvement of the inclusive education system and for enhancing its effectiveness [46].

Russia and Turkey are tackling a wide range of interrelated challenges associated with the further development of inclusive education. Addressing these challenges requires not only improvements to the regulatory framework and organisational mechanisms of the education system, but also profound changes in public attitudes. Of particular importance is the fostering of an inclusive culture based on the recognition of the value of human diversity. Respect for the rights of every

child, regardless of their developmental characteristics, health status or educational needs, is becoming a key prerequisite. This approach contributes to the creation of a more open and equitable educational environment. Alongside organisational and legal reforms, awareness-raising work is of great importance. It aims to broaden society's understanding of the nature, aims and possibilities of inclusive education. Raising awareness helps to overcome existing stereotypes and foster an objective understanding of the benefits of the inclusive approach. Particular attention is paid to fostering a positive attitude towards the joint learning of children with different educational needs. Support from parents, teachers and society as a whole is regarded as one of the key factors in the successful implementation of inclusive policies. In this regard, fostering a culture of acceptance, cooperation and mutual respect is becoming an essential prerequisite for the further development of inclusive education in both countries.

A review of international experience leads to the conclusion that inclusive education constitutes a complex, multi-level system, the effectiveness of which is determined by a combination of interrelated factors. Among the most significant of these are the quality of the regulatory and legal framework, the level of funding for educational institutions, the availability of specialist support, the professional training of teachers, the effectiveness of inter-departmental cooperation, and society's readiness to implement the principles of inclusion.

In today's context, areas that promote the comprehensive development of inclusive education are becoming particularly relevant. These include the creation of a multi-tiered system of educational support for pupils. Such a system enables educational difficulties to be identified in a timely manner and the necessary support to be provided, taking into account the individual needs of each child.

It is vital to increase the involvement of parents and community organisations in educational decision-making. Their involvement fosters more effective collaboration among all those involved in the educational process and provides additional support for pupils with special educational needs.

Equally important is the improvement of inter-agency cooperation between specialists. Effective collaboration between teachers, psychologists, speech and language therapists, special needs teachers, medical professionals and social workers ensures comprehensive support for pupils and improves the quality of the assistance provided. The development of digital educational resources and modern educational technologies plays a significant role. Their use expands the scope for personalised learning, facilitates access to educational materials and contributes to the creation of a more flexible and accessible educational environment. Particular attention must be paid to the continuous professional development of teaching staff. Modern teachers must constantly improve their knowledge and professional competences required to work within an inclusive education framework. Thus, the further development of inclusive education should be viewed as a multifaceted process of transforming the entire education system. Its scope is not limited to refining the regulatory framework or improving the material and technical resources of educational institutions. An

equally important task is the development of a new professional culture amongst teachers. This must be based on the principles of humanism, equality of educational opportunities, respect for the individual characteristics of learners, and recognition of every child's right to a high-quality education. Only a comprehensive and systematic approach can ensure the sustainable development of inclusive education. In this context, inclusion will be viewed not as a separate strand of educational policy, but as a natural principle underpinning the organisation of the modern educational process and an integral feature of the contemporary school.

### 1.3 The current situation and practice of educating children with attention deficit hyperactivity disorder within Kazakhstan's inclusive education system

The development of inclusive education in the Republic of Kazakhstan is one of the priority areas of the state's education policy. It aims to ensure equal access to high-quality education for all categories of citizens, regardless of their state of health, psychological and physical development, social status or other factors. The implementation of this policy reflects the state's commitment to creating the conditions for every individual to participate fully in educational and social life.

The modern understanding of inclusive education is based on the recognition of every child's right to a high-quality education. Particular attention is paid to creating conditions that best facilitate their personal development, successful socialisation and the realisation of their individual potential. This approach takes into account the educational needs of each learner and ensures their inclusion within a unified educational environment.

At present, inclusive education is viewed not merely as a specific form of organising teaching. It represents an important social and pedagogical concept, based on the principles of humanism, social justice and equality of educational opportunities. Inclusion serves as one of the mechanisms for safeguarding human rights and creating the conditions for all learners to participate in the educational process, regardless of their individual characteristics. The regulatory and legal framework for the development of inclusive education in the Republic of Kazakhstan is constituted by the country's current legislation. The Constitution of the Republic of Kazakhstan is the fundamental legal document. In accordance with Article 30 of the Constitution, every citizen is guaranteed the right to receive free secondary education in state educational institutions. Furthermore, the state ensures citizens' right to receive free higher education, on a competitive basis, in state institutions of higher and postgraduate education. These constitutional provisions serve as the foundation for the formulation of state policy in the field of inclusive education. They enshrine the principle of access to education for all citizens and establish the legal framework for the further improvement of the support system for learners with special educational needs [47]. Constitutional guarantees form the basic legal foundation

upon which the entire system for ensuring the educational rights of children with special educational needs is built. It should be noted that, for a long period, children with disabilities and various developmental impairments were predominantly educated in specialised educational institutions or at home. Despite certain advantages of such forms of education, linked to the availability of specialised programmes and remedial support, this approach significantly limited the opportunities for social integration of learners, hindered the development of communication skills and reduced their level of inclusion in public life.

Despite certain advantages associated with the use of specialised educational programmes and remedial and developmental support, this system of education had a number of significant limitations. Educating children in separate educational institutions or special classes often led to their social isolation. This reduced opportunities for meaningful interaction with peers and limited their participation in community life.

Furthermore, segregated education hindered the development of communication skills and the acquisition of the social experience necessary for successful integration into society. As a result, pupils found themselves less prepared to interact in real-life social settings.

Recognition of these issues led to a re-evaluation of traditional approaches to the education of children with special educational needs. At the beginning of the 21st century, the Republic of Kazakhstan began a gradual transition to a new educational model. This was based on the principles of inclusive education, which involve creating an accessible and supportive educational environment for all pupils. The new educational paradigm was geared towards ensuring that children with different educational needs could learn together within a shared educational space. This approach aims not only to improve access to education but also to create conditions for full socialisation, the development of communication skills and the fostering of a culture of interaction among all participants in the educational process.

The development of the modern system of inclusive education in the Republic of Kazakhstan was influenced by a number of factors. These include the state's international obligations, the modernisation of the national education system, and the need to harmonise domestic legislation with international standards in the field of human rights and education.

Kazakhstan's accession to key international instruments aimed at protecting the rights of children and persons with disabilities played an important role in the development of inclusive education. One of the first significant steps was the ratification of the Convention on the Rights of the Child in 1994. This instrument reaffirmed the state's obligations to ensure children's access to education, healthcare and social services, as well as to create conditions for their full participation in society.

The ratification in 2015 of the UN Convention on the Rights of Persons with Disabilities was of particular significance for the further development of inclusive education. The adoption of this international instrument helped to strengthen the legal

foundations of inclusive education. The Convention enshrined the need to create an accessible educational environment and to remove barriers that limit the realisation of the right to education for persons with disabilities. The methodological foundations for the development of inclusive education in Kazakhstan were shaped by international documents and recommendations. Of particular importance among these are the Salamanca Declaration and the Framework for Action on Special Needs Education, adopted in 1994. The Dakar Framework for Action 'Education for All' (2000) and UNESCO's policy documents aimed at ensuring equal access to quality education are also of significant importance. The provisions of these international instruments have had a significant impact on the development of national education policy. They have contributed to a rethinking of approaches to the education of children with special educational needs and have defined the main directions for the modernisation of the education system in the context of the development of inclusive practices. An important milestone in the improvement of national legislation was the adoption of the Law of the Republic of Kazakhstan 'On Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan on Inclusive Education' of 26 June 2021. This legislative act significantly expanded the legal mechanisms for ensuring inclusive education and contributed to the further development of state policy in this area. The adoption of the law signalled a shift from merely recognising the principles of inclusion in theory to their practical implementation. The state's focus has centred on creating the conditions for children with special educational needs to participate fully in the educational process. The law provides for a range of measures aimed at ensuring equal access to education. Particular attention is paid to improving learning conditions, developing the human resources capacity of the education system, and strengthening the material and technical infrastructure of educational institutions. The implementation of these measures contributes to the further development of an inclusive educational environment and to improving the quality of educational services for all categories of learners.

Alongside educational measures, state policy includes a wide range of social support mechanisms for families raising children with disabilities. The current social protection system provides for state benefits, compensation payments, allowances and other forms of social assistance. Civil society and charitable organisations make a significant contribution to the development of the support system by implementing projects aimed at improving the quality of life for children with special educational needs and expanding their opportunities to access education.

The State Programme for the Development of Education and Science in the Republic of Kazakhstan for 2020-2025 has become one of the key mechanisms for implementing state policy in the field of inclusive education. In this strategic document, the development of inclusive education is regarded as one of the priority areas for the modernisation of the national education system.

The programme is geared towards creating the conditions for the implementation of inclusive education in all general secondary education institutions. Particular attention is paid to improving school infrastructure, ensuring the

accessibility of the educational environment and expanding learning opportunities for children with special educational needs.

An important aspect is the development of a network of resource centres and support services. Their activities help to improve the quality of educational services and create the necessary conditions for the successful learning and socialisation of pupils with special educational needs.

Psychological, Medical and Pedagogical Consultation Centres (PMPCs) play a significant role in the functioning of the inclusive education system. These organisations carry out comprehensive assessments of children's development, identify their educational needs and determine the necessary forms of psychological and pedagogical support.

Based on the results of these assessments, PMPC specialists draw up recommendations for organising the educational process. This enables the most effective learning conditions to be selected and ensures that children receive timely support, taking into account their individual characteristics.

In addition to their diagnostic and advisory activities, the PMPCs perform an important analytical function. They monitor the number of children with special educational needs and analyse trends in the relevant indicators. The data obtained is used to forecast requirements for educational, human and logistical resources.

According to official statistics, as of early 2017, there were 144,783 children with special educational needs aged between 0 and 18 registered in the Republic of Kazakhstan. This group accounted for approximately 2.65 per cent of the country's total child population. These figures highlight the significant social and educational importance of organising support for children with special educational needs and the need for further development of the inclusive education system [7]. In recent years, there has been a trend towards an increase in the number of pupils requiring special educational provision, which highlights the need to improve the system of care and support for them.

Alongside educational measures, government policy includes a wide range of social support mechanisms for families raising children with disabilities. The current social protection system provides for state benefits, compensation payments, concessions and other forms of social assistance. Civil society and charitable organisations play a significant role in developing the support system for children with special educational needs. Their activities complement state support measures and help to expand opportunities for this group of pupils to receive a high-quality education.

Many community organisations and charitable foundations implement projects aimed at creating favourable conditions for children's learning, socialisation and personal development. They provide advisory, informational and methodological support to families, organise educational and social programmes, and contribute to the development of an inclusive culture within society. An important focus of their work is to help improve the quality of life for children with special educational needs. The initiatives being implemented help to broaden access to educational services,

develop social skills and increase children's participation in public life. In recent years, issues relating to the digital transformation of education have become particularly relevant. Against the backdrop of the active roll-out of information and communication technologies, considerable attention is being paid to ensuring the accessibility of digital educational resources for learners with special educational needs. The development of the digital learning environment makes it possible to expand opportunities for personalised learning and ensure a more flexible organisation of the educational process. The use of e-learning platforms, specialised programmes and digital tools helps to improve the accessibility of learning materials and create additional conditions for the successful completion of educational programmes.

The development of distance learning technologies, the creation of e-learning platforms, the adaptation of digital content and the introduction of specialised technical aids make it possible to significantly expand educational opportunities for children with mobility difficulties or those requiring special learning conditions.

Despite positive developments in inclusive education, the findings of domestic research indicate that a number of unresolved issues remain. Many issues relating to the practical implementation of the principles of inclusion still require further refinement and academic analysis.

One of the most pressing issues remains the insufficient preparedness of teachers in mainstream schools to work within an inclusive educational environment [7]. Contemporary requirements for teachers' professional practice presuppose the possession of specialised knowledge, skills and competences necessary for teaching children with diverse educational needs. However, the level of teachers' training does not always meet these requirements. In practice, many teachers face difficulties in adapting teaching materials to pupils' individual abilities. Certain challenges also arise when organising differentiated teaching. Furthermore, teachers often experience difficulties in interacting with children from different groups and in providing them with psychological and pedagogical support. This issue takes on particular significance in the field of foreign language education. The professional practice of a foreign language teacher is based on active communicative interaction between those involved in the educational process. It requires the use of a variety of teaching methods aimed at developing pupils' language skills, cooperation and social engagement. In this regard, working with children with special educational needs requires teachers to undergo additional professional training and to master specific methodological approaches. Researchers note that the effectiveness of inclusive education is determined not only by the level of material and technical support available to educational institutions. Equally important is teachers' attitude towards the principles of inclusion and their willingness to embrace the values of educational diversity. Of significant importance is the teacher's professional readiness to work with different categories of pupils. Other important factors include a teacher's ability to create a supportive psychological climate in the classroom, foster an atmosphere of cooperation, and ensure comfortable learning conditions for every child. In this

regard, fostering an inclusive culture within the educational environment is becoming a priority area of government policy. Considerable attention is being paid to the development of professional communities of teachers, the improvement of the professional development system, and the dissemination of successful practices in inclusive education. The implementation of these measures contributes to improving the quality of education and creating the conditions for the full participation of all learners in the educational process.

In contemporary educational theory, inclusive education is regarded as a natural stage in the development of the education system and a key indicator of its humanistic orientation. Conceptually, inclusion is based on the recognition that the diversity of learners is a natural feature of the educational process and involves creating conditions for every child to participate fully in learning, regardless of their individual characteristics. Unlike traditional approaches, which focus on adapting the child to the existing education system, the modern inclusive model involves adapting the educational environment itself to the needs of the learners.

In UNESCO's international 'Education for All' programme, inclusive education is understood as ensuring equal access to quality education for every individual. This takes into account the individual characteristics of learners. These include gender, age, health status, ethnicity, social background, religious beliefs and other factors [48].

According to this approach, every person should have the opportunity to realise their educational and personal potential. Education is regarded as one of the fundamental human rights. This understanding reflects contemporary global trends in the development of education. Today, inclusion is no longer limited to the education of children with disabilities. The concept is viewed in a much broader sense. The focus is on educational diversity. Particular importance is attached to creating conditions that meet the needs of all categories of learners, whilst taking into account their individual abilities and educational requirements. The Republic of Kazakhstan's modern system of inclusive education is developing in line with these international approaches. It is one of the priority areas of state education policy. Its development is underpinned by the principles of equal opportunities, social justice and respect for human dignity. The implementation of these principles is aimed at ensuring access to high-quality education for every learner.

The development of inclusive education is one of the priority areas of the Republic of Kazakhstan's state social and educational policy. It aims to ensure equal access to high-quality education for all citizens of the country. The principle of educational equality is taken into account in the implementation of this policy. Everyone should have the opportunity to receive an education regardless of their state of health, psychological or physical characteristics, social status, language of instruction, ethnic origin or other factors.

The development of the Kazakhstani model of inclusive education is taking place within the context of global processes aimed at humanising education and is based on international standards in the field of protecting the rights of children and

persons with disabilities. In recent decades, a multi-tiered regulatory framework has been established in the country, defining the main directions for the development of inclusive education, the mechanisms for its implementation, and the guarantees for ensuring the educational rights of learners with special educational needs. The development of Kazakhstan's model of inclusive education is taking place against the backdrop of global trends towards the humanisation of education and is based on international standards relating to the protection of the rights of children and persons with disabilities. Over recent decades, a multi-tiered regulatory framework has been established in the country, setting out the main directions for the development of inclusive education, the mechanisms for its implementation and the safeguards to ensure the educational rights of learners with special educational needs. The Constitution of the Republic of Kazakhstan is the fundamental document enshrining citizens' right to education. In accordance with Article 30, every citizen is guaranteed free secondary education in state educational institutions. Furthermore, the Constitution provides for the right to receive, on a competitive basis, free higher and/or postgraduate education in state educational institutions [47].

These constitutional provisions form the basis of the state's education policy. They apply to all categories of citizens without exception. This includes children and young people with special educational needs. The Law of the Republic of Kazakhstan 'On Education' (2007) played an important role in developing the legal framework for inclusive education. In this legislative act, inclusive education is regarded as the process of ensuring equal access to education for all learners, taking into account their individual characteristics and educational needs [49]. The Act emphasises the need to create conditions conducive to the education of different categories of pupils. In doing so, it takes into account the child's level of intellectual development, psychophysiological condition and other individual characteristics. The particular significance of this law lies in its recognition of the principle of educational diversity. The focus is not on adapting the child to the education system, but on adapting the system itself to the needs of learners. This approach promotes the fuller inclusion of children in the educational process and creates the conditions for their successful learning and socialisation. An important step in improving national legislation was the adoption of the Law of the Republic of Kazakhstan 'On the Rights of the Child in the Republic of Kazakhstan'. This legislation has strengthened the legal safeguards for the protection of children's rights and legitimate interests, including the right to education, development and full participation in society [50]. Thus, the principle of non-discrimination, which is one of the core values of inclusive education, is enshrined at the legislative level. A special place in the development of the support system for children with special educational needs is occupied by the Law of the Republic of Kazakhstan 'On Social and Medical-Pedagogical Corrective Support for Children with Disabilities' (2002), which defined the legal, organisational and social mechanisms for providing comprehensive assistance to children with developmental disabilities. This regulatory document marked an important step in the transition from an exclusively medical approach to understanding disability towards comprehensive

psychological and pedagogical support for the child and the creation of conditions for their full participation in the educational process.

The ratification of the UN Convention on the Rights of Persons with Disabilities in 2015 had a significant impact on the development of the Republic of Kazakhstan's education policy. Accession to this international instrument marked an important step towards improving the national system for the protection of the rights of persons with disabilities. The ratification of the Convention reaffirmed the state's commitment to the principles of an inclusive society. It also signalled Kazakhstan's commitment to ensuring equal rights and opportunities for all citizens, regardless of their health status or developmental characteristics. The provisions of the Convention apply to various spheres of public life. These include education, employment, healthcare, social protection and other areas of public policy. Particular attention is paid to creating the conditions for the full participation of persons with disabilities in society. In the field of education, this document has contributed to the further development of an inclusive approach and the strengthening of legal guarantees of access to educational services. Its provisions have formed an important basis for improving national legislation and introducing support mechanisms for learners with special educational needs [51]. As a result, the development of inclusive education has gained new momentum and is now regarded as an integral part of the state's social integration strategy. The consistent improvement of legislation in this area led to the adoption of the Law of the Republic of Kazakhstan of 26 June 2021 'On Amendments and Additions to Certain Legislative Acts of the Republic of Kazakhstan on Inclusive Education'. This law has become one of the most significant pieces of legislation in recent years, as it has, for the first time, comprehensively defined the state's obligations to create conditions for children with special educational needs to receive an education within the general education system, taking into account their individual developmental characteristics. The legislative changes provide for the development of special educational programmes, the creation of an adapted educational environment, the provision of necessary resources to educational institutions, and the provision of specialised psychological and pedagogical support.

Of particular significance for the development of inclusive education is the legal provision obliging state-run pre-school and secondary education institutions to admit all children residing within their designated catchment area. This requirement also applies to children with special educational needs.

The enshrinement of this provision has been an important step towards ensuring access to education. It reflects a shift from the practice of selectively including certain categories of pupils to the principle of guaranteeing every child's right to an education, regardless of their developmental characteristics. The development of inclusive education in Kazakhstan is accompanied by the continuous improvement of the regulatory framework. Subordinate legislation and departmental documents, which regulate various aspects of the organisation of teaching and support for pupils with special educational needs, play a significant role in this process. One such document is the Rules on Psychological and Pedagogical Support in Educational

Institutions, approved by Order No. 6 of the Minister of Education and Science of the Republic of Kazakhstan dated 12 January 2022. The document sets out the procedure for organising psychological and pedagogical support for pupils and regulates the activities of support specialists in educational institutions [52].

The rules place particular emphasis on issues relating to collaboration between teachers, psychologists, special needs teachers and other specialists. This approach ensures comprehensive support for pupils and creates the conditions for their successful learning and development.

Order No. 4 of the Minister of Education and Science of the Republic of Kazakhstan dated 12 January 2022, ‘On the Approval of the Rules for the Assessment of Special Educational Needs’ [54], is also of great importance for the improvement of the inclusive education system. The adoption of this document marked a significant milestone in the development of the regulatory framework for inclusive education. For the first time at the state level, approaches to identifying pupils’ special educational needs and determining the conditions necessary for their successful learning have been systematised. A distinctive feature of the document is its alignment with contemporary international approaches. The primary focus is not on diagnosing impairments as such, but on identifying the child’s educational needs. This approach allows for a more precise determination of the necessary support measures and the design of an individualised educational pathway, taking into account the learner’s abilities and needs.

The Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029, approved by Resolution No. 248 of the Government of the Republic of Kazakhstan dated 28 March 2023, plays a key role in the development of inclusive education. This document sets out the main directions for improving the system of higher and postgraduate education in the current context [56].

One of the Concept’s priority objectives is to create conditions for the development of inclusive education in higher and postgraduate education institutions. Particular attention is paid to ensuring the accessibility of educational services for various categories of students and to creating conditions for their successful learning. The document provides for the development of individualised learning pathways. This approach allows for the specific characteristics, capabilities and needs of each student to be taken into account. At the same time, a comprehensive support system is being established for students requiring additional educational and social resources. A fundamentally important feature of modern approaches is the broadening of the understanding of inclusion within the higher education system. Currently, support measures are not limited to students with disabilities; they also extend to students facing difficulties arising from socio-economic, linguistic, cultural and other factors. Alongside the modernisation of higher education in Kazakhstan, improvements are being made to the system of pre-school, secondary, technical and vocational education. An important strategic document in this area is the Concept for the Development of Pre-school, Secondary, Technical and Vocational Education in the

Republic of Kazakhstan for 2023-2029. One of the key priorities of the Concept is to ensure equal access to high-quality education. The implementation of this principle is regarded as a vital prerequisite for the development of a modern education system and for enhancing its social effectiveness. The Concept provides for mechanisms to fund specialised psychological and pedagogical support for children with special educational needs. This makes it possible to expand opportunities for receiving the necessary support and to create conditions for the successful learning of various categories of learners. Particular attention is paid to developing partnerships between the state, non-governmental organisations and the private sector. Mobilising additional resources helps to improve access to specialised psychological and pedagogical support and to broaden the range of services provided. It should be noted that the successful implementation of state policy in the field of inclusive education depends directly on the quality of the teaching staff. Therefore, one of the most important areas for the development of the education system remains the training of specialists capable of working effectively within an inclusive educational environment.

In recent years, consistent measures have been taken in Kazakhstan to train specialists to work with children with special educational needs. The network of higher education institutions offering training programmes for speech and language therapists, special needs teachers and psychologists has been significantly expanded. At the same time, recent research indicates that training only narrowly specialised professionals is insufficient to fully ensure the implementation of the principles of inclusion. The development of inclusive competence among all educators, including teachers in mainstream schools and lecturers at higher education institutions, is of key importance [1]. Regional centres for the development of inclusive education have been established in a number of regions of Kazakhstan to provide methodological and advisory support to teachers and parents. Their activities are aimed at disseminating best pedagogical practice, enhancing the professional competence of specialists, and supporting educational organisations in the process of implementing inclusive practices [61]. The creation of a barrier-free educational environment occupies a special place in contemporary educational policy. Modern technical teaching aids, digital educational resources, adapted teaching materials and distance learning technologies are gradually being introduced in educational institutions. The introduction of the role of teaching assistant (tutor), who provides support to learners with special educational needs during the delivery of the curriculum, plays a significant role. The use of applied behaviour analysis methods, adaptive sports, inclusive games and other innovative technologies to support learners is becoming more widespread.

Despite significant achievements, the development of inclusive education in Kazakhstan is accompanied by a number of objective difficulties. According to various studies, the number of children with special educational needs in the country exceeds 160,000, whilst the need for special educational conditions continues to grow [62]. Among the pressing issues, researchers highlight the insufficient readiness of

some teachers to work in inclusive classroom settings, the limited material and technical resources of certain educational institutions, a shortage of support specialists, and the need to further foster an inclusive culture within society.

At the same time, an analysis of the reforms currently underway shows that the Republic of Kazakhstan is consistently developing its national system of inclusive education. The measures being implemented are aimed at further improving this system and bringing it into line with international standards regarding the right to education.

The State Programme for the Development of Education and Science in the Republic of Kazakhstan for 2020-2025 played an important role in this process. As part of its implementation, measures were envisaged to create the conditions for inclusive education in all pre-school and secondary education institutions across the country. Particular attention was paid to improving access to educational services for children with special educational needs. The programme also focused on expanding educational opportunities within technical, vocational and higher education institutions. This helped to create a more accessible educational environment and ensure continuity in inclusive education across the various levels of the education system. It should be noted that the modern understanding of inclusive education goes far beyond organisational solutions and specialised educational services. Inclusion represents a distinct system of values based on the recognition of the uniqueness and significance of every individual. The inclusive approach is underpinned by the principles of equality, respect for human dignity and the recognition of every person's right to full participation in public life. Therefore, the development of inclusive education is linked not only to the improvement of the education system, but also to a shift in public consciousness. In this context, inclusive education is regarded as one of the indicators of a country's social development. Its successful implementation reflects the maturity of democratic institutions, the level of social responsibility within society, and the willingness to accept diversity as a natural part of modern life.

The legal framework of the Republic of Kazakhstan in the sphere of inclusive education constitutes a comprehensive, multi-level system comprising constitutional provisions, legislative acts, state programmes, educational development concepts and departmental regulatory documents. Together, these mechanisms provide the legal framework for realising every child's right to a quality education, help to remove existing educational barriers, and lay the foundations for the further development of an inclusive educational environment. In the context of training pre-service foreign language teachers, developing the professional readiness to implement these principles in practical teaching practice takes on particular significance, as this is one of the key conditions for the successful development of inclusive education in Kazakhstan.

The history of the emergence and development of inclusive education is inextricably linked to the evolution of public perceptions regarding human rights, social justice and access to education for all sections of the population. It would be

insufficient to examine this issue solely within the framework of educational science, as the processes shaping inclusive education are driven by broader social, cultural, legal and economic transformations within society. This is precisely why researching the origins of inclusive education requires an examination of the historical development of special education, the establishment of international legal mechanisms for the protection of human rights, and changes in public attitudes towards people with disabilities. In a modern democratic society, education is regarded as one of the fundamental human rights and a vital mechanism for the social integration of the individual. The principle of equal educational opportunities is one of the key principles of inclusive education. It involves ensuring access to high-quality education for all learners. A child's right to education must not be restricted by their health, developmental needs, social background or ethnic origin. This principle aims to create a level playing field for access to education. It is of particular importance for children with special educational needs.

Such learners must have equal opportunities to engage with educational programmes. Equally important is the creation of conditions for their personal development and the realisation of their potential. The principle of equality also extends to other areas of a child's life. It involves providing opportunities for professional self-determination, successful social adaptation and active participation in society [2].

In the international educational sphere, inclusive education is becoming increasingly widespread as the preferred model for ensuring these rights. The contemporary understanding of inclusion is based on the recognition of learner diversity as a natural feature of the educational process and involves creating conditions in which every child has the opportunity to learn alongside their peers in a shared educational environment. In doing so, the educational institution must adapt to the specific needs of learners, rather than requiring the child to adapt to the existing education system [3].

The essence of inclusive education lies not only in the joint learning of children with typical development and children with special educational needs. Its fundamental aim is to create an educational environment that ensures the equal participation of all learners in the academic, social and cultural life of the educational institution. Inclusion involves the elimination of all forms of discrimination, the recognition of the value of human diversity, and respect for the individual characteristics of each child [64].

The theoretical and methodological basis of inclusive education consists of a set of fundamental pedagogical principles. These include the principles of continuity, progression, accessibility, flexibility and individualisation of learning. The principle of progression is of particular importance. It ensures the interconnection of all stages of learning and personal development. As a result, the educational process takes on a holistic and consistent character. The implementation of this principle requires coherence between the aims, content, methods and organisational forms of learning. Such coherence must be maintained at all levels of education. This helps to create the

conditions for the learner's successful development and ensures the continuity of their educational pathway [65].

It should be borne in mind that the category of learners with special educational needs is characterised by considerable heterogeneity. The spectrum of developmental characteristics ranges from minor temporary learning difficulties to complex multiple developmental disorders requiring long-term specialised support. Some learners are able to successfully master the curriculum within a mainstream classroom setting with the provision of specific adaptive measures, whilst others require the development of individualised learning pathways, specialised teaching programmes and comprehensive support from a multidisciplinary team of specialists [66]. It is precisely this diversity of educational needs that necessitates a flexible and varied organisation of the educational process.

Historical analysis shows that the development of special education in most countries of the world took place gradually. In the 19th and early 20th centuries, European states came to recognise the need to organise education for children with visual, hearing and intellectual impairments. During this period, specialised educational institutions began to be established, the first teaching methods for children with various developmental impairments were developed, and scientific research in the fields of special education and psychology emerged.

Historically, the system of special education in Kazakhstan evolved within the conceptual and organisational framework of the Soviet educational model. The predominant approach to educating children with disabilities involved their placement in specialised schools and boarding institutions that operated independently from the general education system. These institutions were staffed by qualified specialists and implemented specialised curricula aimed at addressing the educational and developmental needs of learners. However, despite their pedagogical advantages, the segregated nature of this model often resulted in limited social participation and reduced opportunities for interaction with peers without disabilities. Consequently, the system contributed to the persistence of social barriers and constrained the broader inclusion of learners with disabilities within the educational and social life of the community. Following independence, the Republic of Kazakhstan began modernising its education system and rethinking the role of special education in the context of international trends. During this period, there has been a gradual shift from a medical model of understanding disability to a social model, within which the focus is not on a person's limitations but on the existing barriers preventing their full participation in public life. Influenced by international documents and global experience, a new educational policy focused on the development of inclusive education is beginning to take shape in the country. Of particular significance for the development of the national education system was Kazakhstan's ratification of international human rights instruments, including the UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities [68]. Accession to these instruments marked an important step in shaping state policy aimed at ensuring equal educational opportunities and

overcoming discriminatory practices against individuals with special educational needs.

It should be noted that the development of inclusive education in Kazakhstan is taking place against the backdrop of a search for a unique model of development that takes into account national cultural traditions, historical experience, the specific features of the education system's functioning, and contemporary international requirements. The domestic model of inclusion cannot be built solely on the mechanical adoption of foreign experience. A more productive approach is to critically analyse it and adapt it to the socio-cultural conditions of Kazakhstani society [67].

The Republic of Kazakhstan's current education policy is aimed at expanding access to education in the learners' local communities. One of the priority objectives is to increase the number of children with special educational needs attending mainstream schools. However, the development of inclusive education does not mean a complete abandonment of the special education system. Contemporary approaches envisage the retention of various forms of educational provision. International and domestic experience shows that children's educational needs can vary significantly. Therefore, the choice of learning environment must be made taking into account the individual characteristics and abilities of each child. In this regard, inclusive education is regarded as one of the effective models for organising the educational process. However, it is not the only alternative to special education. The main criterion remains the creation of the most favourable conditions for a child's learning, development and socialisation [69].

Currently, Kazakhstan has established a comprehensive regulatory framework aimed at safeguarding the rights of children with special educational needs. State policy is geared towards creating conditions under which these learners are afforded equal opportunities for education, professional development and social fulfilment. At the same time, research indicates that the existence of legislative guarantees does not in itself ensure the automatic resolution of all existing problems.

One of the most serious obstacles remains the various barriers limiting the full participation of persons with disabilities in public life. These barriers may be of a physical, organisational, informational, psychological or social nature. It is often the characteristics of the social environment, rather than a person's state of health, that lead to their exclusion from educational and public spaces [71].

The issue of public perception of inclusion is becoming particularly relevant. An analysis of the academic literature identifies a number of factors hindering the implementation of inclusive education. These include the lack of readiness among some parents and learners for co-learning, the absence of a clear understanding of the boundaries of inclusive practice, a shortage of qualified support specialists, and the insufficient development of a public culture of acceptance of diversity [72]. Researchers also note the presence of organisational and economic barriers linked to limited financial resources, an inadequate level of material and technical support for educational institutions, and difficulties in inter-departmental cooperation [73]. The

most important prerequisite for the successful development of inclusive education is the training of teaching staff. A modern teacher must possess more than just subject-specific knowledge. Competences in the fields of inclusive pedagogy, the psychology of children with special needs and differentiated instruction form an important part of their professional training. Skills in interdisciplinary collaboration are becoming equally important. These enable teachers to organise the education of children with diverse educational needs effectively. These requirements are particularly relevant when training pre-service foreign language teachers. This is due to the specific nature of the subject and the crucial role of communicative interaction in the learning process. Teaching a foreign language requires the use of flexible teaching approaches. Teachers must take into account the individual characteristics of their pupils and create conditions for their active participation in the educational process.

An equally important factor in successful inclusion is the provision of psychological and pedagogical support for learners. International experience shows that the most effective models are those involving the comprehensive participation of teachers, psychologists, special needs teachers, speech therapists, social educators and parents in the process of supporting the child. Such an approach allows for a wide range of the learner's educational needs to be taken into account and for the educational pathway to be adjusted in a timely manner depending on the dynamics of their development.

It should be emphasised that inclusive education has a positive impact not only on children with special educational needs, but also on their peers. Joint learning fosters the development of tolerance, empathy, cooperation skills, respect for human diversity and a willingness to interact with people with different life circumstances. Thus, an inclusive educational environment fulfils an important socio-educational function and contributes to the formation of civic values among the younger generation.

The socio-economic aspect of inclusive education is also of particular importance. Providing high-quality education for children with special educational needs creates the conditions for their continued successful development. The knowledge and skills they acquire broaden their opportunities to continue their education at subsequent levels. This helps to improve access to vocational education. In the long term, such learners have broader opportunities for employment and professional fulfilment. As a result, their level of self-reliance and social independence increases.

Consequently, investment in inclusive education should be viewed not as an additional cost to the state, but as a long-term investment in the development of human capital and the enhancement of social sustainability [76].

In a broad social sense, inclusion is viewed as the process of building a society based on the principles of openness, equality and respect for human dignity. Its core idea is not to level out differences between people. On the contrary, an inclusive approach involves recognising diversity as a natural characteristic of society.

In an inclusive society, an individual's unique characteristics are perceived not as an obstacle but as an asset. Conditions are created to enable every person to participate fully in public life. This applies to the social, cultural, educational and professional spheres of activity. An inclusive society is founded on the recognition of each individual's uniqueness. It provides opportunities for self-fulfilment regardless of health status, developmental characteristics or other individual traits. The development of inclusive education in the Republic of Kazakhstan is a natural consequence of the modernisation of the national education system. This process reflects contemporary global trends associated with the humanisation of education policy and the expansion of educational opportunities for all categories of learners. At the present stage, the regulatory and legal framework for inclusive education is being improved. At the same time, educational opportunities for children with special educational needs are being expanded. Significant attention is being paid to the development of a system of psychological and pedagogical support and the fostering of an inclusive culture in society. Despite the progress made, there remains a need to further improve the inclusive education system. Issues relating to the training of teaching staff are becoming particularly pressing. Equally important is the development of organisational and methodological support for the educational process. Challenges relating to overcoming social barriers and promoting the values of inclusion require further attention. An important prerequisite for the successful development of inclusive education is the establishment of sustained public support for the principles of equality and educational accessibility. The current stage of development of inclusive education in the Republic of Kazakhstan is characterised by the steady expansion of educational opportunities for learners with special educational needs. This process is accompanied by improvements to the legislative framework and the strengthening of support mechanisms for learners. At the same time, an inclusive culture is gradually taking shape, based on respect for diversity and recognition of every person's right to a high-quality education.

According to statistical data, there are more than 139,000 children with special educational needs in Kazakhstan, of whom over 95,000 are of school age and around 38,000 are of pre-school age. Despite the steady positive trend in the development of inclusive education, the proportion of pupils covered by inclusive educational services remains insufficient. Thus, over 32,000 children studying in general education institutions are covered by inclusive education, which indicates a continuing need to further expand the accessibility of educational services for this category of learners [77].

The increase in the number of people with special educational needs continuing their studies at higher education institutions deserves particular attention. This trend indicates that higher education is becoming more accessible. It also reflects the expansion of educational opportunities for this group of students. Consequently, there is a growing need to create special conditions to support their successful learning and professional development.

At the same time, the expansion of the inclusive educational environment highlights the problem of staffing within the education system. An analysis of the current state of teacher training shows that one of the most serious difficulties remains the insufficient readiness of a significant proportion of teachers to work in an inclusive education setting. This problem is caused by a number of factors, among which the limited number of specialised educational programmes, a shortage of support specialists, the insufficient representation of inclusive disciplines in the content of teacher training, and the need for large-scale professional development of current education staff are particularly significant.

Despite the extensive network of higher education institutions operating across Kazakhstan, only a relatively small number of universities offer specialised programmes in the field of special and inclusive education. As a result, the growing demand among educational institutions for qualified professionals capable of supporting learners with diverse educational needs is not being fully met. This shortage of appropriately trained personnel presents a significant challenge to the effective implementation of inclusive education policies. In addition, scholars highlight the continued presence of certain features associated with the traditional segregated model of education within both secondary and tertiary education systems. These circumstances indicate the need for further enhancement of educational policy, as well as the development of teacher preparation programmes aimed at fostering a new generation of educators who embrace the principles of equity, diversity, and inclusion [79].

A fundamental theoretical principle underpinning contemporary inclusive education is the concept of the integrated school, which is based on the recognition of every learner as an equal and valued participant in the educational community, irrespective of individual developmental characteristics or educational needs. Within such a model, the role of the school extends beyond the transmission of academic knowledge and encompasses the creation of conditions that support learners' holistic development. Particular emphasis is placed on fostering social competencies, encouraging personal growth, facilitating the realization of individual potential, and preparing learners for independent participation in social and professional life. Consequently, the integrated school is viewed not merely as an educational institution, but as a social environment that promotes inclusion, equal opportunities, and the full participation of all learners in the educational process [80].

However, the achievement of these goals requires addressing a number of organisational and pedagogical challenges. One of them is maintaining a balance between the individualisation of learning and the organisation of the educational process for the whole class. Teachers need to take into account differences in learners' educational needs, pace of learning, levels of academic skills, and behavioural characteristics. The effective implementation of inclusive education also requires appropriate methodological and material resources, adapted educational materials, and access to qualified psychological and pedagogical support.

Under these conditions, the improvement of teacher preparation and continuous professional support becomes particularly important. Pre-service teacher education should provide future teachers with knowledge of inclusive pedagogy and the psychological and pedagogical characteristics of learners with special educational needs, as well as practical experience in adapting educational content, selecting appropriate teaching strategies, organising differentiated instruction, and providing pedagogical support. Effective inclusive practice also requires cooperation among teachers, educational psychologists, special education professionals, school administrators, parents, and other participants in the educational process [81].

International initiatives and cooperation continue to influence the development of inclusive education in Kazakhstan. An important recent event was the first World Inclusion Congress (WIC 2025), held in Almaty on 15–17 October 2025 [82]. The Congress brought together representatives of government bodies, the academic community, international organisations, teachers, experts, and other stakeholders from different countries. Its agenda included the development of inclusive educational practices, assessment of special educational needs, children's mental well-being, digitalisation, artificial intelligence, and technological solutions supporting learners with special educational needs.

The analysis of current developments in inclusive education demonstrates that the successful implementation of inclusion depends not only on regulatory, organisational, and material conditions but also on teachers' professional readiness to work in educationally diverse environments. This issue is particularly significant for pre-service foreign language teachers, whose professional activities involve intensive communicative interaction, the organisation of different types of speech activity, the adaptation of language materials and tasks, and the active participation of learners in classroom communication. In inclusive settings, these professional functions require the teacher to take into account learners' individual and special educational needs and to adapt the content, methods, pace, forms of interaction, and assessment procedures accordingly.

Therefore, in the present research, particular attention is given to the professional readiness of pre-service foreign language teachers to work with children with special educational needs. Such readiness is considered an integrative professional and personal construct that combines a value-based and motivational orientation towards inclusive education, the professional knowledge required to understand and address learners' special educational needs, and the ability to apply appropriate methods and technologies in foreign language teaching. These characteristics provide the theoretical basis for distinguishing the personal-semantic, cognitive, and technological components of professional readiness examined in the present study.

The most important prerequisite for the successful development of inclusive education is the creation of a barrier-free educational environment. The modern understanding of accessibility is considerably broader than simply ensuring the architectural accessibility of buildings and premises.

Today, the accessibility of the educational environment also entails the ability to freely use educational content, information resources and digital technologies. Ensuring that means of communication are accessible to all categories of learners is of vital importance. The development of adapted teaching materials and individualised educational programmes plays a key role. Equally important is the use of specialised technical teaching aids that enable the specific characteristics and educational needs of learners to be taken into account. Educational institutions in the Republic of Kazakhstan are gradually developing a system of comprehensive psychological and pedagogical support for children with special educational needs. This system is based on interdisciplinary collaboration between specialists and aims to create the conditions for a child's successful learning and socialisation. Various specialists are involved in supporting the pupil. These include an educational psychologist, a special needs teacher, a social worker and a teaching assistant. Subject teachers and parents also play an important role, providing support for the child both within and outside the educational environment.

In the modern system of inclusive education, particular attention is paid to children with attention deficit hyperactivity disorder (ADHD). In international practice, this category of pupils is regarded as one of the largest groups of children with special educational needs. According to research data, the prevalence of ADHD among school-age children is approximately 5%, with boys being affected by this disorder significantly more often than girls [85]. Despite the lack of large-scale national studies on the prevalence of ADHD in Kazakhstan, individual diagnostic studies indicate a fairly high prevalence of attention disorders among primary school pupils.

The specific nature of ADHD lies in a combination of attention deficit, hyperactivity and impulsivity, which have a significant impact on a child's academic performance, social interaction and emotional development. Pupils in this category often experience difficulties in concentrating, organising their own activities, adhering to rules of behaviour and building constructive relationships with their peers. As a result, children with ADHD frequently face problems with social adaptation and the risk of rejection by those around them [91].

The most important factor in the successful integration of children with ADHD into the educational environment is the teacher's professional competence. Research shows that teachers who possess sufficient knowledge about the nature of ADHD and methods of educational support for such learners demonstrate a higher level of professional confidence, more frequently use positive interaction strategies, and are able to create conditions for the child's successful learning and socialisation [96; 97]. Conversely, a lack of knowledge leads to the formation of misconceptions about the causes of learning difficulties and contributes to the use of ineffective teaching methods [95]. This issue is of particular relevance in the training of pre-service foreign language teachers. Given the communicative nature of the subject, teachers must be able to adapt the curriculum, use interactive teaching methods, create opportunities for success. The development of inclusive education in the Republic of

Kazakhstan is characterised by steady positive progress, the expansion of the regulatory framework, the improvement of organisational mechanisms, and the strengthening of international cooperation. At the same time, the further development of an inclusive educational environment is impossible without a systematic approach to addressing issues relating to the training of teaching staff, enhancing their professional competence, fostering an inclusive culture within society, and creating conditions for the full participation of every child in the educational process, regardless of their developmental characteristics.

#### 1.4 Characteristics of the professional practice of foreign language teachers within the context of inclusive education in the Republic of Kazakhstan

The rapid development of inclusive education is leading to increasingly stringent requirements for teacher training. Particular importance is attached to ensuring that pre-service foreign language teachers are prepared for professional practice in an educationally diverse environment. Working effectively with learners who have a range of educational needs is becoming one of the key challenges facing modern education. The modern school is geared towards creating an educational environment in which pupils with different educational abilities and needs have equal access to high-quality education, and in which the educational process is based on the principles of humanism, differentiation, individualisation and pedagogical support. In this regard, one of the key factors for the successful implementation of inclusive education is the professional readiness of teachers. Of particular importance is their ability to interact effectively with children with special educational needs. The quality of the educational process and the success of learning for this group of pupils depend to a large extent on the level to which the relevant competences have been developed.

When organising educational activities in an inclusive classroom, the teacher faces the need to simultaneously address a variety of educational, formative and developmental tasks. Teaching pupils from different typological groups requires the application of flexible pedagogical strategies, the adaptation of educational content, the use of varied teaching methods, and differentiated approaches to assessing academic achievement. A teacher's role in an inclusive education setting extends far beyond traditional subject-specific training and requires the development of specific professional competencies.

One of the most serious problems facing the modern inclusive education system is a shortage of qualified staff. This problem is particularly acute in the education of children with attention deficit hyperactivity disorder (ADHD), autism spectrum disorders and other categories of learners with special educational needs. An analysis of scientific research indicates that a significant proportion of teachers experience professional difficulties when working with this category of learners. Inadequate

training is evident in a lack of skills in designing individualised learning pathways, organising differentiated instruction, adapting teaching materials, and managing the behaviour of learners with special educational needs.

The current situation is exacerbated by a shortage of support specialists in educational institutions. Many schools face a shortage of special needs teachers, speech therapists, educational psychologists, tutors and teaching assistants capable of providing comprehensive support for pupils. As a result, a significant proportion of the responsibilities for adapting the educational process and supporting children with special educational needs falls directly on subject teachers. This situation substantially increases the professional workload of teachers, reduces the scope for an individualised approach and increases the risk of emotional burnout among staff.

The issue is particularly relevant in the training of pre-service foreign language teachers. The nature of the subject involves constant communicative interaction, the development of pupils' speaking skills, and the formation of interpersonal communication and cooperation skills. In an inclusive classroom, these tasks become significantly more complex, as the teacher must take into account the diversity of learners' cognitive, emotional, behavioural and communicative characteristics. The main reasons for this are the limited scope of practice-oriented training, insufficient attention to issues of inclusive pedagogy in university curricula, and the lack of systematic work on developing specific professional competencies. It should be emphasised that the effectiveness of a teacher's professional practice in an inclusive education setting depends not only on the level of their specialist knowledge. The development of professionally relevant personal qualities also plays a significant role. These include tolerance, empathy, pedagogical flexibility, a willingness to collaborate, and the ability to take learners' individual characteristics into account.

Contemporary research emphasises that the training of pre-service teachers should not be limited to the study of the theoretical foundations of special education and special psychology. A necessary condition for developing professional readiness is the organisation of practical activities for students within an inclusive educational environment. Only through direct interaction with children from various diagnostic groups can a pre-service teacher gain experience in providing pedagogical support, master techniques for adapting teaching materials, and learn to take into account the individual educational needs of learners in real-life professional settings. At the same time, in most teacher training institutions, the training of students in inclusive education is predominantly theoretical in nature, which significantly reduces the effectiveness of developing the professional readiness of future specialists.

The issue of individualising learning takes on particular significance in the context of inclusive education. The modern understanding of this principle differs significantly from the traditional view of differentiating learning tasks by level of difficulty. Individualisation involves creating conditions for the learner's active participation in shaping their own educational pathway, and in developing skills of self-directed learning, self-regulation and self-actualisation. This approach helps to increase intrinsic motivation, foster responsibility for learning outcomes, and develop

the child's personal agency. In recent years, particular attention has been paid to fostering a culture of inclusion within educational organisations. The existence of such a culture is a key prerequisite for the successful implementation of inclusive education. The effectiveness of this process is determined not only by the level of professional competence of teachers, but also by the willingness of all those involved in the educational process to share and uphold the values of inclusion.

All participants in the educational process make a significant contribution to creating an effective inclusive environment. These include parents, the management of the educational organisation, specialists providing psychological and pedagogical support, and the learners themselves. Evidence from teaching practice shows that a well-organised inclusive environment has a positive impact on the development of all children. Pupils with typical development acquire interaction and cooperation skills more quickly and demonstrate higher levels of empathy, respect for others and social responsibility. In turn, children with special educational needs are provided with additional opportunities for successful socialisation, personal development and full inclusion in educational and community life.

Inclusive education helps to address a wide range of social and educational challenges. Its implementation ensures that every child's right to a high-quality education is upheld, regardless of their individual characteristics and educational needs. At the same time, it creates the conditions for pupils to realise their personal potential and develop their independence and confidence in their own abilities. A key outcome is the development of positive self-esteem, the expansion of opportunities for social integration, and an increase in children's participation in various spheres of public life. Preparing pre-service foreign language teachers to work with children with special educational needs is becoming one of the most pressing challenges facing teacher training in the Republic of Kazakhstan today. The growing prevalence of inclusive practices places new demands on the professional training of teachers. In this context, the system of higher teacher education must ensure the development not only of subject-specific and methodological competences, but also of the readiness to work effectively in an educationally diverse environment.

Achieving this goal requires the improvement of the content of educational programmes in teacher training disciplines. Of particular importance is the strengthening of practice-oriented training for students, the expansion of their experience in interacting with learners with diverse educational needs, and the introduction of specialised subjects aimed at studying the fundamentals of inclusive pedagogy and psychology. Equally important is the development of a system of continuing professional development, ensuring the constant updating of professional knowledge and the refinement of teaching competences.

A key prerequisite for the successful training of pre-service foreign language teachers is the development of sustained professional motivation and a positive attitude towards inclusive values. Pre-service foreign language teachers must recognise the importance of ensuring equal educational opportunities for all learners and be prepared to create a supportive learning environment that takes into account

the individual characteristics of each child. A comprehensive approach to addressing these challenges will improve the quality of professional training for pre-service foreign language teachers. This will contribute to the successful implementation of the principles of inclusive education, ensure access to high-quality education for different categories of learners, and further the development of inclusive educational practices in modern schools.

Against the backdrop of educational modernisation, the importance of preparing pre-service foreign language teachers to work in an inclusive environment is growing. Contemporary education policy is aimed at ensuring equal access to high-quality education for all learners. In doing so, it takes into account their individual characteristics, health status and educational needs. In this context, instilling inclusive values in trainee teachers is of particular importance. Embracing educational diversity is crucial. Equally important is recognising the uniqueness of every child. Trainee teachers must be prepared to create the conditions necessary for their learning, development and successful socialisation. Implementing the principles of inclusive education requires a comprehensive approach. It is not enough to simply improve the regulatory framework and material and technical conditions. It is also necessary to ensure high-quality training for teaching staff. A modern teacher must be able to work effectively in an environment of educational diversity and take into account the needs of different categories of learners. The development of inclusive education has led to a rethinking of traditional notions regarding the teacher's role in the educational process. Contemporary educational conditions have significantly transformed the professional role of the teacher. Teachers are no longer viewed solely as a source of knowledge. Today, they facilitate educational interaction, promote the individual development of learners and play an active role in supporting children's development in collaboration with specialists from various fields. The issue of the right of children with special educational needs to be educated in mainstream schools is currently regarded as one of the key aspects of implementing the principles of social justice and ensuring equal educational opportunities. The modern humanistic paradigm is based on the recognition of the unconditional value of every child, regardless of their developmental characteristics, and involves creating conditions for their fullest possible inclusion in the educational environment. Inclusive education provides the opportunity to receive an education in the local community, expands families' rights in choosing their child's educational pathway, and contributes to the child's successful social adaptation. At the same time, international and domestic experience indicates the need to maintain a variety of educational pathways, as certain categories of learners continue to require specialised support and intensive psychological and pedagogical support. Consequently, inclusive education should be viewed not as an alternative to special education, but as one of the ways of realising a child's right to education and full participation in society.

In the academic literature, the issue of a teacher's professional readiness occupies a special place and is regarded as one of the key indicators of the quality of a specialist's professional training. Professional readiness constitutes a complex,

integrative construct, combining a system of knowledge, skills, professionally significant personal qualities, motivational and value-based attitudes, and practical experience. Most researchers view professional readiness as the result of a person's professional development and, simultaneously, as a prerequisite for the successful performance of professional duties. The works of K.A. Abulkhanova-Slavskaya, A.A. Derkach, E.A. Klimov, V.A. Slastenin and other scholars emphasise that professional readiness is formed during the process of professional education and develops throughout the teacher's entire professional career.

From the perspective of modern pedagogy and psychology, a teacher's professional readiness comprises several interrelated structural components. The motivational-value component reflects the individual's attitude towards teaching, the degree to which professional values are embraced, readiness for professional self-development, and an awareness of the social significance of the teaching profession. The cognitive component consists of a system of pedagogical, psychological, methodological and subject-specific knowledge necessary for solving professional tasks. The operational-activity component comprises a set of professional skills ensuring the effective organisation of the educational process, the application of modern educational technologies and interaction with learners. The reflective-personal component relates to the teacher's ability to engage in self-analysis, self-assessment, reflection on their own professional experience, and planning for further professional development.

A key concept underpinning the present research is teachers' psychological readiness, which is considered an essential component of overall professional readiness. In contemporary pedagogical and psychological literature, psychological readiness is conceptualized as a multidimensional personal construct that reflects an individual's capacity to perform professional activities effectively under varying educational conditions. The works of Lev Vygotsky, Sergei Rubinstein, Lidia Bozhovich, Nina Kuzmina, and Alla Markova emphasize that the effectiveness of pedagogical activity is determined not only by subject knowledge and methodological competence but also by the development of professionally significant psychological qualities. Among the most important are empathy, reflective thinking, emotional stability, communicative flexibility, self-regulation, and the ability to engage in constructive interpersonal interaction. These qualities acquire particular importance in inclusive educational settings, where teachers must address the needs of learners with diverse developmental profiles, overcome potential barriers to participation, and maintain a psychologically safe and supportive classroom climate. Therefore, the formation of psychological readiness can be regarded as one of the fundamental conditions for ensuring the effectiveness of inclusive teaching and promoting the successful educational and social inclusion of all learners. The training of pre-service foreign language teachers has its own specific characteristics, determined by the nature of the subject area. A foreign language teacher not only fulfils an educational function but also acts as a mediator of intercultural interaction, an organiser of students' communicative activities, and a conduit for the values of

intercultural dialogue. In this regard, the structure of their professional readiness includes not only general pedagogical components but also a number of specific characteristics. These include a high level of foreign language communicative competence, well-developed methodological competence, the ability to engage in intercultural communication, proficiency in modern digital educational technologies, and readiness to organise students' communicative activities in various educational settings.

In the context of inclusive education, the demands placed on teachers' professional practice increase significantly. Foreign language teachers must take into account the individual characteristics of their pupils when organising the teaching process. An important task is to adapt the curriculum to the diverse educational needs of children. Teachers need to design tasks of varying levels of difficulty, use a variety of teaching resources and ensure that every child actively participates in communicative activities.

The ability to create a psychologically comfortable learning environment is of particular importance. Such an environment helps to reduce pupils' anxiety, build confidence in their own abilities and increase motivation to learn a foreign language. Working with children with various developmental disabilities requires teachers not only to be proficient in specialised teaching methods. Equally important are flexibility, the ability to take learners' individual needs into account, and a willingness to find effective pedagogical solutions in various educational situations.

Contemporary research views the professional readiness of a pre-service foreign language teacher to work in an inclusive education setting as a complex, integrative process. It combines a system of professional knowledge, practical skills, value systems and a readiness to interact with learners from various groups. In this context, the concept of a teacher's inclusive competence takes on particular significance. Inclusive competence is understood as a teacher's ability to carry out their professional activities effectively in an environment of educational diversity. It involves the ability to take into account the specific educational needs of learners, to organise collaborative learning and to create favourable conditions for the development of every child, regardless of their individual characteristics.

The development of inclusive competence is linked to the development of a set of interrelated competences. The cognitive component plays a key role. It encompasses knowledge of the developmental characteristics of children with special educational needs, contemporary approaches to inclusive education, the regulatory and legal framework for inclusion, and techniques for providing psychological and pedagogical support to pupils. Current practice shows that preparing pre-service foreign language teachers to work with learners with special educational needs requires a seamless combination of theoretical study and practical activities. The acquisition of theoretical foundations must be accompanied by the development of real-world professional experience. In this regard, students' participation in various forms of practical training takes on particular significance. These include working with children from different groups, developing adapted educational programmes,

teaching in inclusive classrooms and mastering techniques for interdisciplinary collaboration. Practical experience plays a key role in the professional development of pre-service teachers. It helps to overcome the psychological difficulties that arise when interacting with learners who have special educational needs. Participation in real-world teaching activities helps students gain confidence in their own professional capabilities. Furthermore, practical work fosters an understanding of the importance of inclusive education as one of the priority areas for the development of the modern education system. The professional readiness of a pre-service foreign language teacher to work within an inclusive education setting constitutes a multi-component personal and professional development process. Its structure comprises motivational and value-based, cognitive, operational and activity-based, and reflective components. Each of these components play a vital role in ensuring the teacher's professional success within a context of educational diversity.

The analysis of psychological and pedagogical research demonstrates that professional readiness is generally regarded as an integrative characteristic of a teacher that combines motivational and value-based attitudes, professional knowledge, practical ways of performing professional activities, and professionally significant personal qualities. At the same time, there is no universally accepted approach to its structural organisation. Depending on the theoretical position adopted and the specific type of professional activity under consideration, researchers distinguish motivational, value-based, cognitive, operational, activity-based, personal, communicative, and reflective characteristics of readiness. This diversity indicates that the structure of professional readiness should be specified in relation to the particular content and conditions of the professional activity for which a future specialist is being prepared.

A comparative consideration of the structural characteristics presented in existing research makes it possible to identify several recurring dimensions. The first is associated with professional motivation, values, attitudes, and the personal acceptance of professional activity. The second encompasses the system of theoretical and professional knowledge required for informed pedagogical decision-making. The third concerns the practical implementation of this knowledge through professional skills, methods, techniques, and ways of performing pedagogical activities. Reflection is also widely regarded as an important characteristic of professional readiness; depending on the theoretical approach, it may be identified as an independent structural element or considered as a cross-cutting characteristic accompanying the planning, implementation, evaluation, and correction of professional activity.

These theoretical positions provide a basis for specifying the structure of professional readiness in relation to the present research. However, the preparation of a pre-service foreign language teacher to work with children with special educational needs cannot be fully described by mechanically transferring an existing general structure of teacher readiness. Its specification requires consideration of two

interrelated contexts: the professional characteristics of foreign language teaching and the requirements of inclusive education.

Foreign language teaching is based on intensive communicative interaction and requires the teacher to organise different types of learners' speech activity, select and adapt language material, use appropriate foreign language teaching methods, provide feedback, and create conditions for active participation in communication. In an inclusive classroom, these professional tasks are supplemented by the need to recognise learners' special educational needs, adapt the content, pace, instructions, tasks and assessment procedures, use appropriate forms of pedagogical support, and create an accessible and psychologically supportive learning environment.

Accordingly, in the present research, the professional readiness of a pre-service foreign language teacher to work with children with special educational needs is understood as an integrative professional and personal construct formed in the process of professional preparation and enabling the future teacher to perform professional activities effectively in an inclusive educational environment.

On the basis of the theoretical analysis and with regard to the specific characteristics of foreign language teaching in inclusive education, three interrelated components of professional readiness are distinguished: personal-semantic, cognitive, and technological.

The personal-semantic component integrates the motivational, value-based, and professionally significant personal characteristics of readiness. Its inclusion is determined by the fact that effective work in an inclusive educational environment requires not only professional knowledge but also the acceptance of inclusive values, a positive professional orientation towards working with learners with special educational needs, recognition of educational diversity, responsibility, empathy, tolerance, and readiness for constructive professional interaction.

The cognitive component constitutes the knowledge base of professional readiness. It encompasses psychological and pedagogical knowledge concerning learners with special educational needs, knowledge of the principles and approaches of inclusive education, subject-specific and foreign language knowledge, methodological knowledge related to foreign language teaching, and specialised knowledge required to adapt the educational process to learners' individual and special educational needs.

The technological component represents the practical and activity-based dimension of professional readiness. It encompasses professional abilities and the skills developed on their basis that enable pre-service foreign language teachers to design and organise foreign language instruction, adapt educational content, materials and tasks, select and apply appropriate methods and technologies, organise interaction among participants in the educational process, provide pedagogical support, assess learning outcomes, and modify their own professional actions in accordance with learners' special educational needs.

The proposed three-component structure therefore reflects the internal logic of the professional activity under investigation. The personal-semantic component

determines the future teacher's professional orientation and the personal meaning attached to inclusive pedagogical activity; the cognitive component provides the knowledge required for informed professional decision-making; and the technological component ensures the practical implementation of this knowledge in professional pedagogical situations.

The identification of these three components does not exclude reflective, communicative, diagnostic-assessment, digital, or other professionally significant characteristics. In the present research, they are regarded as integrative characteristics manifested within and across the identified components rather than as independent structural components of readiness. Reflection, in particular, accompanies the planning, implementation, evaluation, and correction of professional actions and therefore performs a cross-cutting function in the development and manifestation of professional readiness.

Thus, the proposed structure is not a direct reproduction of an existing classification but represents a theoretical synthesis and specification of established approaches in relation to the preparation of pre-service foreign language teachers to work with children with special educational needs. The interrelationship of the personal-semantic, cognitive, and technological components provides the basis for determining the criteria, indicators, and levels of professional readiness and for its subsequent assessment in the experimental part of the research.

Among the key professional competences of a foreign language teacher in the context of inclusive education is the ability to adapt the content and organisation of foreign language teaching in accordance with the individual educational capabilities of learners. This competence is regarded as one of the fundamental components of a teacher's professional readiness to work with children with special educational needs, as it is precisely this competence that ensures the implementation of the principles of accessibility, flexibility and individualisation in education. Contemporary research emphasises that adapting the educational process does not imply simplifying the content of instruction, but rather aims to create conditions in which every learner has the opportunity to achieve educational outcomes in line with their potential and educational needs. Based on a theoretical analysis, the professional readiness of a future foreign language teacher to work with children with special educational needs is viewed as an integrative characteristic of the future educator's personality, the structure of which is defined by the interrelationship of personal-meaning, cognitive, and technological components. The interrelationship of the components of professional readiness is illustrated in Figure 1.

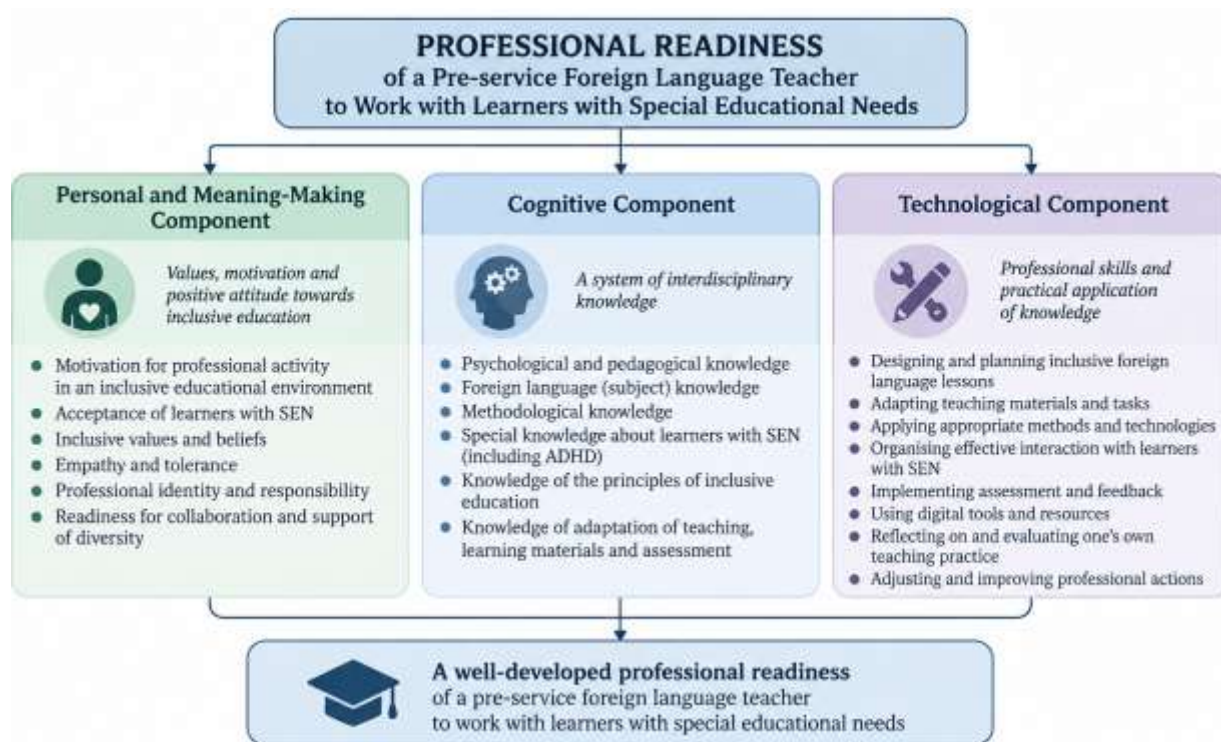


Figure 1. The interrelationship of the components of professional readiness

It is particularly important for teachers to take into account the specific characteristics of various developmental disorders when designing the educational process. For example, when working with pupils with hearing impairments, visual teaching aids, diagrams, infographics, subtitled videos and written instructions prove to be particularly effective. For children with attention deficit hyperactivity disorder, interactive forms of learning, game-based technologies and communicative exercises involving physical activity and regular changes in activities prove to be more effective. In turn, learners with autism spectrum disorders often require clearly structured teaching materials, a predictable learning environment and visual support for learning activities. Consequently, a teacher's adaptive competence requires a deep understanding of the psychological and pedagogical characteristics of different categories of learners and the ability to adapt teaching content to their educational needs. In the context of inclusive education, the teacher's ability to design varied learning pathways within a single lesson takes on particular importance. This approach makes it possible to take into account differences in pupils' prior knowledge, their pace of learning and their individual educational needs. As a result, every child is included in learning activities and the conditions are created for their successful learning [4].

Implementing the principle of differentiation involves developing multi-level tasks that provide for various ways of achieving educational goals. Within a single lesson, the teacher can offer simplified versions of tasks for pupils who are struggling to grasp the material, a basic level for the majority of pupils, and extended creative tasks for more advanced pupils. This approach allows the unity of the classroom

learning environment to be maintained, whilst ensuring the individualisation of the learning process.

The effective implementation of differentiated teaching requires the teacher to have a high level of methodological training, professional flexibility and the ability to respond promptly to changing educational conditions. Teachers must be able to anticipate potential difficulties faced by learners, adjust the content of activities in a timely manner, and select the most effective methods of pedagogical support. Competence in differentiated teaching is a vital tool for ensuring the educational success of every learner within an inclusive environment. An important component of a teacher's professional competence is the ability to provide psychological and pedagogical support to learners with special educational needs. Modern inclusive education is geared towards the holistic development of the child's personality. In this regard, attention is paid not only to academic achievement, but also to the specific aspects of the child's cognitive, emotional, communicative and social development.

As part of this competence, a teacher must be able to assess the individual characteristics of pupils and identify the causes of any learning difficulties that arise. An equally important task is to develop a system of pedagogical support aimed at overcoming the identified difficulties and creating the conditions for the child's successful development. Of particular importance is the teacher's readiness for professional collaboration with support specialists. Effective work within the context of inclusive education requires collaboration with psychologists, speech and language therapists, special needs teachers, social educators and tutors. Such collaboration helps to ensure that pupils' educational needs are more fully addressed and enhances the effectiveness of the educational process. Joint efforts by specialists enable the development of a comprehensive support programme for the child, ensuring consistency between remedial, developmental and educational interventions [16].

Researchers emphasise that the effectiveness of inclusive education is largely determined by the quality of interdisciplinary collaboration among specialists. Interdisciplinary collaboration among specialists provides a deeper understanding of the child's educational needs. This approach enables the development of individualised learning strategies that take into account the child's strengths, current abilities and prospects for development. As a result, more favourable conditions are created for the learner's successful learning and personal development.

Social and communicative competence plays a particular role in the professional practice of a foreign language teacher. The specific nature of the subject requires constant organisation of interaction between participants in the educational process, making the communicative component one of the central elements of a teacher's professional practice. Social and communicative competence manifests itself in the teacher's ability to manage interpersonal relationships in the classroom, prevent the emergence of conflict situations, maintain a favourable psychological climate, and foster an atmosphere of mutual respect and cooperation [9]. An important area of

focus is the development of a tolerant attitude among students towards individual differences and the fostering of a culture of acceptance of diversity.

Effective means of addressing this task include cooperative learning techniques, project-based activities, group work, discussions, role-plays and communication exercises focused on developing cooperation skills. Thanks to such forms of organising the learning process, students with special educational needs are given the opportunity to be full participants in educational interaction and to develop social communication skills in a natural communicative environment. When working with learners who have significant difficulties with self-regulation, concentration and organising their own activities, the skills of time management and managing educational resources take on particular importance. A modern teacher must effectively divide their attention among all participants in the educational process, provide the necessary support in a timely manner and, at the same time, maintain the overall flow of the lesson.

This competence is particularly relevant when teaching children with attention deficit hyperactivity disorder (ADHD). Research shows that prolonged engagement in repetitive tasks leads to a decline in concentration and academic motivation among such learners. In this regard, it is recommended to organise regular changes in activities every 7-10 minutes, combine intellectual and physical activity, and use game-based elements and techniques for visual time management [12].

At the same time, the teacher must take into account the needs of learners who require more time to complete tasks and comprehend the learning material. Consequently, effective time management involves a flexible combination of different work paces and the creation of conditions that allow every child to achieve success without experiencing a situation of constant failure.

The ability to make effective use of digital and technical teaching tools occupies a special place in the modern framework of professional competence. The use of digital educational resources and artificial intelligence technologies must be justified from both a methodological and pedagogical perspective. Their use must be aligned with educational objectives, the content of the teaching material and the specific characteristics of the learners. When organised effectively, digital tools help to improve the accessibility of learning and the effectiveness of the educational process.

At the same time, it remains essential to prevent excessive cognitive load, which can have a negative impact on the effectiveness of learning for children with special educational needs.

The competences discussed form a unified system of professional training for foreign language teachers working in an inclusive education setting. Developing these competences ensures that teachers are prepared to effectively tackle professional challenges in a context of educational diversity. The development of these competences requires comprehensive training for trainee teachers. The integration of psychological, pedagogical, methodological and subject-specific knowledge is of great importance. Equally significant is the development of the

personal qualities necessary for implementing the principles of inclusive education in the modern school.

Alongside professional knowledge and specialised competences, the teacher's personal qualities play a key role. Research in the fields of inclusive pedagogy and psychology shows that success in working with pupils with special educational needs is determined not only by the level of professional training. The teacher's personal and professional attitude is of considerable importance. It reflects their values towards each child, recognising their uniqueness and significance. For this reason, the personal component is regarded as a vital part of a teacher's professional readiness to work in an inclusive education setting. One of the key qualities of a modern teacher is empathy. This manifests itself in the ability to understand another person's emotional state, to empathise with them and to take their feelings into account during interaction. In the context of inclusive education, this quality takes on particular significance. Empathy helps teachers to perceive pupils' difficulties not as obstacles to learning, but as individual characteristics requiring appropriate pedagogical support. An empathetic approach helps to create an atmosphere of trust and psychological safety. This helps to reduce pupils' anxiety levels and create favourable conditions for their personal and academic development [3].

An equally important quality is pedagogical patience, which manifests itself in the teacher's willingness to repeatedly return to explaining the subject matter, to use various methods of presenting it, and to maintain a positive attitude towards the learner regardless of the pace at which they acquire knowledge. In an inclusive classroom, children demonstrate varying educational abilities and different rates of learning, which requires the teacher to possess a high level of resilience to professional pressures and the ability to maintain each pupil's motivation throughout the entire educational process. Patience becomes a key factor in preventing situations of failure and fostering a positive attitude towards learning among pupils.

Flexibility of thinking plays a significant role in a teacher's professional practice, enabling them to respond promptly to changes in the educational situation. Working in an inclusive classroom involves a high degree of uncertainty, as the behaviour, emotional state and learning engagement of children with special educational needs can vary depending on a multitude of factors. In this regard, the teacher must be able to adjust lesson content in a timely manner, change teaching methods, adapt tasks and select alternative forms of interaction with pupils. Flexible thinking enables the teacher to maintain the effectiveness of their teaching even in non-standard situations and contributes to the successful implementation of an individualised approach.

Communicative openness occupies a special place among professionally significant qualities. In the context of inclusive education, the teacher acts not only as the organiser of learning, but also as the coordinator of interaction between all participants in the educational process. A teacher's communicative openness takes on particular significance. It manifests itself in the ability to build constructive and trusting relationships with pupils, parents, colleagues and support specialists, thereby

ensuring the effectiveness of collaborative work. Reflectiveness is a key component of the professional culture of the modern teacher. In academic literature, reflection is regarded as an individual's ability to analyse their own actions, evaluate their outcomes, and consciously improve their professional practice. In the context of inclusive education, reflectiveness takes on particular significance, as the effectiveness of pedagogical decisions is largely determined by the teacher's ability to critically reflect on their own experience and to adjust their educational practice in a timely manner [16].

Reflective practice enables teachers to identify the most effective teaching methods, analyse the causes of emerging difficulties, and determine directions for further professional development. Through continuous self-analysis, teachers gain the opportunity to refine their own teaching style, improve the quality of the educational process, and ensure the more effective inclusion of learners with special educational needs in collaborative learning activities. Reflectiveness serves as a crucial mechanism for professional self-development and for improving the quality of inclusive education.

An important aspect of a teacher's professional competence is their responsibility for creating a psychologically safe learning environment. Contemporary research regards the safety of the educational environment as a necessary condition for the successful learning and socialisation of children with special educational needs. In this regard, the teacher's ability to foster an atmosphere of trust, emotional comfort and respect for all those involved in the educational process takes on particular significance. Teachers is to ensure not only the emotional well-being of their pupils, but also the organisational and pedagogical conditions that facilitate their full participation in the educational process. In this context, the teacher's responsibility lies in creating an educational environment based on respect, acceptance and support for every pupil. Teachers must prevent any manifestations of discrimination and ensure the full participation of all children in collaborative activities. An important aspect of their professional practice is also taking into account the requirements for organising the learning environment, ensuring the accessibility of educational resources, and creating the special conditions necessary for different categories of pupils.

An important factor in a teacher's professional sustainability is the presence of intrinsic motivation to work within an inclusive education setting. Research shows that professional success is largely determined by the teacher's value system, their attitude towards the principles of humanistic pedagogy, and their willingness to accept the diversity of learners as a natural feature of the modern educational environment [9]. A teacher who shares the values of inclusion views every child as possessing unique developmental potential and strives to create conditions for its fullest realisation. The ability to recognise a learner's strengths and focus on their potential rather than their limitations enables the teacher to go beyond the formal delivery of the curriculum. In this context, the teacher becomes an active agent of educational transformation, capable of creating a space of equal opportunities and

fostering conditions for the successful development of every child, regardless of their individual characteristics. The professional success of a foreign language teacher in an inclusive education setting is determined not by individual competences or personal qualities, but by their holistic and interrelated functioning. Competencies in adaptive and differentiated teaching, psychological and pedagogical support, management of educational resources, and organisation of learner interaction are complemented by qualities such as empathy, patience, flexibility, communicative openness, reflectiveness, and professional responsibility [1].

The ethical and social aspects of a teacher's professional practice take on particular significance. In a context of educational diversity, the teacher acts not only as a transmitter of knowledge but also as a bearer of humanistic values that define the nature of relationships between participants in the educational process. The ethical dimension of professional practice is linked to ensuring equal educational opportunities, respecting the dignity of every learner, and recognising every child's right to full participation in the life of the educational community. These provisions are particularly relevant when teaching children with special educational needs, including those with attention deficit hyperactivity disorder, autism spectrum disorders and other developmental differences [3]. In such circumstances, the teacher is obliged to be guided by the principles of social justice, non-discrimination and respect for human dignity, regardless of the pupil's level of academic achievement, state of health or behavioural characteristics. The teacher's ethical responsibility is primarily linked to adherence to the principle of non-discrimination. Any organisational and pedagogical decisions must be aimed at ensuring equal access for pupils to educational resources and opportunities to participate in school life. This applies not only to academic activities, but also to the inclusion of children in cultural, sporting, creative and socially significant events organised by the educational institution. An important condition for the implementation of ethical principles is the recognition of each child's uniqueness and the rejection of stigmatising practices. Contemporary research shows that the use of negative labels and focusing attention exclusively on limitations or developmental disorders contributes to the formation of entrenched social stereotypes and hinders the successful socialisation of learners [4]. In this regard, the teacher should strive to foster a positive image of each child, highlighting their achievements, strengths and potential for further development.

The social role of a foreign language teacher in an inclusive classroom extends far beyond the organisation of teaching activities. This function is put into practice through the use of cooperative learning techniques, project work, role-play, communication exercises and other forms of collaborative work aimed at developing skills in cooperation and mutual support. Such forms of organising the educational process help to reduce social barriers, foster a tolerant attitude towards differences and develop a culture of inclusive interaction. An integral element of a teacher's social responsibility is the active involvement of the family in the educational process. Cooperation with parents ensures continuity in educational support, enables

the timely identification of emerging difficulties, and allows for the joint determination of ways to overcome them. Regular exchange of information on the learner's progress, discussion of changes to the educational pathway, and agreement on support measures create favourable conditions for their successful learning, socialisation, and personal development [4].

The ethical dimension of a foreign language teacher's professional practice in the context of inclusive education is significantly expanded due to the need to protect the rights, dignity and psychological well-being of learners with special educational needs. In contemporary educational practice, the teacher acts not only as the organiser of the learning process, but also as the guarantor of adherence to the principles of fairness, equality and respect for the individuality of every child. In this regard, the teacher's ability to identify and prevent manifestations of discrimination, stigmatisation and social isolation that may arise within the school community takes on particular significance.

Research shows that pupils with disabilities and other special educational needs often face a lack of understanding, wariness and even open rejection from their peers. In some cases, such attitudes may also be conveyed by the parents of typically developing children, creating additional barriers to the child's full socialisation and successful inclusion in the educational environment [3]. In such circumstances, the foreign language teacher becomes one of the key figures in fostering an inclusive culture within the educational institution.

Educational work in this area involves systematic efforts to foster tolerance, empathy and respect for individual differences. This task can be achieved through thematic discussions, the organisation of educational activities, the inclusion in lesson content of materials reflecting the ideas of diversity and equal opportunities, as well as the use of special communication exercises aimed at developing skills of cooperation and mutual assistance. Of particular importance are educational situations that enable learners to recognise the value of human diversity and develop a positive attitude towards different expressions of individuality. At the same time, an important aspect of a teacher's work is responding promptly to instances of discriminatory behaviour. Modern inclusive practice requires teachers to be proficient in the tools of pedagogical prevention and resolution of conflict situations arising from a lack of understanding or acceptance of other people's characteristics. In such cases, the teacher must not only promptly address negative manifestations but also carry out work aimed at preventing their recurrence. Institutional support from the administration of the educational organisation and the existence of regulatory mechanisms to protect students' rights play a significant role here [1].

Adherence to the principle of confidentiality occupies a special place within the system of ethical requirements. Information regarding a pupil's state of health, the characteristics of their psychophysical development, and the results of psychological and educational assessments falls within the category of confidential data. Consequently, its use requires compliance with specific ethical and legal standards. Teachers are obliged to ensure the protection of a child's personal data and to use the

information obtained solely for the purposes of organising and supporting the educational process. The disclosure of such information to other parties involved in the educational process is permitted only to the extent necessary to provide high-quality psychological and pedagogical support. In doing so, the requirements of current legislation must be observed, and the consent of the pupil's parents or legal guardians must be taken into account. Adherence to the principle of confidentiality is an important condition for effective interaction between the family and the educational organisation. A breach of this principle may lead to a decline in trust, hinder cooperation between those involved in the educational process, and contribute to increased social stigmatisation of the child [16]. Therefore, adherence to ethical standards in the handling of personal information is not only a professional duty of the teacher but also an important prerequisite for fostering a trusting educational environment.

The social aspect of a foreign language teacher's professional activity is directly linked to ensuring the accessibility of the educational environment. The modern understanding of inclusive education involves creating conditions that allow every student to participate fully in the educational process, regardless of their developmental characteristics or health status. In this regard, teachers must take into account a wide range of factors affecting the accessibility of learning. For instance, when working with learners with hearing impairments, the acoustic characteristics of the classroom, the quality of the audio support and the use of visual aids become particularly important. For visually impaired learners, adapted teaching materials, larger font sizes, and the use of special technical aids and digital resources are required. With regard to children with musculoskeletal disorders, particular attention is paid to creating a barrier-free environment and ensuring the physical accessibility of all elements of the educational setting [4].

At the same time, a teacher's social responsibility is not limited to their direct work in the classroom. Teachers must be prepared to identify existing infrastructural limitations and initiate discussions with the school administration on ways to address them. This approach reflects an understanding that the quality of education depends directly on the accessibility of the educational environment and the ability of every child to participate in learning activities without additional barriers.

Social partnership and inter-departmental cooperation are key areas of professional activity. The modern model of inclusive education is based on the principle of comprehensive support for learners, which involves the participation of specialists from various fields. Within this system, the foreign language teacher performs a coordinating role, ensuring the coherence of educational and remedial-developmental activities. The effectiveness of support for a learner with special educational needs depends largely on the quality of the teacher's interaction with the psychologist, special needs teacher, speech therapist, social worker and other specialists. In some cases, cooperation with medical staff and representatives of social services is required. Such an interdisciplinary approach ensures a

comprehensive understanding of the child's educational needs and creates the conditions for their successful development [9].

This collaboration takes on particular significance in the process of foreign language teaching, as specialists' recommendations must be integrated into the subject content in such a way as not to disrupt the logic of the educational process, but rather to enhance its accessibility and effectiveness. Teachers must be able to adapt teaching methods and approaches in line with specialists' recommendations, whilst maintaining the communicative focus of foreign language teaching.

Issues relating to the pedagogical support of learners with attention deficit hyperactivity disorder (ADHD) deserve special attention. Contemporary academic literature emphasises that hyperactivity should not be viewed solely as a disciplinary issue or a behavioural disorder. On the contrary, an effective pedagogical strategy involves creating conditions that allow a child's activity to be constructively channelled into the educational process.

An ethical approach to working with this category of pupils is based on the use of positive reinforcement and supportive feedback. Instead of focusing on mistakes and disciplinary issues, the teacher concentrates on recognising the child's successes, rewarding their efforts and creating situations for success. This approach helps to build positive self-esteem, develop academic motivation and strengthen a sense of self-efficacy [1].

Numerous studies confirm that positive reinforcement has a more lasting effect on the behaviour of learners with ADHD compared to punitive measures. A supportive educational environment helps to reduce anxiety levels, decrease the likelihood of social isolation, and foster a positive attitude towards learning in the child.

The social significance of a foreign language teacher's professional activity is also evident in their ability to influence public perception of inclusive education. Through their own teaching practice, teachers demonstrate the possibilities for successfully integrating students with special educational needs into the general educational process, thereby helping to foster a positive attitude towards inclusion among parents, colleagues and members of the local community [3].

The positive outcomes of inclusive practice have the potential to significantly alter public attitudes, transforming a wary stance towards inclusive education into an understanding of its social significance and humanistic value. The teacher effectively acts as a mediator between the education system and society, promoting the values of equality, social justice and respect for human dignity.

An integral part of professional practice is the teacher's reflective stance. In the context of inclusive education, reflection goes beyond the analysis of purely academic outcomes and includes an assessment of the social and personal consequences of the pedagogical decisions made. Teachers must constantly analyse how the teaching methods they use affect the child's level of inclusion within the group, their emotional well-being and the quality of their interaction with peers [17].

A reflective approach enables the timely identification of potential risks of ethical breaches, the adjustment of interaction strategies, and the improvement of educational practice. The ethical and social aspects of a foreign language teacher's professional activity form a coherent system encompassing the principles of non-discrimination, respect for individuality, confidentiality, social responsibility and the protection of learners' rights. Their implementation requires the teacher to be prepared to act not only as a qualified professional, but also as an active agent in shaping an inclusive culture within the educational institution and the local community [4].

Consequently, the specific nature of a foreign language teacher's professional practice in the context of inclusive education is determined not only by the characteristics of teaching a subject based on communication, intercultural interaction and the development of speech activity, but also by the need to ensure the equal participation of all learners in the educational process. This specificity requires the integration of communicative foreign language teaching methodologies with the principles of universal design for learning, differentiation, the adaptation of assessment procedures, and interprofessional collaboration. Maintaining a communicative focus in teaching whilst ensuring the accessibility of educational content and the full participation of every learner is the central professional task of a foreign language teacher in an inclusive educational environment. It is precisely the ability to successfully address this task that determines the level of their professional readiness and the effectiveness of their teaching practice.

In this regard, the professional readiness of a foreign language teacher is viewed as a complex, integrative, personality- and activity-based formation, combining motivational-value, cognitive, operational-activity, communicative and reflective components. Its content is manifested in the unity of professional knowledge, specialised methodological skills, developed communicative abilities, creative potential and a stable psychological readiness to tackle complex pedagogical tasks within a constantly changing educational environment.

### **Conclusions to Chapter 1**

The theoretical analysis conducted made it possible to identify key trends in the development of inclusive education, synthesize domestic and international implementation experiences, and highlight the growing demands regarding the professional training of future foreign language teachers for working with children with special educational needs (SEN).

The concept of "professional readiness of a future foreign language teacher to work with children with SEN" has been refined; it is viewed as an integrative professional-personal construct developed during professional training that enables the future educator to organize foreign language instruction while accounting for the individual and special educational needs of learners.

Based on an analysis of scientific approaches, the structure of professional readiness was defined, comprising three interconnected components: personal-meaning, cognitive, and technological. The personal-meaning component reflects the

future educator's motivational and value-based orientation; the cognitive component encompasses the system of psychological-pedagogical, subject-specific (linguistic), methodological, and specialized knowledge; and the technological component comprises professional abilities and the resulting skills for organizing and adapting the foreign language educational process.

The theoretical analysis also established the methodological foundations for further modeling the training process for future foreign language teachers working with children with SEN and substantiated the need for a practice-oriented approach that takes into account the specific nature of inclusive foreign language education, including the particularities of working with students with ADHD.

## 2 Pilot testing of a model for preparing pre-service foreign language teachers for professional practice within the context of inclusive education

### 2.1 Assessment of the level of readiness of pre-service foreign language teachers for professional work with children with special educational needs

Assessing the readiness of pre-service foreign language teachers for professional practice within the context of inclusive education is one of the key stages in the implementation of the developed model for teacher training. Its significance stems from the need to obtain objective information on the level of development of professional competences that ensure the successful organisation of teaching and support for children with special educational needs within the context of the modern educational environment. This assessment enables us to determine the students' level of readiness to work in an inclusive education setting and to identify existing gaps in their professional training. These gaps may be linked to insufficient knowledge, practical skills, values and personal qualities. The results obtained serve as a basis for improving the educational process and enhancing the quality of training for pre-service teachers. In this study, the diagnostic assessment served as a key tool for evaluating the effectiveness of a model designed to prepare pre-service foreign language teachers to work with learners with special educational needs. The aim of this pilot study was to test the effectiveness of the developed model and to determine its impact on the development of students' professional readiness for teaching in an inclusive education setting. In this context, the training of pre-service foreign language teachers was viewed as a holistic and continuous process of professional development, encompassing both theoretical study and practical activities aimed at mastering the specific aspects of working with different categories of learners.

To achieve this objective, an educational experiment was organised, structured in accordance with the principles of scientific research and modern requirements for the design of educational experiments. During the course of the experiment, a comprehensive research methodology was developed, comprising a set of complementary theoretical, empirical and statistical methods. The use of various research procedures within a unified system ensured the objectivity of the results obtained, enhanced the reliability of the conclusions and provided a holistic understanding of the state and dynamics of the phenomenon under study.

The need for a comprehensive approach stems from the complexity of the subject under study. A pre-service foreign language teacher's readiness for professional practice within an inclusive education setting is multifaceted. It encompasses a system of values, professional knowledge, practical skills, communicative abilities and skills of pedagogical reflection. These components are

interrelated and ensure the successful fulfilment of professional tasks within an inclusive educational environment.

Consequently, the use of a single research method would not allow for a full understanding of this phenomenon. The integrated use of various scientific research methods enables a comprehensive study of the issue under consideration. Such an approach fosters a deeper understanding of its nature and structure. It also makes it possible to identify the interrelationships between the individual components of the phenomenon under investigation. Furthermore, the use of a combination of methods makes it possible to track the changes occurring during the professional training of pre-service foreign language teachers and to objectively assess their dynamics.

Traditionally, pedagogical research distinguishes between theoretical, empirical and mathematical-statistical methods, each of which serves its own research purpose and possesses specific epistemological capabilities.

Methods for studying and analysing pedagogical experience occupy a special place in the structure of educational research. Their use allows the researcher to turn to real educational practice and identify the characteristics of how pedagogical processes function in natural conditions. The object of analysis may be either advanced pedagogical experience, reflecting the most effective ways of solving professional tasks, or the widespread practice of educational organisations. Within the framework of the study, considerable attention was paid to analysing existing practices for training pre-service foreign language teachers to work in inclusive education settings. To obtain the necessary information, methods such as pedagogical observation, conversation, interviewing, questionnaires, analysis of students' work products, and the study of teaching and methodological documentation and materials from teaching practice were employed.

Theoretical methods of scientific inquiry played an important role in the study. These included the analysis and synthesis of philosophical, psychological-pedagogical and methodological literature on the research topic, a comparative analysis of domestic and international scientific approaches, the modelling of the professional training process for pre-service foreign language teachers, as well as the systematisation and interpretation of the data obtained. The use of theoretical methods made it possible to define the conceptual foundations of the study, clarify the conceptual framework, identify the main trends in the development of inclusive education, and formulate the research hypothesis.

Theoretical analysis, as one of the basic methods of scientific research, was aimed at identifying individual features, characteristics and properties of the pedagogical phenomena under study. The subsequent grouping, classification and systematisation of scientific facts made it possible to identify consistent patterns and establish cause-and-effect relationships between various components of the professional readiness of pre-service teachers. At the same time, the analysis was not considered in isolation but was carried out in conjunction with synthesis, which allowed us to move from studying individual aspects of the problem to forming a

holistic understanding of the mechanisms for preparing pre-service foreign language teachers to work with children with special educational needs.

Theoretical methods took on particular significance at the stage of interpreting the results of the experimental work. It was these methods that made it possible to explain the identified changes, determine the factors influencing the dynamics of students' professional readiness indicators, and substantiate the effectiveness of the developed training model. Furthermore, the application of theoretical methods allowed the results obtained to be compared with data from other studies and their place within the contemporary body of scientific knowledge on inclusive education to be determined.

The application of theoretical methods was closely linked to the study of a wide range of academic sources. During the research, works by domestic and foreign scholars in the fields of pedagogy, psychology, inclusive education and foreign language teaching methodology, the works of classical figures in pedagogical science, regulatory and legal documents of the Republic of Kazakhstan, international documents governing the development of inclusive education, scientific articles, doctoral theses, teaching and methodological guides, materials from scientific and practical conferences, and specialised periodicals [24]. A comprehensive analysis of these sources provided the theoretical basis for the study and enabled the formation of a scientific foundation for the subsequent organisation of pilot and experimental work.

The use of a combination of interrelated theoretical, empirical and mathematical-statistical methods ensured the scientific validity of the study, enabled a comprehensive examination of the issue of preparing pre-service foreign language teachers to work with children with special educational needs, and created a reliable basis for assessing the effectiveness of the developed professional training model within the context of inclusive education.

An analysis of the academic literature is one of the key stages of pedagogical research. It enables researchers to determine the extent to which a problem has been studied, identify existing academic approaches, and pinpoint current areas for further research. Studying the literature helps to establish the theoretical framework of the research, refine the conceptual framework, identify contradictions between theory and practice, and identify issues requiring further scholarly consideration. Working with academic sources involves the use of a range of specialised research techniques. Among the most common are compiling a bibliography, which involves systematising and presenting a list of selected sources; abstracting, aimed at summarising the main points of academic works; summarising, which involves recording the author's key ideas, conclusions and arguments in detail; annotation, which provides a brief description of the content of a scholarly work; and citation, which ensures the accurate reproduction of the author's wording, statistical data and other significant findings of the research. The use of these techniques facilitates not only the collection and systematisation of academic information, but also its critical analysis. This enables the researcher to form their own academic position, to evaluate

existing approaches in a reasoned manner, and to draw independent conclusions regarding the issue under study.

The study employed methods of analysis and comparative examination of regulatory documents, teaching and learning materials, and organisational documentation. Considerable attention was paid to examining and summarising experience in implementing professional development and continuing professional development programmes for teachers in the field of inclusive education. Alongside this, methods involving direct observation of participants in the educational process were employed, which enabled the collection of objective data on the current state of the issue under investigation and the specific features of the professional development of trainee teachers.

The latter included observation, questionnaires, interviews, the unfinished sentence method, content analysis of written materials, expert assessment and self-assessment procedures.

The method of pedagogical observation was of particular importance in the study. Observation involves the purposeful, systematic and organised perception of pedagogical phenomena in their natural setting. The use of this method enabled us to obtain factual data on the nature of students' learning activities, the characteristics of their interactions within the educational environment, the level of development of their professional competences, and their attitudes towards issues of inclusive education. To enhance the objectivity of the study, the observation was carried out in accordance with a pre-prepared programme. This programme specified the object and aims of the observation, the conditions under which it was to be conducted, as well as the criteria for recording and evaluating the results obtained. At the same time, it should be borne in mind that observation is one of the methods susceptible to the influence of subjective factors. The interpretation of the observed phenomena may be influenced by the researcher's professional experience, their attitudes, expectations and emotional state. Consequently, to enhance the reliability of the information obtained, the results of the observation were cross-referenced with data obtained through other research procedures, primarily questionnaires and interviews.

Questionnaire methods played a significant role in the study. Questionnaires were regarded as an effective means of mass data collection through respondents' written answers to a specially designed set of questions. The use of this method made it possible to identify students' attitudes towards inclusive education, determine their level of awareness regarding the specifics of working with children with special educational needs, and record the characteristics of their professional motivation and self-assessment of their readiness for future teaching practice. Additional information was provided by individual and group interviews, which enabled the results of the questionnaire to be clarified and interpreted.

Diagnostic and formative experimentation represented a key methodological element of the present study. The diagnostic stage was conducted to evaluate the initial state of the cognitive, motivational, operational, and reflective components of professional readiness among pre-service foreign language teachers preparing to

work in inclusive educational contexts. Subsequently, the formative experiment was carried out through the implementation of the developed pedagogical model, which was specifically designed to enhance students' readiness for inclusive professional practice. The effectiveness of the model was assessed by analysing the dynamics of the selected indicators before and after the intervention. The experimental approach made it possible not only to evaluate the outcomes of the training process but also to identify causal relationships between the pedagogical conditions introduced and the positive changes observed in the professional readiness of pre-service teachers. Such an approach ensured the validity of the findings and provided empirical evidence regarding the effectiveness of the proposed model of teacher preparation for inclusive education.

Methods of mathematical statistics were used to analyse the research findings. Their application ensured the objectivity of the processing and interpretation of the data obtained. The use of statistical methods helped to identify quantitative patterns and correlations between the indicators under study. Furthermore, the statistical analysis of the results enhanced the reliability of the conclusions and ensured the scientific validity of the findings. In modern educational science, mathematical and statistical methods are regarded as an essential component of the evidence base for scientific research. During the processing of empirical data, methods such as recording, ranking and scaling were employed. The recording method involved noting the presence or absence of certain qualities, characteristics or indicators among the study participants, followed by a quantitative tally of the results obtained. This method made it possible to determine the frequency of occurrence of the characteristics under study and to assess their prevalence in the experimental and control groups. The ranking method was used to organise the data obtained according to specific criteria and to classify the subjects under study in accordance with the level of expression of the indicators under investigation. The use of ranking helped to identify differences between the study participants and to determine their position within the overall structure of the characteristics being analysed.

The use of statistical methods for data analysis was of particular importance in the study. The most common statistical indicators include the arithmetic mean, median, mode, measures of variability and other quantitative characteristics that allow for an objective assessment of the state of the phenomenon under study. The use of statistical processing made it possible to identify patterns in the distribution of data, determine the degree of expression of the indicators under study and assess the reliability of the results obtained. The results of the statistical analysis were presented in various forms of data visualisation, including tables, graphs, diagrams and charts. This method of presenting information ensures the clarity of the research results, facilitates their interpretation and allows for a clearer identification of existing quantitative relationships between the parameters under study [35]. Quantitative data processing was carried out using mathematical research methods [50], whilst their substantive interpretation was based on the principles of pedagogical theory and the conceptual framework of the study.

It should be noted that statistical data analysis was not an end in itself but was regarded as a means of testing the proposed hypothesis, confirming the reliability of the results obtained, and determining the effectiveness of the developed model for training pre-service foreign language teachers to work with children with special educational needs. The quantitative data obtained served as the basis for formulating scientific conclusions, developing practical recommendations, and identifying prospects for further research in this field.

The final stage of the scientific and practical research is the implementation of its results into educational practice. It is precisely the practical implementation of the developed recommendations that allows us to assess the applied significance of the research and determine the possibilities for using the results obtained within the system of teacher training. The duration and scope of the research are determined by the complexity of the problem under study, the number of factors being investigated, and the need to obtain objective data on the effectiveness of the pedagogical innovations being implemented. An analysis of the theoretical and empirical methods of pedagogical research presented in the works of Russian and foreign scholars has enabled us to establish the methodological foundations of this study. Particular attention was paid to the study of methods from pedagogy, psychology, sociology and mathematical statistics, as presented in the research of B. S. Gershunsky, I. V. Bestuzhev-Lada and other scholars [44]. The examination of a wide range of scientific approaches enabled the selection of the most effective research procedures corresponding to the aims and objectives of this study.

Prognostic research methods played an important role in the development of a model for training pre-service foreign language teachers. Among these, the method of trend extrapolation held a special place, based on applying the identified patterns of development of the phenomenon under study to future time periods. Prognostic research methods played an important role in developing a model for the training of pre-service foreign language teachers. Among these, the method of trend extrapolation held a special place, based on applying the identified patterns of development of the phenomenon under study to future time periods. The application of this method made it possible to identify current trends in the development of the modern education system and to determine the main directions of change in the requirements for teachers' professional practice. The results obtained contributed to forecasting the specific features of training future specialists in the context of the further expansion of inclusive educational practice. An analysis of the processes of educational modernisation, social transformation, the development of science and technology, and the improvement of inclusive education has made it possible to identify sustained trends influencing the system of teacher training. The patterns identified have formed the basis for determining future directions for improving the professional training of pre-service foreign language teachers. An analysis of the causal relationships between changes in educational policy, societal demands and the content of professional training for pre-service teachers has enabled the construction

of a scientifically grounded model of a specialist capable of effectively carrying out professional activities within an inclusive educational environment.

The comprehensive use of theoretical, empirical, statistical and predictive research methods ensured the scientific validity of the experimental work, yielded reliable results and formed a holistic understanding of the process of training pre-service foreign language teachers to work with children with special educational needs within an inclusive education setting.

In this study, modelling is regarded as one of the key methods of scientific inquiry. Its application enables a comprehensive examination of the process of training pre-service foreign language teachers to work with learners with special educational needs. The use of modelling makes it possible to represent the process under investigation as a unified system, to identify its main components and to establish the interrelationships between them. In contemporary educational science, modelling is widely used to study complex educational phenomena and processes. This method allows us not only to analyse the current state of educational systems, but also to forecast the prospects for their development. Furthermore, modelling helps to identify patterns in the functioning of educational processes and to determine the conditions that ensure an increase in their effectiveness.

The use of the modelling method within this study has enabled a scientific analysis of the process of preparing pre-service foreign language teachers for professional practice within the context of inclusive education as a holistic pedagogical system. The use of modelling is driven by the need to identify the structural components of the process under investigation, determine the nature of the relationships between them, and establish the mechanisms of their interaction in the process of students' professional training. Modelling has taken on particular significance in the study of the predictive aspect of the professional training of pre-service teachers. The analysis of prognostic activity through modelling made it possible to determine its substantive structure, identify the main principles of organisation and implementation within the context of a modern higher education institution, and reveal the essence of the prognostic component of professional training as a key condition for developing readiness to work in an inclusive educational environment. The application of this method facilitated the transition from a descriptive analysis of the problem to the development of a scientifically grounded concept for training pre-service foreign language teachers, focused on effective practice within an educationally diverse context.

The development of a model for training pre-service foreign language teachers to work with children with special educational needs made it possible to present the process under investigation as a holistic system comprising interrelated goal-oriented, content-related, process-technological and outcome-oriented components. The model made it possible to define the structure of the training, identify the mechanisms for developing professional readiness, establish logical and functional links between the individual elements of the educational process, and specify the goals, objectives and methods for achieving the anticipated outcomes.

An important advantage of modelling is its ability to provide a systematic view of the object under study. Thanks to this method, it became possible not only to define the content of professional training for pre-service foreign language teachers, but also to identify the pedagogical conditions ensuring the effectiveness of its implementation. Furthermore, modelling made it possible to define criteria for assessing the effectiveness of training, to establish indicators of professional readiness, and to predict expected changes in the structure of students' professional competences during the implementation of the developed model. An integral element of the experimental work was the procedure for expert evaluation of the developed model. In contemporary educational science, the expert evaluation method is regarded as one of the most effective ways of obtaining well-founded judgements from specialists regarding the quality, scientific soundness and practical significance of the object under study. The use of this method allows for an independent assessment of the developed pedagogical solutions and determines the extent to which they meet the contemporary requirements of educational practice.

As part of this study, the expert assessment method was used to determine the scientific validity, substantive completeness, practical feasibility and effectiveness of the model developed for training pre-service foreign language teachers to work with children with special educational needs. The expert assessment was designed to obtain the professional opinions of specialists in the fields of pedagogy, inclusive education, foreign language teaching methodology and teacher training. The use of this method ensured the objectivity of the study and enhanced the reliability of the conclusions drawn.

The organisation of the pedagogical expert review was based on the scientific principles presented in the research of domestic and foreign scholars devoted to the methodology of pedagogical research, pedagogical diagnosis and the evaluation of the quality of educational systems. The theoretical basis for the assessment was provided by the works of K. Zh. Kozhakhmetova, K. Zhampeisova, Yu. K. Babansky, K. Sh. Alimova, B. S. Gershunsky, V. P. Bepal'ko, S. A. Nurzhanova, S. I. Arkhangelsky and other researchers who have made a significant contribution to the development of the methodology of pedagogical measurement and the evaluation of the quality of educational processes [25; 32; 45]. Research in the field of pedagogical qualimetry and educational measurement, as presented in the works of V. S. Avanesov, N. V. Kuzmina, K. Zh. Kozhakhmetova and other scholars, was also of considerable importance [1; 96].

Given the aims and objectives of the study, the group expert assessment method was deemed the most appropriate. Its use ensured a high degree of objectivity in the results obtained by combining the professional opinions of several specialists representing various fields of educational theory and practice. The advantage of group expert assessment is the ability to minimise the subjective judgements of individual experts and to form a more reliable collective conclusion regarding the quality of the model under investigation. The expert assessment procedure was carried out in stages and comprised a preparatory, main and final stage. During the

preparatory stage, evaluation criteria were defined, diagnostic materials were developed, and the composition of the expert group was established. The main stage involved the direct study and evaluation by experts of the model's structural components, analysis of its content, implementation mechanisms, and expected outcomes. During the final stage, the expert findings were processed and interpreted, and conclusions and recommendations for improving the model were formulated.

The relevance of assessing the readiness of trainee foreign language teachers to work with pupils with special educational needs is linked to current developments in inclusive education. Increasing demands on the professional training of teachers necessitate an objective assessment of their level of readiness to work in an educationally diverse environment. This issue takes on particular significance in the field of foreign language teaching. The specific nature of this subject area is defined by its pronounced communicative focus, the need to develop various types of speech activity, the use of interactive teaching methods, and the constant monitoring of learners' language proficiency levels. In the context of inclusive education, these characteristics require teachers to possess additional professional competencies related to adapting teaching content, organising an accessible educational environment, and ensuring the full participation of every learner in communicative activities.

In this regard, the diagnostic study aimed to identify the level of readiness of pre-service foreign language teachers to work with learners with special educational needs, determine the degree of development of professional readiness components, identify existing difficulties in student training, and establish the need for additional educational resources and forms of professional support.

In this regard, the diagnostic study aimed to assess the level of preparedness of pre-service foreign language teachers to work with learners with special educational needs. Particular attention was paid to assessing the degree to which the components of professional readiness had been developed. Furthermore, the study helped to identify existing difficulties in student training and to determine their need for additional educational resources, practical training and various forms of professional support.

It should be noted that inclusive education involves creating pedagogical conditions in which every child, regardless of their health, developmental characteristics or educational needs, is given the opportunity to participate fully in the educational process. The practical implementation of this principle requires foreign language teachers to be able to promptly take into account the individual characteristics of their learners when organising the educational process. An important requirement is the flexibility of the curriculum, as well as the well-founded selection of teaching methods, techniques and technologies. It is of considerable importance to structure the educational process taking into account the abilities, needs and pace at which each learner assimilates the teaching material.

Research into the readiness of pre-service foreign language teachers to practise their profession within the context of inclusive education represents a topical

scientific and practical issue. Its significance stems from the need to improve the quality of teacher training for work in an educationally diverse environment. The research findings enable an assessment of the current state of students' professional training, the identification of existing problems, and the determination of promising avenues for its further improvement. Furthermore, the data obtained serve as a basis for developing recommendations aimed at enhancing the effectiveness of training pre-service foreign language teachers to interact with learners with special educational needs.

The aim of the study was to identify the level of professional readiness of pre-service foreign language teachers to work in an inclusive education setting. To achieve this aim, a comprehensive examination of the issue under investigation was required, drawing on theoretical principles and the findings of practical work. Particular attention was paid to identifying the factors contributing to the development of students' readiness to implement inclusive teaching practices.

The scope of the study was defined by a number of interrelated tasks. Firstly, an analysis was carried out of academic sources devoted to the issue of preparing teachers for professional practice within the context of inclusive education. Next, the structure of a foreign language teacher's professional readiness and the characteristics of its development were examined. A key focus was the analysis of empirical data, which enabled the level of development of the indicators under study to be determined. Particular attention was paid to identifying the most common difficulties encountered by trainee teachers when interacting with learners with special educational needs. Furthermore, the study aimed to identify students' educational needs in the field of inclusive education and to develop recommendations for improving their professional training system.

Within the framework of the study, the readiness of a pre-service foreign language teacher to work with pupils with special educational needs was considered as an integrative characteristic of the teacher's personality and professional activity. It reflects the extent to which they are able to effectively tackle professional challenges within an inclusive educational environment. This readiness has a complex internal structure and comprises a set of interrelated components that ensure the successful performance of professional duties and effective interaction with different categories of learners.

The motivational component characterises the pre-service teacher's values regarding the ideas of inclusive education, the degree to which they embrace the principles of educational equality, their professional orientation, and their readiness to interact with learners from various categories. The cognitive component reflects a body of knowledge regarding the psychological and pedagogical characteristics of children with special educational needs, contemporary approaches to organising inclusive education, as well as the methodological foundations of teaching a foreign language within an inclusive educational environment.

The operational-practical component characterises a trainee teacher's practical readiness to carry out their professional duties in an inclusive educational

environment. It encompasses a range of skills related to organising and planning the educational process, taking into account the individual characteristics of learners. These include adapting the curriculum content, selecting effective teaching methods, using specialised teaching techniques, developing individualised learning pathways, and creating conditions that ensure the full inclusion of learners with special educational needs in learning activities.

The reflective component relates to the teacher's ability to analyse their own professional practice, evaluate the effectiveness of the teaching approaches they employ, and make timely adjustments to the educational process in line with the changing needs of their learners.

The specific features of teaching a foreign language within an inclusive education setting place additional demands on a teacher's professional training. The distinctive nature of a foreign language as an academic discipline is defined by its communicative focus. The learning process involves constant verbal interaction, the development of various types of language activity, and the active participation of learners in collaborative work. Learning a foreign language involves the use of a variety of methods for perceiving and processing information, which requires a high level of learner engagement in the educational process.

In the context of inclusive education, these characteristics take on particular significance. Working with pupils with special educational needs requires teachers not only to have a high level of subject-specific and methodological training, but also the ability to flexibly adapt the learning content to the individual capabilities of each child. A key requirement is the ability to ensure the accessibility of teaching materials, select effective teaching methods and create an educational environment that fosters the active participation of all pupils in communicative activities.

An integral component of inclusive practice is the organisation of interdisciplinary collaboration. Effective support for learners with special educational needs is only possible through the coordinated efforts of all those involved in the educational process. In this context, the foreign language teacher becomes an active participant in professional collaboration with the learners' parents and specialists providing psychological and pedagogical support.

A willingness to engage in such collaboration requires the ability to build partnerships, participate in the joint resolution of educational challenges, and take specialists' recommendations into account when organising the teaching process. A comprehensive approach ensures that pupils' educational needs are met more fully and contributes to enhancing the effectiveness of inclusive education.

Despite significant achievements in global educational science in the field of inclusive education, the national education system remains at a stage of active development and refinement of the mechanisms for its implementation. In Kazakhstan, the legal framework is being systematically modernised, the network of educational institutions implementing inclusive practices is expanding, and adapted educational programmes and special learning conditions are being developed. At the

same time, there remains a need to improve the system for training teaching staff capable of working effectively in an inclusive educational environment.

To carry out the diagnostic phase of the study, the author developed a questionnaire entitled 'The Readiness of Pre-service foreign language Teachers to Work with Children with Special Educational Needs'. The structure of a teacher's professional readiness was taken into account when designing it. The content of the questionnaire was organised into interrelated diagnostic sections. Each block was designed to examine a specific aspect of the phenomenon under investigation. The first block was of an informational and diagnostic nature. It provided general information about the study participants. The respondents' age, year of study and experience of working with pupils with special educational needs were analysed. In addition, their level of awareness regarding inclusive education and their perceptions of professional practice in an inclusive setting were assessed.

The second section focused on examining the motivational and value-based aspects of pre-service foreign language teachers. Its content enabled us to determine the students' attitudes towards the principles of inclusive education and the extent of their readiness for professional interaction with learners from various categories. Particular attention was paid to identifying the extent to which they embraced the values of educational accessibility, equal opportunities and social justice. The third section was designed to assess the cognitive component of professional readiness. It aimed to identify the level of theoretical preparation of pre-service foreign language teachers. Within this section, students' knowledge of the developmental characteristics of children with special educational needs, contemporary approaches to organising inclusive education, and the specific features of foreign language teaching in an inclusive educational setting was examined.

The fourth section focused on assessing the operational-activity component. Its content enabled an assessment of the level of development of the practical skills required for working in an inclusive educational environment. The study analysed the students' readiness to use adapted educational programmes, apply specialised teaching methods and technologies, and organise the learning process taking into account the individual abilities and educational needs of learners.

The fifth section focused on the reflective component and contained questions aimed at identifying students' ability to self-analyse their professional activities, assess their own competences, and determine their need for further professional development.

The sixth section comprised open-ended questions and was designed to elicit the individual views of the research participants. It enabled students to identify for themselves the main difficulties they encountered whilst preparing to work in an inclusive education setting. Furthermore, respondents were given the opportunity to suggest their own ways of improving the professional training system for pre-service foreign language teachers. Analysis of the responses helped to provide a deeper understanding of the existing problems and the educational needs of the students.

A total of 129 students from the 6B01705 educational programme - 'Foreign Language: two foreign languages' - took part in the pilot study, of whom 65 formed the experimental group and 64 the control group. This distribution of participants ensured the comparability of the groups under study and allowed for an objective assessment of the effectiveness of the developed model for training pre-service foreign language teachers to work with children with special educational needs.

An analysis of the results of the assessment of the motivational and value-based component showed that the majority of study participants view the ideas of inclusive education positively. Students recognise the importance of ensuring equal access to education for all categories of learners. The data obtained indicate that a significant proportion of respondents have developed humanistic values and an understanding of the social significance of teaching within an inclusive educational environment.

The research findings also suggest that the majority of pre-service foreign language teachers have a positive attitude towards working with learners with special educational needs. At the same time, a certain discrepancy has been identified between the value-based acceptance of the ideas of inclusion and the level of subjective readiness to put them into practice. Despite supporting the principles of inclusive education, many respondents harbour doubts regarding their own professional competence in this area. A significant proportion of students noted a lack of confidence in their ability to organise the education of children with special educational needs. The most frequently cited difficulties relate to a lack of practical experience, limited specialist knowledge and insufficient preparation for the use of adapted teaching methods and technologies.

The findings suggest that the development of positive motivation alone does not guarantee readiness for effective professional practice within the context of inclusive education. For the successful implementation of inclusive practices, targeted efforts are required to develop practical skills, expand specialist knowledge and build professional confidence among pre-service foreign language teachers.

The results obtained suggest that the motivational readiness of pre-service teachers is at a higher level compared to their practical and methodological preparedness. This indicates a contradiction between students' positive attitude towards inclusive education and the insufficient development of the professional competencies required for its effective implementation. Analysis of the respondents' answers also showed that the main reasons for uncertainty regarding their own readiness are a lack of experience in interacting with children with special educational needs, limited knowledge of special educational technologies, insufficient awareness of the possibilities for adapting foreign language teaching content, and a lack of practice-oriented training in this area. The results of the diagnostic phase of the study confirm the need for targeted development of the professional readiness of pre-service foreign language teachers to work with children with special educational needs. The concerns expressed by teachers regarding their own readiness to work with learners with special educational needs appear entirely reasonable and pedagogically justified. Current practice in inclusive education

indicates that the successful implementation of the principles of inclusion requires teachers not only to embrace the idea of equal educational opportunities and a positive attitude towards children with diverse educational needs, but also to possess a set of specialised professional competencies that enable them to effectively organise the educational process in a context of student diversity. Furthermore, the effectiveness of inclusive education depends largely on the level of organisational, methodological and psychological support provided to teachers by educational institutions and the professional community.

The identified trend is corroborated by empirical evidence concerning teachers' preparedness to work with children who have special educational needs. Despite the widespread endorsement of inclusive education principles among respondents, only 35% indicated that they felt fully prepared to carry out professional activities in inclusive classroom settings. The findings point to a notable discrepancy between the value-based acceptance of inclusive education and teachers' confidence in their ability to implement inclusive practices effectively. This contradiction may stem from a combination of institutional, methodological, and personal factors, including insufficient training in inclusive pedagogy, limited opportunities for practical experience, and challenges associated with adapting instruction to diverse learner needs.

The majority of respondents classified their readiness as partial, reflecting an intermediate stage of professional development in which teachers demonstrate a generally positive attitude toward inclusion but continue to experience difficulties in translating inclusive principles into effective educational practice. Such results underscore the need to strengthen both the theoretical and practical components of teacher preparation programmes aimed at fostering professional readiness for inclusive education.

Such respondents accounted for 47% of the total number of study participants. The dominance of this category suggests that the majority of teachers recognise the importance of inclusive education and demonstrate a positive attitude towards teaching children with special educational needs, yet at the same time acknowledge the inadequacy of their own professional resources for the full implementation of inclusive practices. Members of this group are characterised by an internal motivation to work in an inclusive environment, whilst still recognising the need for further professional development.

It should be noted that partial readiness cannot be viewed solely as an indicator of a lack of professional competence. On the contrary, such self-assessment often indicates well-developed professional reflection and a realistic perception of one's own capabilities. Awareness of existing difficulties and a willingness to improve professionally are important prerequisites for the successful development of inclusive competence. At the same time, this category of teachers needs to expand their methodological toolkit, improve their practical skills in working with different categories of learners, and strengthen their confidence in their own professional capabilities.

A group of respondents who stated that they were completely unprepared to work with pupils with special educational needs warrants separate consideration. This category accounted for 18 per cent of the total number of study participants. An analysis of the responses revealed that the reasons for this assessment were predominantly professional in nature. Most frequently, respondents cited a lack of practical experience in working with children from various groups, insufficient training in special education and psychology, limited proficiency in specialised teaching methods, and a shortage of methodological and organisational resources.

The study's findings point to a number of problems hindering the preparation of teaching staff for work in an inclusive education setting. One of these is the insufficient attention paid to issues of inclusion in the curriculum for the professional training of pre-service foreign language teachers. Another significant limitation is the lack of opportunities for professional development in this field. Furthermore, respondents noted a shortage of up-to-date teaching materials, specialised educational resources and practice-oriented forms of training. Certain difficulties are also linked to an underdeveloped system of collaboration between teachers and specialists providing psychological and pedagogical support. An analysis of the motivational and value-based component revealed that the majority of foreign language teachers view the ideas of inclusive education positively. They recognise the importance of ensuring equal educational opportunities for all learners and demonstrate a high level of acceptance of the principles of inclusion. However, the findings suggest that the development of positive attitudes is not always accompanied by a sufficient level of professional competence. Support for the ideas of inclusive education is by no means always combined with a readiness to put them into practice. In this regard, a positive attitude towards inclusion should be regarded as a necessary but insufficient condition for successful professional practice in an inclusive educational environment. The effective implementation of inclusive approaches requires not only a value-based acceptance of the relevant principles, but also the development of specialised knowledge, practical skills and professional competences. It is vital to improve the system for training teaching staff, expand opportunities for professional development and create conditions for gaining practical experience. Of particular interest is the group of respondents who rated their readiness as 'partial'. This category turned out to be the largest. Its members demonstrate a positive attitude towards inclusive education and recognise its importance for modern schools. At the same time, they objectively assess their own professional capabilities and recognise the need to further develop their knowledge and practical skills. This allows us to regard this group as the most promising in terms of professional growth and the development of full readiness to work within an inclusive education setting.

Particular attention should be paid to teachers who report a moderate or partial level of readiness to work with learners with special educational needs. This group possesses considerable potential for further professional development, as it is characterised by a positive acceptance of inclusive education principles coupled with a critical awareness of existing gaps in professional competence. The recognition of

the need for further learning and self-improvement serves as an important prerequisite for the successful development of inclusive teaching competencies. To support the professional growth of this category of teachers, it is advisable to implement targeted developmental strategies, including practice-based professional training, structured field experiences, participation in professional networks and communities of practice, mentoring support, and opportunities for collaborative reflection on successful inclusive teaching experiences. The integration of these approaches can facilitate the transition from theoretical acceptance of inclusion to the confident and effective implementation of inclusive pedagogical practices.

Equally important is the support of teachers who have expressed their reluctance to work in an inclusive education setting. In this case, measures aimed at reducing professional anxiety, building self-confidence, developing basic inclusive competencies, and ensuring access to necessary methodological and advisory resources are of particular importance. Support from experienced mentor teachers, psychologists, speech and language therapists, and other support specialists can play a significant role.

Overall, the research findings suggest that the motivational component of foreign language teachers' readiness to work with learners with special educational needs is at a fairly high level of development and reflects the positive attitude of the majority of respondents towards the principles of inclusive education. At the same time, the further development of this component requires its strengthening through the acquisition of professional knowledge, practical skills and experience in inclusive practice.

An analysis of the results of the cognitive component assessment revealed that teachers' theoretical knowledge of inclusive education remains insufficient. The data obtained indicate certain limitations in the body of knowledge required for effective professional practice in a context of educational diversity. This points to the need for further improvement of the content of professional training for teaching staff.

According to the results of the survey, only 37% of respondents stated that they possessed sufficient knowledge of the characteristics of the psychophysical development of learners with special educational needs and the specific nature of organising their learning. This figure indicates that a significant proportion of teachers lack the theoretical knowledge required to understand the educational needs of different categories of learners and to select effective methods of providing them with pedagogical support. The findings suggest that the cognitive component is underdeveloped among some respondents. This highlights the need to strengthen the training of pre-service foreign language teachers in the field of inclusive education, to expand the content of specialist subjects, and to raise students' awareness of issues relating to the education and support of children with special educational needs. The largest group consisted of respondents who indicated that they had only a general understanding of the characteristics of children with special educational needs. They accounted for 60% of the total. This result indicates that most teachers are familiar with the basic principles of inclusive education, but lack the systematic knowledge

required to professionally organise the educational process in an inclusive environment. Such a level of training does not allow for the full consideration of learners' individual educational needs or the effective application of specialised teaching methods.

Of particular concern is the fact that 3% of the study participants reported a complete lack of knowledge in the field of inclusive education. Despite the relatively small size of this group, the data obtained indicate that certain gaps in teachers' professional training persist and confirm the need for further improvement of the content of teacher education with a view to developing the inclusive competence of pre-service specialists (Fig.2).

(<https://docs.google.com/forms/d/e/1FAIpQLSeqBJPceoFoGvpt2Y5Au0rwdHqQgLMfh12yCLGKt5c7uKNu7g/viewform?usp=header> )

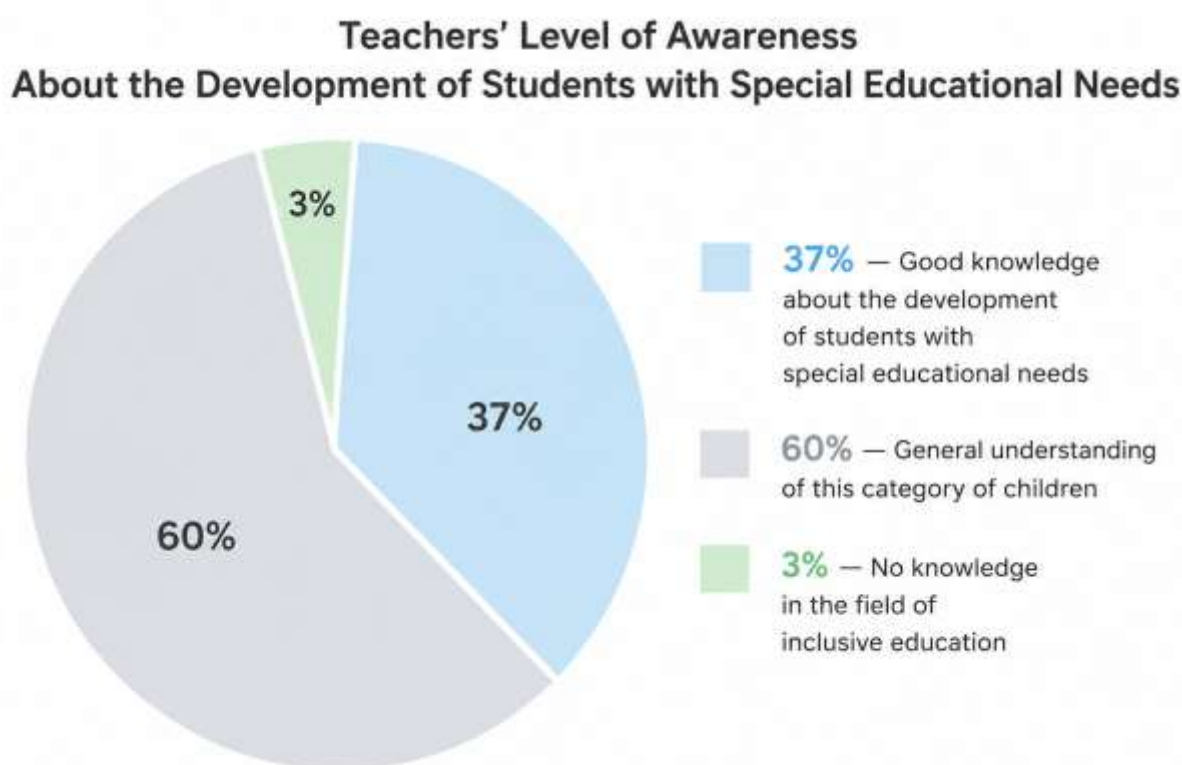


Figure 2. Teachers' awareness of the students with SEN development

The study of the cognitive component of professional readiness has revealed a number of issues relating to the level of theoretical and methodological training of foreign language teachers in working with learners with special educational needs. The findings indicate that a significant proportion of respondents do not possess the sufficient knowledge required to fully design, organise and implement the educational process within an inclusive education setting. Of particular significance is the fact that a high level of awareness regarding the issues under consideration was found in less than half of the study participants. This suggests the existence of potential risks associated with the quality of teaching practice in an inclusive

educational environment. An inadequate level of theoretical training may hinder the selection of effective teaching methods, limit the scope for adapting the educational process, and reduce the effectiveness of psychological and pedagogical support for learners with special educational needs. The study's findings point to the need to improve the cognitive component of teachers' professional training. Addressing this challenge involves enhancing the content of educational programmes, expanding the scope of specialist knowledge in the field of inclusive education, and establishing a solid theoretical foundation necessary for effective professional practice in a context of educational diversity.

Particular attention should be paid to the fact that the majority of respondents described their own knowledge as general and insufficiently structured. This category accounted for 60% of respondents, suggesting that their understanding of inclusive education and the specific characteristics of different categories of learners with special educational needs is largely superficial. Merely having a general understanding of the developmental characteristics of children does not enable teachers to carry out comprehensive pedagogical planning, adapt teaching content, or make informed methodological decisions in specific educational situations.

It should be noted that modern inclusive educational practice places significantly higher demands on teachers than a mere knowledge of the general principles of inclusive education. Teachers must possess a deep understanding of the psychological and pedagogical characteristics of different categories of learners, be familiar with the specifics of their cognitive development, be proficient in techniques for adapting educational content, and be able to anticipate potential difficulties in the learning process. A lack of such knowledge significantly limits the scope for implementing an individualised approach and reduces the effectiveness of the educational process as a whole.

The presence of a group of respondents who reported a complete lack of knowledge in the field of inclusive education is also a cause for concern. Although they account for only 3%, this figure has important practical significance. The presence of teachers who lack even a basic understanding of the specificities of teaching children with special educational needs indicates persistent gaps in the professional training system and the insufficient prevalence of an inclusive culture within the teaching community. Furthermore, this category of professionals is potentially the most vulnerable in situations of professional interaction with learners who have diverse educational needs, which may have a negative impact on both the quality of teaching and the psychological well-being of the teachers themselves.

The findings suggest that the identified deficit in the cognitive component is due to a combination of interrelated factors of both an institutional and an individual-professional nature. First and foremost, it is worth noting the persistent problem of the insufficient coverage of inclusive education issues in the content of basic teacher training. Despite the ongoing changes in the higher education system, courses dedicated to inclusive education are often limited to the examination of general

theoretical principles and do not ensure the development of sustainable, practice-oriented competencies.

In many cases, the content of training for pre-service teachers is focused primarily on mastering the theoretical aspects of special education and psychology, whilst issues relating to the practical organisation of teaching children with special educational needs, the development of adapted educational programmes, the selection of teaching methods and the assessment of learning outcomes are not covered in sufficient detail. As a result, graduates of teacher training programmes find themselves inadequately prepared to tackle real-world professional challenges within an inclusive educational environment.

An equally significant factor is the limited availability of professional development programmes on inclusive education. An analysis of domestic practice shows that specialised courses, seminars and training sessions for teachers are held irregularly, are often short-term in nature and do not always provide the opportunity for the systematic acquisition of the necessary competences. Another key reason for insufficient cognitive readiness is the lack of up-to-date teaching resources. Educational institutions continue to face a shortage of adapted curricula, methodological guidelines, teaching materials and practical guides designed for the education of various categories of children with special educational needs. As a result, teachers are often forced to seek out the necessary information themselves and develop their own methods for addressing the professional challenges they face.

The influence of professional experience must also be taken into account. For many teachers, a lack of practical experience in working with learners with special educational needs affects the level of their professional interest in issues relating to inclusive education. In the absence of regular practice, the need for in-depth study of this subject is often perceived as less pressing. As a result, there is reduced motivation to independently acquire specialist knowledge and develop the competences required to work in an inclusive educational environment.

Limited experience of participating in inclusive educational practice often leads to a decline in teachers' interest in studying the relevant issues in depth. In the absence of regular interaction with pupils with special educational needs, knowledge in the field of inclusive education may be perceived as less relevant to day-to-day professional practice. Consequently, motivation to systematically acquire this knowledge and pursue further professional development in this area diminishes. An insufficient level of cognitive development has a significant impact on the effectiveness of teaching practice within an inclusive education setting. A lack of specialist knowledge can hinder the objective assessment of pupils' educational potential and the understanding of their individual needs. In some cases, this leads to an inaccurate identification of the causes of learning difficulties and the selection of insufficiently effective methods of pedagogical support. Furthermore, limited theoretical training reduces a teacher's ability to take into account factors influencing the learning success of children with special educational needs. This can have a negative impact on the process of adapting teaching materials, selecting teaching

methods and organising the educational environment. Consequently, there is an increased risk of reduced effectiveness in the educational process, and it becomes more difficult to ensure an individualised approach to learning.

Serious difficulties also arise in the process of adapting educational content and teaching materials. A lack of specialist knowledge limits the teacher's ability to select appropriate teaching methods, differentiate tasks and organise an accessible learning environment. Consequently, the level of individualisation in teaching is reduced, which is one of the key principles of inclusive education.

Furthermore, a lack of cognitive readiness can have a negative impact on the teacher's interaction with other participants in the educational process. An insufficient understanding of the characteristics of different categories of learners hinders constructive cooperation with parents, psychologists, speech therapists, special needs teachers and other support specialists. This, in turn, reduces the effectiveness of comprehensive support for the child and limits opportunities for interdisciplinary collaboration.

In international educational practice, inclusive competence is regarded as a key indicator of a teacher's professional readiness. Its development is enshrined in professional standards and qualification requirements. The ability to work effectively in an educationally diverse environment is one of the criteria used to assess the quality of a teacher's professional training and professional practice. A distinctive feature of international training models is their practice-oriented focus. Considerable attention is paid to developing skills for interacting with different categories of learners, mastering techniques for adapting the educational process, and developing the ability to design an inclusive educational environment. At the same time, conditions are created for the continuous professional development of teachers through professional development programmes, advisory support and access to up-to-date scientific and methodological resources. Experience from other countries shows that the effective implementation of inclusive education is directly linked to a systematic approach to teacher training, ensuring a balance between theoretical training, practical experience and continuous professional development.

In Kazakhstan, the development of inclusive education in recent years has been characterised by positive momentum and the consistent improvement of the regulatory framework. At the same time, the results of this study indicate that the system for training teaching staff to work with children with special educational needs is still in the early stages of development. Existing successful practices are most often implemented within the framework of individual projects, innovation hubs or educational organisations and have not yet become widespread. The results of this study indicate that the cognitive component of foreign language teachers' professional readiness to work with pupils with special educational needs is underdeveloped. Although the majority of teachers are familiar with the main principles of inclusive education and generally understand its conceptual foundations, the level of their specialist training does not always meet the modern requirements of inclusive educational practice. The analysis carried out showed that only a relatively

small proportion of specialists possess the body of knowledge required to effectively design, organise and support the educational process within an inclusive environment. A lack of awareness regarding the psychophysical development of learners, the specific nature of their educational needs and modern inclusive teaching technologies may reduce the quality of pedagogical decisions and limit the scope for implementing an individualised approach. The identified shortcomings highlight the need for systematic improvements to teacher training. Addressing this challenge involves updating the content of educational programmes, strengthening the inclusive focus of professional training, expanding opportunities for professional development, and developing scientific and methodological support for teachers. Another key requirement is the establishment of an effective system of continuous professional development, ensuring the ongoing updating of knowledge and the enhancement of professional competences in the field of inclusive education.

An analysis of international experience shows that in countries with a long history of inclusive education, significantly more attention is paid to the practical training of teachers at the institutional level. A key advantage of such educational systems is the high level of provision for teachers of adapted educational programmes, specialised methodological guides, digital resources and technical aids to support learners with special educational needs. In most developed countries, national and regional centres for methodological support are in operation, electronic databases of adapted teaching materials are being developed, and platforms are being created for the exchange of professional experience and the dissemination of effective teaching practices.

An important element of international models of professional development is the organisation of continuous professional development for teachers. Teachers are given the opportunity to regularly undergo specialised training, participate in work placements, receive advice from experts in the field of inclusive education, and take part in professional mentoring programmes. Systems of pedagogical supervision play a particular role, enabling specialists to analyse complex professional situations, receive expert feedback and jointly develop strategies to resolve emerging problems. The data obtained indicate that only a quarter of teachers systematically use adapted programmes, special methodologies and technical support tools necessary for the effective organisation of the inclusive educational process. This situation significantly limits the possibilities for implementing an individualised approach and hinders the achievement of educational outcomes by learners with special educational needs.

Overcoming the identified difficulties requires a comprehensive approach, including the improvement of methodological support for the educational process, the expansion of professional development programmes for teachers, the strengthening of the material and technical base of educational institutions, as well as the creation of a sustainable system of professional guidance and advisory support for teachers. Only through the simultaneous development of all these areas can teachers be fully prepared to implement inclusive practices in foreign language teaching.

The reflective component occupies a special place within the structure of a teacher's professional readiness, reflecting the teacher's ability to reflect upon, analyse and improve their own professional practice. The results of the study showed that the majority of teachers recognise the importance of reflective practice when working with learners with special educational needs. Thus, 70% of respondents noted the need for regular analysis and adjustment of their own teaching practice in the context of inclusive education. At the same time, only 20% of study participants indicated that they systematically carry out self-analysis of their professional activity and use the results to improve the educational process. A further 10% of teachers expressed doubts regarding the need to make changes to their own professional practice.

The data obtained allow us to view the reflective component as one of the most contradictory elements of teachers' professional readiness to work in an inclusive education setting. On the one hand, the majority of respondents recognise the importance of self-analysis and professional self-improvement, which indicates the presence of corresponding values and an understanding of the specifics of inclusive teaching practice. On the other hand, actual practices of systematic reflection are not sufficiently widespread, indicating a certain gap between the awareness of the significance of this process and its practical implementation. In contemporary educational science, the reflective component is regarded as a key prerequisite for professional growth and the development of pedagogical competence. Reflection is widely recognised as one of the key components of professional competence, as it enables teachers to systematically analyse and evaluate their pedagogical activities. Through reflective processes, educators can assess the effectiveness of instructional methods, identify factors that contribute to learning difficulties, evaluate the outcomes of their professional decisions, and implement timely modifications to the educational process. Reflection also supports the development of critical thinking, professional self-awareness, and continuous improvement of teaching practice. In the context of inclusive education, reflective competence acquires particular importance due to the complexity and diversity of learners' educational needs. Teachers are required to respond flexibly to individual differences, adapt instructional approaches, and continuously search for pedagogical solutions that promote equitable participation and successful learning outcomes for all students. Therefore, reflection functions not only as a tool for professional self-evaluation but also as a prerequisite for effective inclusive practice, fostering pedagogical adaptability, informed professional judgement, and ongoing professional growth.

The results obtained indicate that the value-semantic aspect of reflective readiness is developed to a sufficiently high level among the majority of teachers. Awareness of the need to analyse one's own activities demonstrates the presence of professional self-awareness and an understanding that successful work in an inclusive educational environment is impossible without the constant improvement of pedagogical practice. This stance reflects teachers' readiness for professional development and indicates their acceptance of the principles of lifelong learning.

However, the relatively low proportion of teachers who regularly engage in professional reflection suggests the presence of factors limiting the development of a culture of reflection in the educational environment. One possible reason is the insufficient development of reflective skills themselves. Not all teachers are proficient in the techniques of structured self-analysis, nor are they able to objectively assess the results of their work and translate the conclusions drawn into specific pedagogical actions. As a result, reflection is often situational and intuitive in nature, failing to become a systematic tool for professional development.

Another significant limiting factor is the lack of organisational support for reflective practice. Many educational institutions lack established mechanisms for professional discussion of pedagogical issues, collective analysis of complex situations, supervision and mentoring. Psychological factors are also of considerable importance. Some teachers may perceive reflection as an additional burden that has no direct bearing on the effectiveness of their professional work. In some cases, teachers harbour doubts about the possibility of real change within the constraints of existing organisational structures, which also reduces their motivation for systematic self-analysis.

It should be noted that an underdeveloped reflective component can have a negative impact on all other aspects of professional readiness. The lack of a habit of regularly analysing one's own activities makes it difficult to identify professional shortcomings, limits opportunities for self-development, and hinders the timely adoption of new teaching methods and technologies. As a result, the teacher's ability to adapt to the changing conditions of the educational environment and to respond effectively to the diverse educational needs of learners is reduced. The identified gap between the recognition of the need for reflection and its systematic implementation indicates a need to develop a culture of reflection among teachers through the introduction of special professional support programmes, the organisation of supervision, mentoring, professional communities and other forms of support that foster a sustained commitment to continuous professional self-development.

Of particular interest is the group of teachers who systematically engage in professional reflection and regularly use the results of self-analysis to improve their own practice. According to the study's data, such respondents account for 20%. Teachers in this category are characterised by a well-established commitment to continuous professional development, critical reflection on their own practice, and a desire for the constant improvement of the educational process. They are able to objectively assess the effectiveness of the teaching methods they use, identify the causes of difficulties that arise, analyse the results of their work, and make the necessary adjustments to the organisation of the teaching process in a timely manner. Such an approach indicates a high level of professional self-awareness and responsibility for the outcomes of their teaching practice.

As practice shows, teachers with a pronounced reflective stance are significantly more active in various forms of professional development. They are more likely to take part in professional development programmes, professional seminars, webinars,

methodological associations and communities of teachers focused on the exchange of experience and the dissemination of innovative educational practices. Furthermore, members of this group show a keen interest in studying modern approaches to organising inclusive education and strive to implement effective teaching methods in their own professional practice.

It should be noted that such specialists often become the initiators of positive changes within the educational organisation. Thanks to their accumulated experience, readiness for professional collaboration and desire to improve their own practice, they act as a kind of conduit for inclusive values and effective teaching practices. In this context, this category of teachers can be regarded as an important resource for the development of an inclusive culture within the educational organisation and a potential foundation for establishing a system of mentoring and professional support for young specialists.

Equally significant is the analysis of the group of respondents who expressed doubts regarding the need to make changes to their own professional practice. This group accounted for 10% of the total number of study participants. Despite the relatively small size of this group, its existence warrants separate consideration, as such a stance may act as a barrier to the development of inclusive educational practice.

Psychological barriers also play a role. For some teachers, acknowledging professional difficulties may be associated with the risk of a loss of professional authority or negative judgement from colleagues and the school management. As a result, self-reflection is perceived not as a tool for professional growth, but as a source of additional emotional stress. The absence of a safe professional environment, in which discussing difficulties is viewed as a natural part of professional development, further reinforces such attitudes. The influence of an educational organisation's organisational culture must also be taken into account. In institutions where there are no practices of professional interaction, collective discussion of pedagogical issues, or exchange of experience, teachers' motivation for reflective activity is significantly reduced. Conversely, the presence of professional communities, mentoring programmes and mechanisms for peer support fosters an open attitude towards analysing one's own practice and increases readiness for professional change.

A well-developed culture of reflection contributes to a higher-quality adaptation of educational content, the improvement of assessment procedures, and more effective interaction with parents and support specialists. Through regular analysis of their own practice, teachers are able to identify ineffective elements of the educational process in a timely manner and replace them with more effective pedagogical solutions.

Conversely, a lack of reflective readiness can lead to the perpetuation of ineffective teaching strategies, the repetition of common professional errors, and a decline in the quality of educational support provided to learners. The absence of systematic self-reflection limits a teacher's opportunities for professional

development and hinders their ability to adapt to the changing conditions of the educational environment. Ultimately, this may have a negative impact on both the academic achievements of learners with special educational needs and their level of social adaptation and inclusion in the educational process.

Thus, the research findings suggest that the reflective component of foreign language teachers' readiness to work in an inclusive education setting is relatively well-established in terms of awareness of its importance, but insufficiently implemented in everyday professional practice. Most teachers recognise the need to analyse and improve their own practice; however, only a limited number of professionals systematically use reflection as a tool for professional development.

Improving the effectiveness of inclusive education requires the targeted development of a culture of reflection among teachers. This goal can be achieved through training in professional self-analysis techniques, the introduction of elements of pedagogical research into one's own practice, the organisation of professional communities, mentoring programmes, supervision and other forms of collective reflection. Such measures can create conditions for fostering a sustained commitment to continuous professional development and improving the quality of inclusive teaching practice.

The findings of the study highlight the necessity of implementing a comprehensive system of organisational and pedagogical measures designed to strengthen foreign language teachers' readiness to work effectively with learners with special educational needs. The evidence obtained demonstrates that the successful implementation of inclusive education depends not only on teachers' personal commitment and motivation but also on the availability of institutional conditions that facilitate continuous professional growth, provide methodological guidance, and ensure access to contemporary educational resources. Consequently, the enhancement of teacher preparation and support systems has become a strategic priority within the ongoing development of inclusive education.

A particularly important direction in this process is the design and implementation of specialised professional development programmes focused on cultivating the competencies required for effective work in inclusive educational settings. Such programmes should extend beyond theoretical instruction and incorporate substantial practical components that enable teachers to master evidence-based inclusive teaching strategies, methods of curriculum adaptation, approaches to individualised educational support, and techniques for productive collaboration with support professionals and families. Practice-oriented training creates opportunities for teachers to apply acquired knowledge in authentic educational contexts and to develop confidence in addressing the diverse needs of learners.

Equally important is the establishment of a comprehensive and multi-level system of methodological support. This system should provide educators with access to adapted curricula, contemporary teaching and learning materials, methodological guidelines, digital educational resources, and specialised pedagogical technologies. The availability of such resources contributes to reducing professional barriers

encountered by teachers, facilitates the implementation of inclusive practices, and enhances the overall quality and effectiveness of the educational process. Furthermore, a well-developed methodological infrastructure creates favourable conditions for the sustainable development of inclusive education within educational institutions. The formation of professional communities and the expansion of network-based collaboration represent another essential component of teacher professional development. In contemporary educational environments, professional interaction serves as a powerful mechanism for disseminating innovative pedagogical practices, strengthening professional identity, and fostering an inclusive culture within educational organisations. Professional communities provide opportunities for educators to exchange successful experiences, engage in collective reflection, discuss emerging challenges, and collaboratively develop solutions aimed at improving educational outcomes. Participation in such communities not only promotes the continuous development of professional competencies but also supports the establishment of a shared commitment to the values and principles of inclusive education. Taken together, these measures contribute to the creation of a supportive professional environment that enables teachers to respond effectively to the challenges of inclusive education, continuously improve their professional practice, and ensure high-quality educational opportunities for all learners, regardless of their individual characteristics and educational needs.

As one of the mechanisms for such support, this study developed the Inclusive Teacher Hub digital platform, designed to support foreign language teachers working in inclusive education settings (Appendix E). The resource developed is a specialised professional hub designed to bring teachers together, expand their professional opportunities, and create conditions for sustainable networking.

The platform's functionalities provide users with access to a variety of methodological and educational resources. Teachers are provided with opportunities to exchange self-developed instructional materials, practical assignments, methodological resources, and examples of successful inclusive education practices, thereby contributing to the dissemination of effective pedagogical experience within the professional community. The platform brings together adapted lesson plans, assessment tools, teaching materials, recommendations for organising the educational process, and examples of effective teaching solutions. An important component of the platform is the information and education section, which includes links to current webinars, professional development courses, masterclasses, conferences and other forms of professional training. This functionality supports the principle of continuous professional development and enables teachers to constantly update their professional knowledge and skills.

The platform's communication potential is of particular importance. Inclusive Teacher Hub creates conditions for professional interaction among teachers through online discussions, thematic forums, group consultations and collaborative projects. This format of interaction helps to build a professional community of practitioners united by common goals in the development of inclusive education. Furthermore, the

platform facilitates the exchange of professional experience among teachers from different regions, thereby expanding their professional perspectives and supporting the wider dissemination of effective educational practices. An additional focus of the platform is the systematisation of information on modern digital technologies, electronic resources and innovative tools used in teaching foreign languages to children with special educational needs. Access to such materials enables teachers to quickly familiarise themselves with new educational solutions and integrate them into their own practice. Alongside the development of digital support mechanisms, the organisation of mentoring plays a key role as an effective mechanism for professional support for teachers. This approach is particularly relevant for young professionals and teachers who lack sufficient experience of working with learners with special educational needs. Mentoring helps to accelerate the process of professional adaptation, boost professional confidence and ensure the transfer of effective practical experience from more experienced colleagues.

It should be noted that the mentoring system has significant potential not only for the development of professional competences but also for fostering a positive attitude towards inclusive education. Support from an experienced teacher helps to reduce professional anxiety, increase motivation for professional development, and foster a sustained readiness to work in an environment of educational diversity.

The technological foundation for implementing the developed model is a competence-based contextual technology. This approach ensures a sequential transition from the acquisition of theoretical knowledge by future foreign language teachers to its application in simulated, practice-oriented professional scenarios within inclusive education settings. Its use aims to foster not merely isolated knowledge and skills, but a holistic professional readiness in future foreign language teachers to work with children who have special educational needs.

The competence-based component of the technology is realized through the development of pedagogical, subject-specific linguistic, methodological, inclusive, communicative, diagnostic-evaluative, digital, and reflective competencies. These competencies manifest in an integrated manner through the personal-meaning, cognitive, and technological components of the future foreign language teacher's professional readiness.

The contextual component involves immersing future educators in learning situations that closely mirror the content of their future professional practice. Theoretical knowledge is acquired not in isolation, but within the context of solving specific professional-pedagogical tasks related to organizing foreign language instruction for children with SEN, including those with ADHD. Methods employed for this purpose include the analysis of pedagogical situations and case studies, the resolution of professionally oriented problems, the design and adaptation of instructional materials, the development of lesson segments, the simulation of interactions with children with SEN, parents, and support specialists, micro-teaching, and the analysis and self-analysis of pedagogical practice.

The implementation of the competence-based contextual technology is carried out through a set of interconnected organizational forms, content elements, methods, and digital tools. Key implementation tools include a specially designed elective course titled "Methodology for Teaching Foreign Languages to Children with Special Educational Needs"; a module within the "Foreign Language Teaching Methodology Practicum" course; methodological guidelines titled "Methodological Guidelines for Pre-Service Foreign Language Teachers Working in Inclusive Field"; and practice-oriented and case-based assignments. simulation of professional pedagogical situations; development of adapted tasks and foreign language lesson segments; student project work and independent study; reflective tasks and self-assessment of professional performance outcomes.

An additional digital tool for implementing the competency-based contextual approach is the "Inclusive Teacher Hub" platform, which provides access to methodological materials, adapted tasks, sample pedagogical documentation, practical recommendations, and digital educational resources. Using the Hub platform allows for the integration of theoretical, practical, and independent student training within a unified digital space, enabling repeated access to professionally oriented materials.

Thus, the Hub platform is not a standalone technology in itself, nor does it encompass the entirety of the competency-based contextual approach. Rather, it serves as one of the tools for its implementation—alongside elective courses, training modules, methodological guidelines, case studies, professionally oriented tasks, pedagogical situation simulations, micro-teaching, the design of adapted materials, and student reflection and self-assessment activities. The implementation sequence of the competency-based contextual approach involves a progression from academic-style learning—focused on mastering the theoretical foundations of inclusive education—to quasi-professional activity, which entails case studies, pedagogical simulations, and the design and delivery of lesson segments. This leads finally to educational-professional activity, where acquired knowledge, skills, and competencies are applied to solve professionally oriented tasks. This logic ensures that the training content gradually aligns with the real-world context of a foreign language teacher's future work in an inclusive educational environment.

To ensure the sustainable development of inclusive education, it seems appropriate to conduct regular monitoring of teachers' professional readiness. Systematic analysis of trends in readiness indicators will enable the timely identification of problem areas, the determination of teachers' needs for further training, and the adjustment of the content of professional development programmes and methodological support. Furthermore, the results of such monitoring can serve as a basis for managerial decision-making at the level of educational institutions and the education system as a whole.

The development of interdisciplinary collaboration between teachers and support specialists is of particular importance. Collaboration with psychologists, speech therapists, special needs teachers, social pedagogues and other specialists

enables teachers to receive timely information on modern approaches to teaching and supporting children with special educational needs, to take specialists' recommendations into account when organising the educational process, and to ensure that pedagogical support is comprehensive.

In light of the identified insufficient level of teachers' operational and reflective readiness, particular attention should be paid to developing the reflective component of professional training. It would be advisable to include in professional development programmes special modules aimed at mastering professional self-analysis techniques, developing skills for critically evaluating one's own work, and forming the ability to set professional goals and design individual career development pathways.

The development of a culture of reflection must go hand in hand with the creation of a supportive professional environment based on the principles of trust, openness and support. In such an environment, discussions about professional challenges and mistakes are viewed not as grounds for criticism or sanctions, but as an essential part of professional growth and the improvement of teaching practice. The creation of such a culture fosters teachers' readiness for innovative activities and enhances their ability to adapt to the changing conditions of the educational environment.

Overall, the results of the study indicate that the majority of foreign language teachers demonstrate a positive attitude towards the ideas of inclusive education and recognise the need to ensure equal educational opportunities for learners with special educational needs. The main difficulties identified during the study include an insufficient level of specialised knowledge in the field of inclusive education, limited access to adapted curricula and teaching materials, a lack of modern teaching resources, and limited opportunities for systematic professional development. It has been established that teachers have a marked need for ongoing methodological support, practice-oriented training, and greater access to modern educational technologies.

The empirical evidence generated in the course of the study facilitated a comprehensive analysis of the development of professional readiness among foreign language teachers. It enabled the identification of dominant developmental trends, as well as the detection of persistent problem areas that may hinder the effective implementation of inclusive educational practices. These findings underscore the need for purposefully designed pedagogical strategies and organisational-methodological measures aimed at strengthening teachers' professional competencies and improving the overall quality of teacher preparation. In particular, it was found that the motivational component is characterised by a relatively high level of development and reflects the readiness of most teachers to uphold the principles of inclusive education. At the same time, the cognitive, operational-activity and reflective components demonstrate certain deficits linked to a lack of specialist knowledge, limited practical experience of working with children with special

educational needs, insufficient provision of methodological resources and a need for systematic professional support.

Based on the theoretical research carried out and the results of the experimental work, methodological recommendations have been developed aimed at improving the training of pre-service foreign language teachers to work with learners with special educational needs. The recommendations are designed to develop teachers' professional readiness and enhance the effectiveness of their work within an inclusive educational environment. These guidelines are designed to develop the motivational, cognitive, operational-activity and reflective components of professional readiness, as well as to create conditions for the development of sustainable inclusive competence among pre-service teachers. The content of the recommendations is set out in Appendix A and may be used within the higher teacher education system, in continuing professional development programmes, and in the provision of methodological support for teaching staff.

## 2.2 A model for training pre-service foreign language teachers to work with children with ADHD and its implementation

In contemporary educational science, the modelling of pedagogical processes is regarded as one of the most significant methods for researching, designing and transforming educational practice. The transformation of the higher education system highlights the need to seek new approaches to the training of pre-service foreign language teachers. Of particular importance is the development and implementation of innovative educational technologies that ensure the development of professional competences in line with the contemporary demands of educational practice. Among these, technologies based on modern psychological and pedagogical concepts and geared towards preparing specialists for professional practice in an educationally diverse environment take priority.

In this context, modelling serves not only as a research method but also as a tool for pedagogical design. It enables the scientific justification of the content of training for pre-service foreign language teachers, the definition of the structure of the educational process, the prediction of the outcomes of professional training, and the development of effective mechanisms for fostering professional readiness to work in an inclusive education setting.

The development of a model for training pre-service foreign language teachers to work with children with special educational needs involves drawing on the theoretical and methodological foundations of pedagogical modelling, which reveal the essence, functions and possibilities of this method in the study of educational processes. The issue of modelling pedagogical objects and phenomena has been widely covered in domestic and foreign scientific literature and is presented in the works of many researchers who view modelling as an effective way of studying,

describing and designing educational systems [125; 17]. A substantial contribution to the advancement of pedagogical modelling theory has been made by the work of A. P. Anoshkin, whose studies have focused on pedagogical design, the development of educational systems, and the creation of innovative pedagogical technologies.

In recent decades, modelling has become one of the most widespread methods of scientific research in various fields of knowledge. Its widespread application is explained by its ability to provide a holistic view of complex objects, identify patterns in their functioning, and predict possible directions of development. The potential of modelling as a universal research tool is reflected in the works of Yu. K. Babansky, A. P. Belyaeva, V. P. Bepal'ko and other scholars who have examined this method in the context of improving educational processes and enhancing the effectiveness of professional training for specialists [7; 11; 15].

The current stage in the development of the education system is characterised by significant social, economic, technological and cultural changes, which call for a re-evaluation of traditional approaches to teacher training. In these circumstances, there is a need to develop scientifically grounded models capable of reflecting the new demands placed on teachers' professional practice and taking into account trends in the development of inclusive education. Consequently, modelling fulfils not only a descriptive but also a transformative function in educational research. It allows us to go beyond merely analysing the existing educational reality and serves as a tool for its purposeful design and improvement. This makes it possible to design educational systems geared towards achieving predefined goals and meeting the contemporary requirements for the development of education.

A key advantage of modelling is its ability to facilitate the scientific forecasting of the outcomes of pedagogical activity. The use of models makes it possible to define the desired characteristics of educational processes, identify the conditions for their effective functioning, and assess the potential consequences of pedagogical decisions. This lays the groundwork for the development of scientifically sound strategies for the development of educational systems and for improving the quality of professional training for specialists.

In this context, modelling serves as a vital tool for pedagogical design, facilitating the transition from the analysis of existing educational phenomena to the creation of new pedagogical solutions. It is precisely for this reason that its importance is growing in the context of educational modernisation, when the development of effective models for preparing teaching staff for professional practice in an environment of educational diversity is becoming particularly relevant.

The modelling method takes on particular significance when studying complex socio-pedagogical systems, which include the system of professional training for pre-service teachers. Such systems are characterised by their multi-component nature, the presence of numerous interrelationships between elements, and dependence on a large number of external and internal factors. Consequently, their study often cannot be carried out solely through the use of traditional descriptive or analytical methods.

V. G. Afanasiev drew attention to this feature, noting that complex social processes often go beyond the scope of what can be explained solely through existing theories and probabilistic patterns. In such situations, the most productive method of understanding is the construction and study of models that allow the most significant characteristics of the phenomena under study to be reproduced and the directions of their further development to be predicted [3]. The professional training of pre-service foreign language teachers to work within an inclusive education setting constitutes a complex, multi-level system, the functioning of which is determined by a wide range of interrelated factors. Its development is influenced not only by the internal logic of the pedagogical process, but also by external social, educational and regulatory conditions. Of particular significance are government education policy, societal needs, trends in the development of educational science, the digital transformation of education, and the updating of professional requirements for teaching practice.

Further influences include changes to the content of higher teacher education, the expansion of inclusive teaching practices, and the introduction of innovative educational technologies. As a result, the process of training pre-service foreign language teachers takes on a dynamic character and requires constant adaptation to the changing conditions of the educational environment.

These characteristics allow us to view the training of pre-service foreign language teachers as an open pedagogical system that is in constant interaction with the external environment. In this regard, modelling serves as an effective tool for its study and design, enabling the identification of structural interrelationships, the prediction of professional training outcomes, and the determination of the conditions for developing pre-service foreign language teachers' readiness to work in an inclusive education setting.

An important advantage of modelling is the ability to study anticipated changes and predict outcomes without directly intervening in the actual research subject. The model allows the researcher to analyse various options for organising the educational process, determine the potential consequences of pedagogical decisions, and assess the effectiveness of proposed reforms even before their practical implementation. In this sense, the model acts as a unique management tool, enabling informed decisions to be made during the design and improvement of educational systems [82].

In the context of this study, the model is understood as a specially constructed system, presented in the form of a structural-functional diagram, reflecting the most significant characteristics of the process of training pre-service foreign language teachers to work with children with special educational needs. This system reproduces the main components of the process under investigation, their interrelationships, functions and mechanisms of interaction, allowing the research object to be presented in a holistic and structured manner.

The theoretical foundations for the application of the modelling method in pedagogical research were developed in the works of V. G. Afanasyev, B. A. Glinsky, G. V. Sukhodolsky, V. A. Shtoff and other scholars [22; 174; 190]. In their works, modelling is regarded as a universal method of scientific inquiry, involving

the indirect study of an object through the examination of a specially created analogue that reproduces the most significant characteristics of the original. At the same time, the model is not an exact copy of the object of study, but represents a generalised and simplified reflection of it, allowing one to focus on the most essential properties and interrelationships.

Any modelling is inevitably associated with a certain degree of abstraction and simplification of the reality under investigation. This is precisely why the most important methodological issue is the problem of the model's adequacy. The effectiveness of modelling is determined by the extent to which the developed model is capable of reproducing the essential characteristics of the object under investigation and ensuring the solution of the research tasks set. Excessive simplification can lead to the loss of significant properties of the object, whereas excessive detail makes the model cumbersome and hinders its practical application.

In the scientific literature, issues of model adequacy and validity are considered in the context of the problem of the limitations of formalising complex systems. Many researchers link this problem to the fundamental propositions formulated by K. Gödel in his incompleteness theorems for formal systems. According to these propositions, no complex system can be fully described using a limited set of formal tools. Consequently, any model inevitably reflects only a part of the characteristics of the object under study, whilst retaining its most significant structural and functional features. In educational research, this proposition is of particular significance, as educational processes are characterised by a high degree of variability and depend on a multitude of factors that are difficult to formalise.

The relevance of using modelling in the system of teacher training is also driven by changes in the objectives of modern education. The training of a modern teacher involves developing the ability to independently plan one's own professional development, predict the outcomes of one's activities, and make responsible decisions in non-standard pedagogical situations.

In this regard, modelling serves not only as a research method but also as a means of developing the professional thinking of future specialists. The widespread use of modelling in educational science is explained by the diversity of functions it performs. A model allows for the description, explanation, forecasting and design of pedagogical processes, acting as an intermediary between the researcher and the object of study. This makes it possible not only to study existing educational phenomena, but also to develop new pedagogical systems, technologies and conditions for professional training.

In recent years, interest in the modelling of educational systems has grown significantly both in the academic community and in educational practice. This is because modelling is one of the most effective tools for systems analysis, enabling the study of multi-level, dynamic and multi-structured educational systems. One such system is the training of pre-service foreign language teachers for work in inclusive education settings, the effectiveness of which is determined by the interaction of numerous components and factors of various kinds.

Education, as a socio-pedagogical system, possesses a number of specific features that distinguish it from other objects of modelling. Among the key characteristics of an educational system is the pivotal role of human agency, reflected in the conscious and purposeful actions of its participants. The functioning and development of the system are largely determined by individuals' value orientations, motivational factors, and capacity for goal setting, which collectively shape the direction and effectiveness of educational processes. It is precisely for this reason that the modelling of educational processes requires consideration not only of organisational and pedagogical factors, but also of personal, socio-psychological and cultural factors. Such an approach allows for the creation of models that adequately reflect contemporary educational reality and ensure the scientifically sound design of training for pre-service teachers to prepare them for professional practice within the context of inclusive education.

Modelling educational systems and pedagogical processes enables a form of information consolidation and structuring, whereby the researcher's attention is focused on the most significant characteristics of the object under study. During the modelling process, attention is centred on the most significant characteristics of the system under investigation. Secondary parameters and random factors are excluded from the analysis. This allows for a more in-depth study of the object's key components, the identification of the patterns of their interaction, and the determination of the principles governing the system's functioning.

Consequently, the model serves not only as a means of describing pedagogical reality; it also acts as a tool for analysing, forecasting and designing educational processes. The use of models makes it possible to identify potential outcomes of pedagogical activity and to justify ways of improving educational practice.

In educational science, a model is often regarded as an image or prototype of a future educational system. It reflects the desired state of the object and sets guidelines for the practical activities of the participants in the educational process. In essence, a model is a normatively defined description of methods of activity, expected outcomes and the conditions for achieving them. In this sense, it serves as a kind of benchmark against which both the processes of educational activity and the results of its implementation are measured. A model allows one to visualise the proposed system as a whole, determine the sequence of actions for its implementation, and assess the extent to which the set objectives have been achieved [92].

The process of pedagogical modelling traditionally comprises several interrelated stages. These include the development of the model, its subsequent optimisation, and the selection of the most effective option for practical implementation. Each of these stages has its own significance and ensures the transition from a theoretical concept to the creation of a scientifically sound structure capable of functioning in the real-world conditions of educational practice.

However, the effectiveness of modelling is determined not only by the mere fact of creating a model, but also by the extent to which the model meets a number of methodological requirements. Failure to meet these requirements leads to the model

losing its research and design functions. One of the most important requirements is the model's inherent nature, understood as the degree to which it is consistent with the educational environment within which it is intended to function. Inherentness implies that the model corresponds to the specific features of a particular educational context, including its organisational, cultural and social characteristics. The model must integrate organically into the existing educational system and be perceived as a natural component of it, rather than as an artificially introduced construct [126].

A distinctive feature of inherentness is its two-way nature. On the one hand, the model must include mechanisms for adapting to the conditions of the educational environment and take into account the specifics of its functioning. On the other hand, the educational environment itself must possess the necessary organisational, staffing and resource prerequisites for the model's implementation and realisation. Consequently, the success of modelling is determined not only by the quality of the developed model, but also by the extent to which the environment is ready to accept and put it into practice.

Equally important is the requirement for the model to be simple. Simplicity is regarded as a necessary condition for its practical applicability and effective use by those involved in the educational process. This requirement is both objective and functional in nature. From an objective point of view, it is impossible to create a model capable of anticipating the full diversity of situations arising in real pedagogical practice. Any model inevitably represents a certain simplification of reality, as pedagogical activity is characterised by a high degree of variability and depends on a multitude of factors.

For example, when developing a lesson plan, a teacher cannot foresee in advance all possible changes in the educational situation, the specific behaviour of learners, or other circumstances that may affect the course of the lesson. Consequently, there is always scope for pedagogical improvisation and making situational decisions. At the same time, the simplicity of the model also has functional significance: the model must be easy to understand, clear in structure and convenient for practical application. An excessively complex model loses its practical value and becomes difficult to use in the real-world conditions of the educational process.

The third key requirement is the adequacy of the model. Adequacy refers to the degree to which the model corresponds to the object under study and its ability to ensure the achievement of set objectives within the framework of specified effectiveness criteria. An adequate model must reflect the most essential characteristics of the object, its structure, internal connections and patterns of functioning. At the same time, it must remain sufficiently comprehensive to address research and practical tasks, without losing the necessary degree of abstraction and generalisation.

Thus, three fundamental requirements for pedagogical models can be identified: inherentness, ensuring the model's alignment with the environment in which it operates; simplicity, guaranteeing the model's accessibility and practical

applicability; and adequacy, determining the degree to which the model corresponds to the object under study. In fact, these requirements reflect the need to align the model simultaneously with three key components of the modelling process: the educational environment, the designer, and the object of modelling.

The practical implementation of modelling involves the use of a variety of methods that enable the construction, analysis and refinement of educational system models. In the scientific literature, these methods are traditionally classified as qualitative and quantitative, content-based and formalised, as well as methods based on the use of natural language or specialised symbolic systems.

One of the most common qualitative methods for modelling educational systems is the scenario method. This method involves creating a detailed written description of the system being designed, reflecting possible variants of its development, operating conditions and expected outcomes. The development of a scenario usually begins with individual work by experts formulating their own ideas about the future state of the system. In subsequent stages, the various positions are reconciled and a unified scenario description is formulated.

It should be noted that modern scenarios include not only qualitative characteristics of the system under design, but also quantitative parameters reflecting various aspects of its operation. Their structure may include statistical data, forecast calculations, analytical indicators and other information necessary to justify the decisions taken. In recent years, the possibilities of scenario modelling have expanded significantly thanks to the use of digital technologies, computing resources and specialised software packages, which allow for more accurate forecasting and analysis of development options for educational systems [71].

Graphical methods of representing models play an important role in educational modelling. These include diagrams, charts, graphs, histograms, structural maps and other visual aids that allow the structure of the system being designed and the nature of the relationships between its components to be clearly illustrated. The use of graphical aids enhances the clarity of the model, facilitates the comprehension of complex information and allows for a more effective analysis of the internal organisation of pedagogical processes.

The structuring method focuses on the sequential breakdown of a complex problem into separate elements and subsystems that can be subjected to more detailed analysis. At its core, this approach represents a form of systemic-structural modelling and facilitates the transition from a general understanding of an object to the study of its individual components. A specific variant of structuring is the 'goal tree' method, which involves constructing a hierarchical system of goals, objectives and sub-objectives. Such a hierarchy allows logical links to be established between different levels of design and ensures that all elements of the model are consistent with its strategic goals.

The morphological method, based on the systematic search for possible model configurations by combining various structural elements and their characteristics, is widely used in the design of educational systems. This method allows for the

identification of a wide range of alternative solutions and expands the design space. At the same time, its use may result in an extremely large number of possible combinations, which requires the application of additional selection and optimisation procedures.

Group modelling methods are actively used in the collective design process. These include business games, brainstorming, the Delphi method, synectics and other forms of collective expert activity. Their application allows the intellectual resources of participants to be pooled, the range of alternatives considered to be expanded and the quality of the design decisions made to be improved.

Once the model development stage is complete, optimisation is carried out, aimed at selecting the most effective option from among the many possible alternatives. The optimisation procedure involves taking into account available resources, the characteristics of the educational environment, and the constraints of practical implementation. Of significant importance here is testing the model's resilience to changes in external and internal operating conditions.

The final stage of modelling is the selection of a model for subsequent implementation. This stage is the most critical, as it is at this point that the final decision is made regarding the further use of the developed model. The selection procedure involves a systematic analysis of alternatives, an assessment of their effectiveness against specified criteria, and the elimination of options that do not meet the project's requirements. To enhance the objectivity of the selection, expert assessment methods are widely used, enabling the minimisation of the influence of subjective factors and an increase in the reliability of the decisions made [37; 54; 66; 83; 124; 140; 185].

In accordance with scientific principles, a theoretical model must possess a number of characteristics that ensure its research and practical value. These characteristics include integrity and coherence, which ensure the unity of all the model's components; stability and reproducibility, which allow the model to be used in various conditions; technological feasibility, implying the possibility of practical verification of its propositions; observability, ensuring the correlation of the model with real pedagogical effects; and also comprehensibility, implying an optimal number of parameters sufficient to describe the object under study without unduly complicating the model [101].

The primary aim of the model is to develop professionally competent foreign language teachers capable of working successfully within an inclusive education setting. Trained specialists must be proficient in teaching adaptation techniques, take into account the educational needs of different categories of learners, and apply modern pedagogical methods to ensure their full participation in the educational process.

The proposed logical-content model reflects the theoretical and organisational foundations for training pre-service foreign language teachers to work in an inclusive educational environment. It brings together the aims, objectives, principles,

pedagogical conditions and key mechanisms for the implementation of professional training.

In developing the model, it was taken into account that it is both an independent system and an integral part of a broader system of professional teacher education. All components of the model were designed on the basis of the principles of differentiation, individualisation and variability in teaching, which corresponds to contemporary trends in the development of higher education and the requirements of inclusive pedagogy. In this study, the model is regarded as a specially designed framework that reflects the most significant characteristics of the process of training pre-service foreign language teachers to work in an inclusive education setting. It enables us to visualise the structure of the process under investigation, reveal the interrelationships between its components, and identify areas for improvement. Preparing pre-service foreign language teachers to work with pupils with special educational needs requires the targeted organisation of professional training. Its content must ensure the development of the body of knowledge, practical skills, value orientations and reflective qualities necessary for effective professional practice in an inclusive educational environment. Within the framework of this study, this training is implemented by incorporating a module into the educational process for the special course 'Practicum in Foreign Language Teaching Methodology' for full-time students, as well as the subject 'Methods of Foreign Language Teaching to Children with Special Educational Needs' for part-time students.

The content of these course modules is designed to systematically prepare pre-service teachers to deliver foreign language education in an inclusive environment. A key aspect of training pre-service foreign language teachers is the development of skills to take into account the individual educational needs of learners. Of particular importance is the development of skills in adapting foreign language teaching content, applying differentiated approaches and utilising interactive teaching methods. Alongside this, students learn techniques for designing individualised learning pathways and gain experience in professional interaction with parents, colleagues and support specialists.

To achieve these objectives, both traditional and innovative teaching methods are employed in the educational process. Their use helps to stimulate students' cognitive activity, develop their research skills and build their practical readiness for professional practice within the context of inclusive education. These methods include research methods, creative problem-solving techniques, the case study method, project work, business, role-play and interactive games, as well as creative methods such as brainstorming, heuristic techniques and synectics. The use of these methods enables pre-service teachers not only to assimilate the theoretical principles of inclusive education, but also to simulate real-life professional situations, analyse pedagogical case studies and develop effective ways of solving practical problems.

Written and creative forms of learning play a significant role in the methodological framework for training pre-service foreign language teachers. Their use is aimed at developing students' analytical, planning and reflective skills. As part

of this work, students complete essays on the subject of inclusive education, analytical tasks and reflective reports focused on analysing their professional experience and teaching situations.

Of particular importance are practical tasks involving the development of lesson segments, the design of adapted teaching materials and the simulation of educational situations. Such activities help to develop the practical readiness of pre-service foreign language teachers to work with learners who have special educational needs. In addition, graphic dictations, clusters, synquines, individual assignments and creative projects are used, aimed at developing systematic thinking, professional reflection and the ability to design teaching methods independently.

The use of information and communication technologies is regarded as an essential component of preparing pre-service foreign language teachers for work in an inclusive education setting. Digital resources make it possible to expand the variety of ways in which educational information is presented, ensure multimodal learning, create conditions for the individualisation of the educational process, and increase the accessibility of content for learners with diverse educational needs.

The theoretical and methodological basis of the developed model for training pre-service foreign language teachers to work with learners in an inclusive education setting comprises holistic, person-centred, activity-based and differentiated approaches. Their integration allows the professional training process to be viewed as a complex, dynamic and multi-level system aimed at shaping the personality of a teacher capable of acting effectively in conditions of educational diversity.

A holistic approach involves viewing teacher training as a unified system, the elements of which are interconnected and interdependent. Applying this approach makes it possible to identify key links between the components of the educational process and to determine the factors influencing the professional development of pre-service foreign language teachers. From the perspective of this approach, the training of pre-service foreign language teachers is viewed as a holistic process of professional development. It comprises the interrelated motivational, cognitive, operational-activity and reflective components. Their unity ensures that teachers develop the professional readiness required to work effectively in modern educational settings.

The personal approach emphasises the priority of the uniqueness, social, activity-based and creative nature of the individual. Its significance in the context of inclusive education lies in the fact that it does not allow the learner's personality to be reduced to their diagnosis, impairment or limitation. A fundamental aspect of teacher preparation involves equipping future educators with the skills necessary to establish constructive and inclusive relationships with learners. Such interaction should be founded upon respect for the intrinsic dignity of every child, recognition of their individual educational capacities, and the creation of supportive conditions that facilitate the realisation of their personal and academic potential. The activity-based approach serves as a methodological strategy for research and enables us to explore the extent to which a pre-service foreign language teacher is prepared to work with children with special educational needs through a system of specific professional

actions. It provides an opportunity to identify ways of developing this readiness, to determine the conditions for its development, and to justify practical mechanisms for improving professional training.

The differentiated approach involves organising teaching and education taking into account the socio-psychological characteristics of different groups of learners and the individual and personal differences of each child. In the context of training pre-service foreign language teachers, this approach takes on particular significance, as teaching a foreign language in an inclusive classroom requires the adaptation of content, pace, methods and forms of assessment in accordance with the abilities and needs of the learners.

The effectiveness of professional training for pre-service foreign language teachers intending to work with learners with special educational needs depends substantially on the systematic integration of general pedagogical and specialised principles. These principles serve as a methodological foundation for designing educational content, organising learning activities, and developing the competencies required for effective inclusive teaching practice. General pedagogical principles include humanisation, systematicity, cultural appropriateness, event-based learning and success-oriented approaches. These principles establish the value-based and organisational foundations of the educational process, which is geared towards the personal development of the pre-service foreign language teacher and the cultivation of their readiness to work in a humanistic, inclusive environment.

Alongside general pedagogical principles, special principles reflecting the specific nature of inclusive pedagogy are of particular importance. The principle of a corrective-compensatory approach to education involves drawing on the preserved resources of learners with disabilities and organising the educational process in accordance with the nature of the developmental impairment. The principle of the activity-based approach in inclusive education involves the use of subject-specific practical activities as a means of developing the sensorimotor foundations of higher mental functions, primarily speech and thinking. Such activities help to compensate for a lack of life experience, develop situational and activity-based communication, foster a sustained motivation for interaction, and help children master social behaviour.

The principle of creative activity is based on the recognition of every learner's right to participate in creative activities, regardless of any physical, cognitive or other limitations. The implementation of this principle involves creating an educational environment in which every child has the opportunity to take the initiative, express their own individuality and develop their creative potential during the learning process.

A review of international approaches to teacher education reveals that, in a number of educational systems, the preparation of pre-service foreign language teachers for inclusive professional practice is implemented through the inclusion of specialised modules, academic courses, and training blocks devoted to special education, remedial pedagogy, and inclusive teaching methodologies. These

curricular components are intended to equip prospective teachers with the theoretical knowledge and practical competencies necessary for addressing the diverse educational needs of learners. However, such training elements are often optional and limited in scope, which does not always ensure the systematic development of pre-service teachers' inclusive competence.

Moreover, treating inclusive education as separate, supplementary modules may lead students to believe that working with children with special educational needs falls within the remit of special education and is not an integral part of every teacher's professional responsibilities. Such logic risks reinforcing the perception of inclusion as an exceptional practice requiring specialised knowledge, but not directly linked to general teaching practice.

A more promising approach appears to be an integrated model of teacher training, which involves incorporating the principles of inclusive education into all aspects of the professional training of pre-service foreign language teachers. Unlike piecemeal approaches, this model treats inclusion as a cross-cutting element of a teacher's professional development. Inclusive values, knowledge and practical skills are systematically incorporated into the content of academic disciplines, methodological training, teaching practice and subsequent professional development. The implementation of such a model creates the conditions for the formation of a sustainable professional stance in pre-service foreign language teachers and the development of a sense of responsibility for the educational outcomes of every learner. It contributes to the development of inclusive thinking, the strengthening of humanistic attitudes and the mastery of teaching practices aimed at ensuring the accessibility and quality of education for all categories of learners. Scholarly and pedagogical literature emphasises that orienting the educational process towards the individual needs of the child has a positive impact on the overall effectiveness of learning. The practice of inclusive education contributes to the creation of a more flexible and nurturing educational environment, which has a positive effect not only on learners with special educational needs but also on the quality of education for the whole class.

At the same time, an analysis of the content of courses on inclusive education shows that there is often a tendency to view the issue primarily through the prism of the child themselves and their disabilities. A significant portion of teaching time is devoted to describing types of impairments, their medical causes, diagnostic indicators and individual adjustments. At the same time, insufficient attention is paid to analysing the educational environment, barriers to participation, the characteristics of school culture and ways of transforming teaching practice.

This focus is largely linked to the influence of the medical model of disability, within which a child's difficulties are explained primarily by their individual characteristics rather than by limitations in the educational environment. As a result, the main focus is on developing individual educational plans and special adjustments, whilst the teaching system itself, classroom organisation and the educational environment are not always subjected to critical analysis. This limits the scope for

structural changes capable of improving the quality of education for all children. An exceptionally broad approach centred on the idea of ‘education for all’ may also have certain limitations. An exclusive emphasis on universal child-centred pedagogical principles may lead to insufficient consideration of the unique characteristics and support requirements of particular categories of learners with special educational needs. Under such conditions, teachers often encounter difficulties in implementing inclusive practices, which may contribute to feelings of professional insecurity and increased occupational stress resulting from limited access to specialised pedagogical tools and intervention strategies.

Practice shows that some foreign language teachers assume that mainstream classes are suitable primarily for children with mild or moderate disabilities, whereas pupils with severe and complex disabilities are often perceived as a group requiring education in special institutions. This approach highlights the need for a more balanced training programme for pre-service teachers, combining the general principles of inclusive education with specific knowledge of different categories of disabilities and practical methods for adapting the educational process. Consequently, all pre-service foreign language teachers must, on the one hand, master the fundamental principles of inclusive pedagogy, learn to create an inclusive educational environment, and develop a professional and value-based attitude towards the diversity of learners. On the other hand, they must gain an understanding of the various types of disabilities, potential educational barriers and forms of adaptation that ensure the meaningful participation of children with special educational needs in the general educational process.

Among the fundamental components of inclusive teacher preparation is the capacity to identify and analyse learners’ individual educational needs, as well as to recognise the academic, social, psychological, and environmental barriers that may limit their active participation in curricular and extracurricular processes. The development of these competencies enables teachers to design appropriate support strategies and create more inclusive learning environments. Such barriers may manifest at the level of the classroom, school, family or local community and affect children’s attendance, participation and educational attainment. Equally important is the development of innovative approaches to pedagogical support, aimed at ensuring the education and inclusion of all children. Pre-service teachers must be proficient in methods of adapting curriculum content, techniques for differentiated instruction, strategies for organising collaborative activities, and ways of creating a psychologically safe educational environment. Particular attention should be given to the formation of collaboration skills, as successful implementation of inclusive education depends on productive interaction among all stakeholders involved in supporting learners. Cooperation between teachers, families, support specialists, and community organisations facilitates a coordinated approach to addressing learners’ educational and developmental needs, thereby improving educational outcomes and promoting inclusion. Furthermore, a pre-service foreign language teacher must know where and how to obtain additional support, advice or necessary resources when

professional difficulties arise. This skill is particularly important in situations where the teacher faces challenges requiring specialist knowledge and an interdisciplinary approach.

The practical component plays a special role in the training of pre-service foreign language teachers. The development of inclusive competence is impossible without involving students in real or realistic teaching situations. In this regard, role-play exercises, lesson simulations, case studies, teaching workshops, as well as observation and practical experience in inclusive educational settings, are of great importance. Such forms of work enable pre-service teachers not only to master theoretical concepts but also to gain experience in making pedagogical decisions within the context of educational diversity.

Thus, preparing pre-service foreign language teachers to work with children with special educational needs is one of the priority tasks of modern teacher education. It involves equipping future specialists with a body of knowledge about children with SEN, their needs and capabilities, mastering methods and technologies for teaching a foreign language in an inclusive classroom, and developing practical skills in adapting teaching materials and designing individual learning pathways.

The practical component of the training model involves mastering teaching methods and pedagogical tools that ensure the accessibility of content and the flexibility of student participation. As part of this component, trainee teachers learn adaptive teaching strategies, differentiated instruction, interactive methods, classroom management techniques and ways of working with children who have behavioural, cognitive, speech or other learning difficulties.

Specialised courses focused on methods for teaching foreign languages to children with special educational needs play a significant role. Their content should be based on the analysis of real-life teaching situations, case studies, thematic research and practical tasks. An additional prerequisite for effectiveness is the organisation of continuous professional development through a system of seminars, training sessions and practice-oriented classes aimed at mastering modern technologies of inclusive education.

The reflective component of the model involves assessing the development of professional readiness and fostering mechanisms for the pre-service foreign language teacher's self-improvement. It includes the development of diagnostic tools, test tasks and assessment procedures to determine students' level of competence in the field of inclusive education. Furthermore, this component involves the organisation of regular feedback, ensuring the adjustment of teaching methods based on the analysis of students' results, self-assessment and peer review. An important aspect of training pre-service foreign language teachers is the development of collaborative skills. Working in an inclusive education setting requires effective collaboration with colleagues, parents, support specialists and other stakeholders in the educational process. Interprofessional and inter-agency collaboration plays a particularly important role. It ensures a holistic approach to supporting the child and enables their individual educational needs to be taken into account. Thanks to the joint efforts of

various specialists, the quality of pedagogical support and the effectiveness of the educational process as a whole are enhanced. Firstly, it fosters the ability to individualise teaching, taking into account the educational capabilities of each child. Secondly, the model facilitates the creation of an inclusive educational environment in which children with diverse needs can learn and develop together. Thirdly, it expands the professional toolkit of pre-service teachers and enhances their methodological preparedness.

Fourthly, teachers trained within the framework of the model are able to adapt teaching content, methods and technologies more effectively, which has a positive impact on the educational outcomes of all learners. Fifthly, the teacher's developed inclusive competence contributes to the social adaptation and integration of children with special educational needs. Sixthly, professional preparedness reduces the teacher's own levels of anxiety and emotional stress, as it boosts their confidence in their ability to manage complex teaching situations.

Furthermore, the model fosters the development of empathy, tolerance and a culture of embracing diversity, which has a broader social impact. It improves the quality of interaction with parents, expands opportunities for using innovative methods and digital technologies, and contributes to the sustainable development of the education system by enhancing its adaptability to contemporary social changes and educational demands.

Overall, the model developed for training pre-service foreign language teachers to work with pupils with special educational needs should be regarded as a significant mechanism for improving the teacher education system in the context of the development of inclusive practices. Its implementation helps to improve the quality of teacher training, reinforce inclusive values and lay the foundations for creating a more accessible and humanistic educational environment.

At the same time, this model cannot be regarded as a finished and unchanging framework. Its effectiveness is largely determined by its ability to adapt to contemporary challenges in education, changes in the regulatory framework, the development of pedagogical technologies and the transformation of learners' educational needs. Therefore, an important condition for its further development is maintaining an openness to renewal, improvement and substantive enrichment. Preparing pre-service foreign language teachers to work within an inclusive education setting goes beyond purely professional and pedagogical tasks. It is of significant social importance, as it helps to ensure high-quality education, successful socialisation and full participation in public life for learners with special educational needs. This is particularly relevant in relation to children with attention deficit hyperactivity disorder and other developmental differences who require special learning conditions and support. The development of a teacher training system in this area is one of the key factors in building an inclusive society. It ensures that every child's right to a high-quality education is realised, creates the conditions for them to fulfil their individual potential, and contributes to the creation of an educational

environment based on the principles of equal opportunities, respect for human dignity and social justice.

The model of the process of preparing pre-service foreign language teachers to work with learners in an inclusive education setting comprises four interrelated components: the objective, content, process, and assessment-outcome components. The interconnection of these components ensures the integrity of the model and allows the training of pre-service teachers to be viewed as a systematic, sequential and managed process of developing professional readiness for work in an inclusive educational environment.

The objective component is the foundational and system-defining element of the model, as it determines the overall direction of professional training, its strategic guidelines and expected outcomes. This component establishes the ultimate goal of training: to develop the readiness of pre-service foreign language teachers for professional work with learners with special educational needs within an inclusive education setting. The content component of the model outlines the substance of the training process and is determined by the regulatory, theoretical and methodological framework of professional teacher education. It includes the requirements of the national educational standard, the educational programme, the curriculum, subject syllabuses, teaching and learning materials, and specialised modules aimed at developing the inclusive competence of pre-service teachers. The content component ensures that students acquire knowledge of the fundamentals of inclusive education, the developmental characteristics of children with SEN, the specifics of foreign language teaching in an inclusive classroom, and techniques for adapting the educational process.

The procedural component reflects the organisational and methodological aspects of implementing the model. It involves the use of a pedagogically sound set of teaching methods, tools, forms and technologies that ensure the achievement of the set objectives. The assessment and outcomes component of the model enables the effectiveness of professional training for prospective foreign language teachers to be monitored and allows the extent to which the planned learning outcomes have been achieved to be determined. It comprises a system of diagnostic procedures designed to identify the level of professional readiness of students to work with learners who have special educational needs. Particular attention is paid to assessing the dynamics of development in the motivational, cognitive, operational-activity and reflective components of readiness.

This component serves as a feedback mechanism and creates the conditions for the continuous improvement of the educational process. The results of the assessment enable the timely adjustment of the training content, the refinement of the teaching methods and technologies used, and the evaluation of the overall effectiveness of the model's implementation. The developed model is geared towards equipping pre-service foreign language teachers with a set of inclusive competences and the readiness for professional practice in an educationally diverse environment. Its implementation is based on a systematic approach that takes into account the specific

features of an inclusive educational environment, modern requirements for teacher training, and the individual and typological characteristics of learners with special educational needs, including children with attention deficit hyperactivity disorder.

The developed model for preparing future foreign language teachers to work with children with special educational needs (SEN) focuses on fostering the professional readiness of the future educator to conduct foreign language instruction within an inclusive environment. The study specifically focuses on children with Attention Deficit Hyperactivity Disorder (ADHD), allowing for the consideration of the specific requirements involved in organizing foreign language instruction tailored to their educational needs.

The model is grounded in a systems approach, which allows the training of future foreign language teachers to be viewed as a holistic process integrating objectives, content, methods, technologies, organizational forms, and the assessment of outcomes. Furthermore, the model accounts for both general principles of professional pedagogical training and the specific characteristics of the inclusive educational environment and the organization of foreign language instruction for children with SEN.

The primary objective of the model is to develop the professional readiness of future foreign language teachers to work with children with SEN. In this study, such readiness is viewed as an integrative characteristic of the future educator's personality, reflecting their motivational-value orientation, their system of professional and specialized knowledge, and the set of professional abilities and skills—developed on the basis of those abilities—that enable them to carry out pedagogical activities within an inclusive education setting.

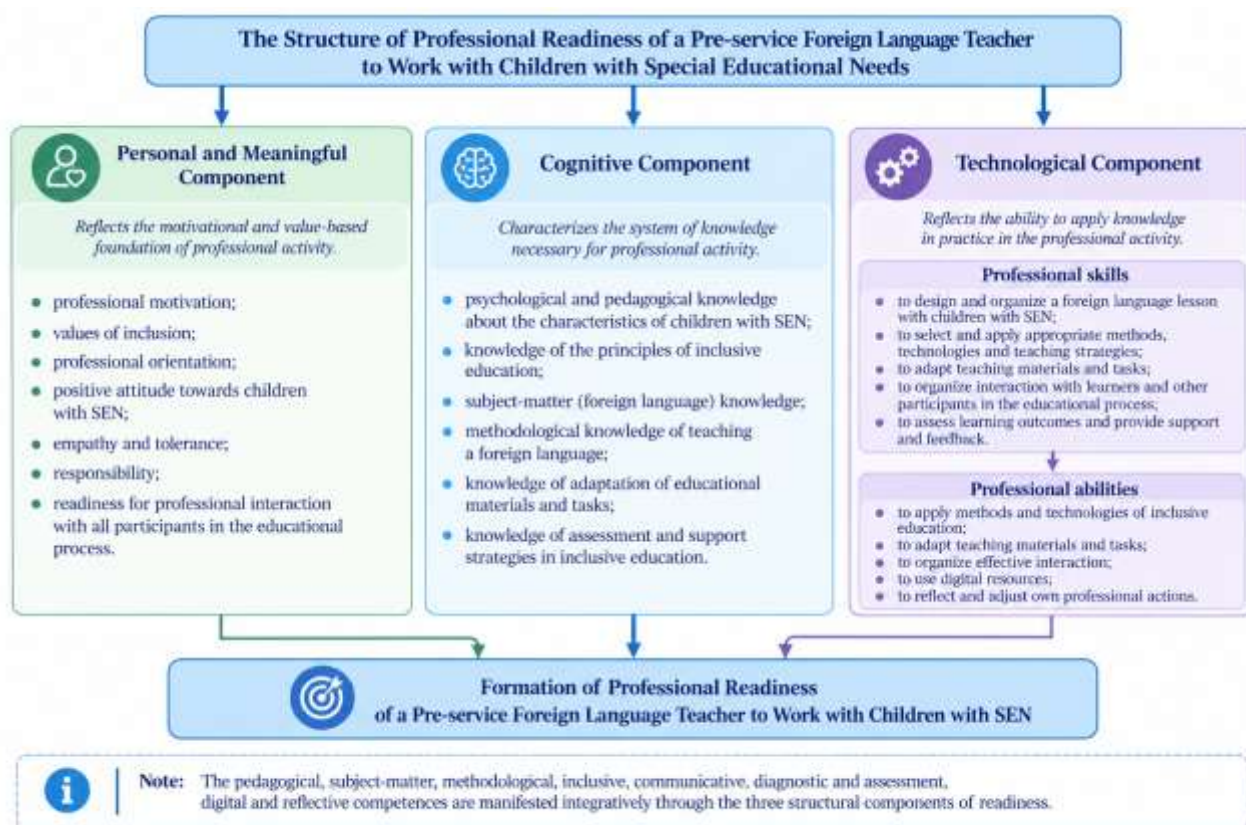


Figure 3. The structure of the professional readiness of a pre-service foreign language teacher to work with children with special educational needs

As illustrated in the figure 3 "The structure of the professional readiness of a pre-service foreign language teacher to work with children with special educational needs," the content of professional readiness is defined through three interconnected structural components: the personal-meaning component, the cognitive component, and the technological component. These components characterize not merely isolated competencies, but the internal structure of professional readiness as the integrative outcome of the future educator's training.

The personal and meaningful component constitutes the motivational-value foundation of professional readiness. It encompasses professional motivation, the acceptance of inclusive education values, a positive attitude toward children with special educational needs (SEN), professional orientation, empathy, tolerance, responsibility, and a readiness to interact with all participants in the educational process. In the context of working with children with ADHD, this component entails understanding the child's individual characteristics, accepting their educational needs, and developing a stable professional mindset focused on creating a supportive and accessible educational environment.

The cognitive component reflects the body of knowledge required by a prospective foreign language teacher for professional practice within an inclusive education setting. Its content comprises psychological and pedagogical knowledge

regarding the characteristics of children with SEN; knowledge of the principles and regulatory frameworks of inclusive education; subject-specific, linguistic, and methodological knowledge; and specialized knowledge regarding methods for adapting content, teaching techniques, instructional tools, and assessment procedures. Regarding children with ADHD, particular importance is attached to knowledge concerning the attention patterns, behavior, and organization of learning activities for this category of students, as well as pedagogical strategies for supporting them during foreign language lessons.

The technological component characterizes the prospective teacher's practical ability to apply acquired knowledge in specific pedagogical situations. It encompasses professional competencies—and the skills developed from them—related to designing and conducting foreign language lessons in an inclusive environment; selecting and applying appropriate teaching methods and technologies; differentiating and individualizing learning activities; adapting instructional materials and tasks; utilizing digital educational resources; organizing interaction with students, parents, and support specialists; and assessing educational outcomes. The technological component also includes professional reflection, which enables the analysis of the effectiveness of one's own pedagogical actions and their subsequent adjustment. Thus, the training strands previously identified within the model—motivational-value, theoretical-methodological, practice-oriented, and reflexive-evaluative—directly correspond to the three structural components of professional readiness. The motivational-value strand primarily fosters the personal-meaning component; the theoretical-methodological strand, the cognitive component; and the practice-oriented strand, the technological component. Reflexive-evaluative activity is cross-cutting in nature: it accompanies the entire training process, while the future teacher's capacity for self-analysis, evaluation, and adjustment of their own professional actions manifests primarily within the technological component of readiness.

The interaction of these three components ensures the development of professional competencies in the future foreign language teacher. At the same time, professional competencies are not viewed as independent components of the readiness structure. Pedagogical, subject-specific/linguistic, methodological, inclusive, communicative, diagnostic-evaluative, digital, and reflexive competencies manifest in an integrated manner through the personal-meaning, cognitive, and technological components. For instance, inclusive competence entails the simultaneous acceptance of inclusion values, the possession of relevant psychopedagogical and methodological knowledge, and the ability to practically apply methods for adapting instruction and providing pedagogical support to learners with SEN.

Consequently, the research logic follows this sequence: training model → process of developing professional readiness → personal-meaning, cognitive, and technological components → integrated manifestation of professional competencies → established professional readiness of the future foreign language teacher to work with children with SEN.

In this context, the developed model serves as a means for the purposeful development of professional readiness, while the three-component structure presented in the figure delineates the content of the expected outcome of its implementation. The integration of personal-meaning, cognitive, and technological components enables the future foreign language teacher to carry out pedagogical activities with children with special educational needs—including those with ADHD—in an inclusive educational environment in a conscious, professional, and effective manner (Fig. 4).

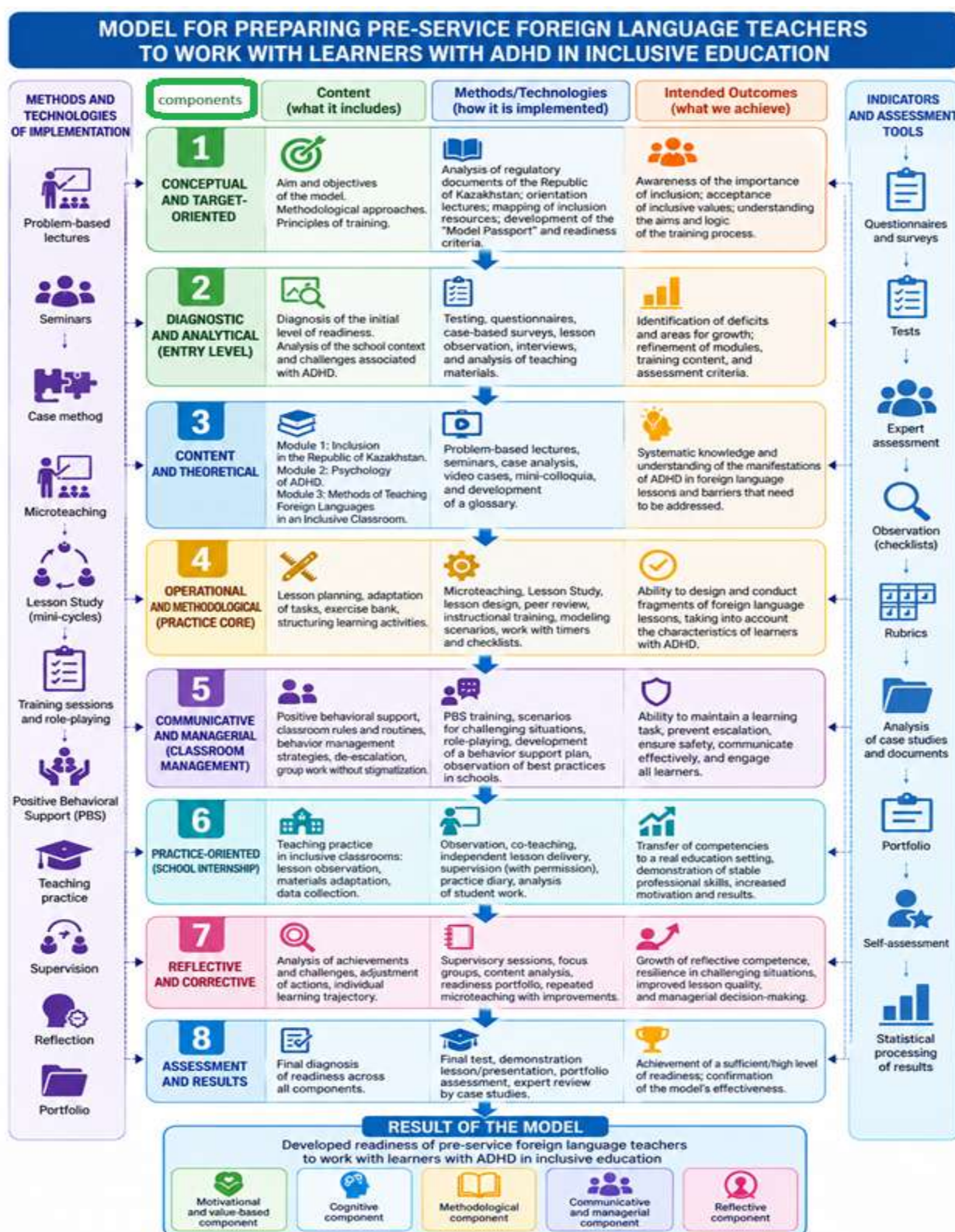


Figure 4. A Model for preparing pre-service foreign language teachers to work with children with ADHD

The proposed pedagogical model for training pre-service foreign language teachers to work with pupils with attention deficit hyperactivity disorder has been developed as a holistic, multi-level system aimed at ensuring that graduates of teacher training institutions are scientifically grounded and practically prepared to carry out their professional activities within the context of inclusive education. The conceptual framework of the model is shaped by current trends in the development of the Republic of Kazakhstan's education policy, which are geared towards ensuring accessible and high-quality education for all learners, regardless of their individual characteristics and educational needs.

The model developed is integrative in nature and combines several interrelated areas of professional training for pre-service foreign language teachers. One of its components is subject-specific and methodological training, which ensures the development of competences in the field of foreign language teaching. Psychological and pedagogical training plays a key role, focusing on the developmental characteristics of learners with special educational needs, including children with attention deficit hyperactivity disorder (ADHD). An integral part of the model is the acquisition of modern pedagogical technologies and methods for organising the educational process in an inclusive classroom. Particular attention is paid to techniques for managing learning activities, as well as pedagogical support and guidance for pupils. The integration of these areas ensures a comprehensive approach to professional training and helps prepare pre-service foreign language teachers to tackle a wide range of pedagogical challenges within the context of inclusive education. The conceptual and objective component of the model defines its strategic guidelines, main aims, objectives and methodological foundations. It reflects the general focus of training pre-service foreign language teachers for professional practice in an educationally diverse environment and serves as the basis for the development of the model's other components.

#### Conceptual and objective component of the model

The conceptual and objective block defines the overall strategic direction of the model and reflects its methodological foundations. It serves as the system-defining element of the entire training structure, as it is here that the goals, objectives, approaches and principles determining the content and organisation of the educational process are formulated.

The main objective of the model is to develop in the pre-service foreign language teacher a comprehensive professional readiness to teach, educate and provide pedagogical support to learners with attention deficit hyperactivity disorder within an inclusive educational environment. This readiness is viewed as an integrative education comprising a system of values, knowledge, practical skills, personal qualities and reflective abilities that ensure the teacher's successful professional practice.

The achievement of this objective is ensured through the resolution of a series of interrelated tasks, reflecting both the research-based and practice-oriented logic of the model's construction:

- analysing the current state of inclusive education in the Republic of Kazakhstan and identifying current trends in its development;
- studying the psychological and pedagogical characteristics of learners with attention deficit hyperactivity disorder and determining their impact on the process of foreign language acquisition;
- to determine and theoretically substantiate the structure and content of professional readiness of pre-service foreign language teachers for work with learners with special educational needs;
- to develop and scientifically validate a model for preparing pre-service foreign language teachers for professional activity in inclusive educational settings, taking into account contemporary approaches to inclusive pedagogy and teacher education.
- testing the developed model within the educational process of a higher education institution;
- conducting a pedagogical experiment and evaluating the effectiveness of the proposed training system.

The methodological basis of the model consists of competence-based, activity-based, person-centred and systems approaches. Their integration ensures that the training of pre-service teachers is viewed as a process of developing not only professional knowledge and skills, but also values, professional responsibility and the capacity for continuous self-development.

The model is based on the principles of inclusive education, universal design for learning, and the principles of individualisation and differentiation in the educational process. The implementation of these principles ensures that the diverse educational needs of learners are taken into account and helps to create the conditions for every child to participate fully in educational activities. An important outcome of applying these principles is the expansion of learners' opportunities to choose how they acquire the learning material and demonstrate their own educational achievements. The subject-specific and methodological basis of the model is the communicative-activity approach, which views foreign language acquisition as a process of active linguistic interaction. Within this approach, priority is given to organising practical communicative activities for learners, aimed at developing communicative competence and the ability to use the foreign language in various situations of interpersonal and social communication.

In terms of behaviour management and the organisation of interaction, the model is based on the concept of positive behavioural support, which prioritises preventive measures, the development of self-regulation, the formation of constructive behaviour, and the creation of conditions for the successful socialisation of learners. This approach minimises the use of punitive measures and guides the teacher towards supporting the child's strengths and developing their potential.

The diagnostic and analytical component of the model

The diagnostic and analytical component performs the functions of initial diagnosis and analysis of the baseline conditions for training. Its purpose is to obtain objective information on the initial level of pre-service foreign language teachers'

readiness to work in an inclusive educational environment, as well as to identify the specific features of educational practice in the educational institutions serving as teaching practice placements.

This module includes:

- assessing students' knowledge of inclusive education and the specific characteristics of learners with ADHD;
- an examination of the values, motivation and professional expectations of pre-service teachers ;
- identifying typical professional challenges arising when organising foreign language lessons in a context of educational diversity;
- analysis of students' readiness to interact with pupils who demonstrate impulsivity, heightened distractibility, and difficulties with self-control and behavioural regulation.

The scientific and methodological significance of this module lies in the fact that it provides an evidence-based foundation for the subsequent design of formative interventions. The diagnostic data obtained allow the educational process to be structured on the principles of targeting, individualisation and differentiation, and also provide the opportunity for an objective assessment of the effectiveness of the implemented model.

#### The Content and Theoretical Component of the Model

The Content and Theoretical Component comprises a body of academic knowledge designed to ensure that pre-service foreign language teachers are theoretically prepared to work within an inclusive education setting. Its purpose is to enable students to acquire a modern understanding of inclusive education, the developmental patterns of children with special educational needs, and the specific features of organising the educational process in a context of educational diversity.

The structure of this component comprises a system of interrelated thematic modules. These are designed to explore the legal and regulatory framework for inclusive education in the Republic of Kazakhstan, the psychological and pedagogical characteristics of various categories of learners with special educational needs, contemporary theoretical approaches to inclusive teaching, and the methodological aspects of teaching a foreign language in an inclusive educational environment.

Particular attention is paid to the study of attention deficit hyperactivity disorder (ADHD) as one of the most common developmental disorders, which has a significant impact on a child's educational activities. This specialisation examines the characteristics of cognitive development, behaviour, academic motivation and social adaptation among learners with ADHD, as well as the pedagogical conditions that ensure the effectiveness of their education and support.

Particular attention is paid to the study ADHD as a pedagogically significant phenomenon. In this context, ADHD is considered not exclusively from a medical perspective, but primarily through the prism of its impact on the learner's educational activities. Characteristics such as insufficient sustained attention, difficulties in

maintaining focus on a learning task, increased impulsivity, motor activity, difficulties with self-regulation and unstable learning motivation are analysed.

These characteristics are recognised as important determinants of learners' success in acquiring and developing language competencies across all domains, including listening, speaking, reading, and writing. Furthermore, they have a direct impact on students' ability to engage productively in collaborative forms of learning, such as pair work, group interaction, and project-based activities. Given the communicative nature of foreign language education, consideration of these factors is essential for creating effective learning environments and ensuring meaningful participation in educational activities. Consequently, a pre-service foreign language teacher must possess the knowledge to adapt the educational process to account for these characteristics and to create conditions for the successful acquisition of a foreign language by every learner.

The operational and methodological component of the model

The operational and methodological block occupies a central place in the structure of the model, as it is within this framework that the practical professional skills of the pre-service foreign language teacher are developed.

The main objective of this block is to ensure the transition from theoretical knowledge to its practical application in the educational process. Within this component, students learn techniques for designing foreign language lessons in line with the principles of inclusive education; they learn to develop adapted tasks, select optimal teaching methods, and organise educational activities for learners with diverse educational needs.

Particular attention is paid to structuring learning activities, formulating clear and understandable instructions, the efficient allocation of lesson time, the organisation of activity changes, and the use of a variety of visual aids.

Significant emphasis is placed on mastering methods to reduce excessive cognitive load, maintain learners' attention and motivation, as well as techniques for developing lexical, grammatical and communicative skills through brief, logically self-contained training cycles.

Pre-service teachers learn how to adapt tasks across all types of language activity, how to design differentiated learning pathways, and how to apply pedagogical strategies aimed at preventing behavioural difficulties associated with prolonged waiting, repetitive activities, or a lack of clarity regarding requirements.

The communication and management module of the model

The communication and management module focuses on developing pre-service teachers' competencies in managing classroom interaction and student behaviour within an inclusive classroom setting.

The relevance of this module stems from the specific nature of foreign language lessons, which are traditionally based on intensive communication, work in pairs and groups, changing communicative roles, and active interaction among participants in the educational process.

For learners with ADHD, this type of lesson structure can act both as a resource for development and as a potential source of difficulties. On the one hand, the variety of activities helps to maintain interest and engagement; on the other, it can provoke heightened emotional excitability, impulsive reactions and breaches of interaction rules.

In this regard, trainee teachers learn positive behavioural support techniques, including:

- establishing clear rules of behaviour and interaction;
- organising consistent learning routines and procedures;
- the use of positive reinforcement and support for desirable behaviour;
- the use of preventive strategies to manage transitions between activities;
- applying de-escalation techniques in situations of emotional tension;
- using restorative practices to resolve conflict situations.

Particular attention is paid to fostering an ethically sound approach among teachers, one that excludes the stigmatisation of learners and the reinforcement of negative social roles. The need for coordination between foreign language teachers, specialists in psychological and pedagogical support, and the learners' parents is emphasised, as this ensures comprehensive support and enhances the effectiveness of the educational process.

The practice-oriented dimension of the model is intended to ensure the consolidation, practical application, and assessment of the professional competencies formed during teacher preparation. Through participation in authentic educational settings, pre-service foreign language teachers are provided with opportunities to translate theoretical knowledge into practice and to develop professional experience relevant to inclusive teaching. Its main function is to ensure the transition from the theoretical understanding of inclusive approaches to their direct application in the teaching of children with special educational needs. The integration of pre-service teachers into teaching placements conducted within mainstream schools operating according to the principles of inclusive education is recognised as an important condition for professional development. Such practical experience contributes to the formation of consistent pedagogical practices, fosters professional independence, and enables pre-service foreign language teachers to apply and adapt their acquired knowledge and competencies within real educational environments. The organisation of practical training is structured in stages and involves a gradual increase in the complexity of professional tasks. In the initial stages, students carry out systematic pedagogical observation of the work of experienced teachers, analyse the characteristics of organising an inclusive foreign language lesson, record the methods used to support learners with SEN, and evaluate the effectiveness of the pedagogical approaches employed. Subsequently, they are involved in jointly conducting individual stages of the lesson, participate in the development of adapted tasks and teaching materials, and then move on to independently conducting individual parts of lessons and full lessons.

A crucial condition for the successful implementation of this module is the provision of structured procedures for documenting, monitoring, and evaluating the outcomes of teaching practice. Throughout their placement experience, pre-service teachers maintain observation records, prepare analytical reflections, and participate in both self-assessment and expert evaluation processes. These activities facilitate the objective assessment of professional growth, enable the identification of strengths and areas for improvement, and support the evaluation of pedagogical approaches applied in real educational contexts. The systematic integration of reflective and analytical practices into practical training contributes significantly to the formation of a research-oriented professional mindset. It encourages pre-service foreign language teachers to engage in critical inquiry, interpret educational phenomena, and make pedagogically justified decisions based on evidence and reflection. Consequently, such an approach strengthens professional autonomy, enhances reflective competence, and prepares teachers to address the complex and unpredictable challenges associated with contemporary inclusive educational practice.

The practice-oriented module is designed to facilitate the development of both pedagogical expertise and the professional position of an inclusive education teacher. Through engagement in authentic educational activities, pre-service foreign language teachers learn to move beyond the technical aspects of subject instruction and develop competencies associated with inclusive professional practice. These competencies include the timely identification of factors influencing learners' behaviour and participation, the effective organisation of learning environments and instructional processes, the establishment of constructive interpersonal communication, the implementation of differentiated and learner-centred assessment strategies, and the ability to engage in productive collaboration with mentors, parents, and specialists providing psychological and pedagogical support. Such professional preparation enables pre-service foreign language teachers to adopt a holistic approach to teaching and learning, where academic achievement is considered alongside learners' social, emotional, and developmental needs. Consequently, the practice-oriented module plays a crucial role in fostering professional flexibility, inclusive competence, and readiness to work effectively in diverse educational contexts.

The reflective-corrective component of the model defines the mechanisms of professional self-monitoring, self-analysis and continuous improvement of teaching practice. Its significance stems from the fact that working with pupils with attention deficit hyperactivity disorder requires a high degree of professional flexibility, emotional resilience and the ability to promptly adjust one's own actions depending on the educational situation.

Within the developed model, reflection is viewed not as an additional element of training, but as its mandatory and system-defining component. This is because the success of working with children with ADHD is largely determined by the teacher's ability to analyse the cause-and-effect relationships between the organisation of the educational process and the pupils' reactions, to identify factors contributing to the

emergence of learning and behavioural difficulties, and to make the necessary changes to their own practice in a timely manner.

The implementation of this module involves the use of a variety of reflective procedures and tools. The reflective component incorporates a variety of professional development activities, including the systematic analysis of video-recorded lessons, the examination of pedagogical cases, participation in supervision and consultation sessions, the maintenance of reflective practice journals, self-evaluation of professional achievements, and the critical discussion of educational experiences within professional communities. Collectively, these activities support the development of reflective competence and contribute to the continuous improvement of pedagogical practice. A significant part is devoted to refining the teaching materials created by students-lesson plans, visual aids, assessment tools, and adapted tasks-based on the results of pilot testing and expert recommendations.

The assessment and outcomes component of the model ensures the scientific validity of conclusions regarding the degree to which pre-service foreign language teachers are prepared to work with learners with special educational needs and enables the effectiveness of the developed model's implementation in the higher education process to be determined.

In terms of content, this component is based on a system of criteria, indicators and levels of professional readiness, which correspond to the main components of the model: motivational-value, cognitive, operational-methodological, communicative-managerial and reflective-analytical. This structure ensures a comprehensive nature of the assessment and allows for an objective understanding of the outcomes of training pre-service teachers .

A distinctive feature of this module is the use of a mixed diagnostic toolkit combining quantitative and qualitative assessment methods. Tests and questionnaires are used to determine the level of knowledge, understanding and professional attitudes. The quality of teaching materials, lesson plans and demonstration lessons is analysed using expert rubrics. To study the characteristics of teaching practice, observation sheets and checklists are used, enabling the recording of organisational, communicative and behavioural aspects of the lesson. An additional assessment tool is the student's professional portfolio, which reflects the dynamics of their professional development.

The comprehensive nature of the assessment allows for the collection not only of quantitative data suitable for statistical analysis within the framework of the pedagogical experiment, but also of qualitative information revealing the mechanisms of professional readiness, the characteristics of the development of specific competences, and the typical difficulties faced by pre-service teachers .

Thus, the logic of the developed model represents a sequential progression from the conceptual justification of the problem and the assessment of students' initial level of readiness to the formation of a system of specialised knowledge, the acquisition of professional skills, their practical application in an inclusive educational environment, and subsequent reflective improvement. The final stage

involves a summative assessment of the results achieved and a determination of the degree to which pre-service foreign language teachers are prepared for professional practice in an inclusive education setting.

The scientific novelty of the developed model lies in its specific focus on preparing foreign language teachers to work with learners with attention deficit hyperactivity disorder. Unlike generalised models for training teachers for inclusive practice, this model specifies the content of inclusive competence through a system of real professional actions directly related to the organisation of foreign language teaching. Such actions include designing an inclusive foreign language lesson, organising verbal interaction, managing pupils' behavioural manifestations, adapting teaching materials and assessment procedures, as well as creating a psychologically safe educational environment.

The practical significance of the model lies in the possibility of integrating it into the educational programmes of teacher training universities in the Republic of Kazakhstan through the use of a modular approach to content development, the organisation of supervisory support for students, and the development of sustainable partnerships between universities and educational organisations implementing inclusive practices.

The preparation of pre-service foreign language teachers for work with learners who have special educational needs facilitates the formation of an integrated set of psychological, pedagogical, methodological, communicative, and organisational competencies essential for successful professional functioning within inclusive educational environments. These competencies provide the basis for effective instructional decision-making, adaptive pedagogical practice, constructive interpersonal interaction, and the organisation of educational processes that accommodate learner diversity. Nevertheless, the content, structure, and effectiveness of the model are fundamentally influenced by the motivational and axiological component, which determines the direction and quality of professional development. As the core element of professional orientation, this component shapes pre-service foreign language teachers' value-based attitudes, professional beliefs, and commitment to the principles of inclusion. Consequently, it provides the conceptual and personal foundation upon which the development of cognitive, operational, communicative, and reflective competencies is built, ensuring the holistic formation of professional readiness for inclusive teaching.

The motivational and value-based component aims to foster a positive attitude towards inclusive education. It promotes an understanding of its social significance and develops empathy, tolerance, and respect for learner diversity. This component is implemented through specialised academic disciplines, a dedicated HUB website for foreign language teachers, and various professional development activities. These include training courses, seminars, workshops, and round-table discussions on inclusive education. Such activities encourage reflective feedback, help identify professional challenges, and support continuous improvement in teacher preparation.

The theoretical and methodological component focuses on developing knowledge of inclusive education and its legal foundations. It also introduces students to the psychological and pedagogical characteristics of learners with special educational needs. To support this process, a specialised course entitled *Methods of Teaching Foreign Languages to Learners with SEN* was developed and implemented. Students analyse teaching cases and discuss examples of successful inclusive foreign language teaching practices. This enables them to connect theoretical knowledge with practical educational situations.

The practice-oriented component is designed to develop skills in differentiated and individualised instruction. It also focuses on creating adapted teaching materials and using specialised educational tools. These competencies are developed through teaching placements in inclusive schools. Students design and test adapted learning resources and apply digital technologies in teaching. These technologies include interactive learning platforms, speech synthesis software, and information visualisation tools. Their use increases accessibility and promotes active participation in learning.

Current developments in education place new demands on foreign language teachers. One of the most important requirements is the ability to ensure equitable access to quality education for all learners. Teacher preparation for working with learners with ADHD is particularly important. Learners with ADHD often experience difficulties in foreign language learning and require targeted pedagogical support.

The proposed training model combines theoretical, practical, and reflective components. During the theoretical stage, students study the foundations of inclusive education and the principles of supporting learners with ADHD. They explore developmental characteristics associated with ADHD and learn how to organise instruction according to individual educational needs. Special attention is given to the causes and manifestations of ADHD. Students also analyse its impact on learning behaviour and academic performance. In addition, they master strategies for creating supportive learning environments and adapting instructional materials. Particular emphasis is placed on developing learners' attention, self-regulation, motivation, communication skills, and learning autonomy. The curriculum highlights the importance of specialised teaching approaches for learners with ADHD. These approaches include game-based learning, visual support materials, clearly structured tasks, and short instructional cycles. Interactive learning activities are also widely used. Such strategies help maintain learners' attention, increase motivation, and encourage active participation in classroom activities. As a result, they contribute to more effective foreign language learning in inclusive educational settings.

The use of visual aids in the process of teaching foreign languages to children with special educational needs is regarded in contemporary research as one of the most effective mechanisms for adapting the educational process. The significance of visualisation stems from the fact that it provides additional support for the perception, understanding, memorisation and recall of learning material. This approach is particularly important when working with learners who have autism spectrum

disorders, Down's syndrome, ADHD and other developmental characteristics, accompanied by difficulties in concentrating, processing information, retaining instructions and forming stable associative connections.

The combination of visual, auditory and kinesthetic channels of perception makes learning content more accessible and creates more favourable conditions for mastering a foreign language. Visual stimuli -images, diagrams, pictograms, charts, flashcards and visual timetables -help learners to better navigate the structure of the lesson, understand the sequence of learning activities and anticipate the transition between lesson stages. For children who struggle with reading or have limited written language skills, this form of organising educational information is particularly important, as it reduces reliance on written instructions and makes learning activities more predictable.

Visual aids can be used both for building vocabulary and for explaining grammatical structures. When learning vocabulary, images serve as a basis for establishing a connection between a word, a concept and a concrete image. When learning grammar, diagrams, colour-coding and pictograms help learners to see the function of a word within a sentence, to relate the grammatical form to the communicative task, and to consolidate the language material through visual associations. It is important that visual materials are functional, methodologically sound and do not contain excessive details that might distract the child from the main learning task [28].

The colour scheme of visual materials is of particular importance. Warm and contrasting shades can be used to highlight key elements of a task, draw attention to new vocabulary, or indicate a sequence of actions. However, the use of colour must be pedagogically appropriate: excessive saturation, a large number of decorative elements, or the absence of a consistent visual logic may, on the contrary, increase distractibility and reduce the effectiveness of perception.

Modern digital technologies significantly expand the possibilities for visual support in foreign language teaching. In educational practice, presentation resources, interactive whiteboards, online whiteboards, subtitled videos, interactive worksheets, flashcards, tables with images, as well as digital platforms that allow users to adjust font size, add audio accompaniment, use prompts in the learner's native language, and adapt the level of difficulty of the task. Such tools make the learning process more flexible and allow for the individual learning styles of each learner to be taken into account.

An important condition for the effectiveness of visual aids is their combination with auditory and kinesthetic components. The simultaneous pronunciation of new words, the use of object models, movement exercises, play activities, and tactile materials contributes to a more complete assimilation of learning material. For children with special educational needs, this multimodal approach to teaching helps reduce cognitive load, boost attention and maintain emotional engagement in the lesson.

Positive feedback is a key element of adaptation. When working with visual materials, the teacher should acknowledge even small achievements by the learner, comment on successful actions, encourage initiative and create a sense of success. This is particularly important for children with ADHD and other developmental differences, as positive reinforcement helps to strengthen learning motivation, reduce anxiety and build confidence in their own abilities. The use of visual support in foreign language teaching for learners with special educational needs should be guided by the principles of systematicity, functionality, individualisation, and multimodality. Visual resources should not be viewed as supplementary or decorative elements of instruction. Rather, they represent an essential pedagogical tool that enhances the accessibility of learning content, facilitates the organisation and structuring of educational activities, supports learners' attention and engagement, and contributes to more effective foreign language acquisition. Through the purposeful integration of visual materials, teachers can create learning environments that are more inclusive, comprehensible, and responsive to the diverse needs of learners [13; 28].

The practical training of pre-service foreign language teachers is focused on developing experience in professional interaction with pupils with ADHD in real or simulated educational settings. This stage includes teaching placements in schools implementing inclusive education, observing the work of experienced teachers, participating in lessons under the guidance of a mentor, simulating teaching situations, and conducting training sessions and role-plays aimed at developing skills for interacting with pupils who have difficulties with attention, self-regulation and behaviour.

During teaching practice, pre-service teachers design and implement adapted instructional materials, learning activities, exercises, and project-based tasks tailored to the educational needs of learners with ADHD. In developing these resources, particular attention is paid to the specific characteristics of learners' perception, attention span, working capacity, motivation, and pace of task completion. Such practical experience enables pre-service foreign language teachers to apply inclusive pedagogical principles in authentic educational contexts and to develop competencies in adapting instruction to diverse learner needs. Particular attention is paid to the ability to design short, clearly structured tasks, use visual aids, organise changes in activities, apply game-based techniques and provide supportive feedback. Such work enables pre-service teachers not only to master specific teaching techniques but also to develop the professional flexibility required for working in an inclusive classroom.

Reflection plays a pivotal role in the professional development of pre-service foreign language teachers. At this stage, students analyse their own experiences of interacting with learners with ADHD, correlate the outcomes of their teaching practice with the methods and strategies employed, identify challenges, and determine directions for further professional growth. To this end, teaching diaries, reflective reports, group discussions, supervision, expert feedback from lecturers and mentors, as well as individual professional development plans are utilised.

A key element of the model's implementation is the use of modern educational technologies that enhance the accessibility and effectiveness of teaching children with ADHD. Throughout their training, pre-service teachers learn to integrate a variety of digital tools into the foreign language learning process. These include language-learning applications, interactive educational platforms, visualisation technologies, online learning resources, digital flashcards, video-based materials, and presentation software. They also become familiar with services that allow instruction to be adapted to individual learning pace and educational needs. The use of these technologies helps sustain learners' attention, increase motivation, and create more opportunities for personalised educational support. As a result, pre-service foreign language teachers develop the competencies necessary to organise flexible and inclusive learning environments that accommodate diverse learner characteristics.

The implementation of the model is aimed at developing a set of key competencies for pre-service foreign language teachers. Pedagogical competence is demonstrated by the ability to adapt the educational process to the individual characteristics of learners with ADHD. Communicative competence is expressed in the ability to build productive interactions with children, parents, colleagues and support specialists. Methodological competence involves mastery of modern foreign language teaching technologies within the context of inclusive education. Reflective competence ensures that the pre-service foreign language teacher is prepared for self-analysis, critical reflection on their own experience, and continuous professional development. The implementation of the model for training pre-service foreign language teachers to work with pupils with ADHD within an inclusive education setting is based on a systematic approach and aims to develop the body of knowledge, abilities, skills and personal and professional qualities necessary for successful teaching practice.

### 2.3 Assessment of the effectiveness of the model for training pre-service foreign language teachers to work with children with ADHD

The modern education system places greater demands on the training of teaching staff capable of carrying out their professional duties within the context of inclusive education. Of particular importance is the training of pre-service foreign language teachers to work with pupils with attention deficit hyperactivity disorder. This group of children requires specialised teaching conditions to ensure successful learning and inclusion in the educational process. Therefore, trainee teachers must be proficient in methods for adapting teaching materials, techniques for maintaining attention, and strategies for developing pupils' self-regulation.

A key objective of their training is to develop the skills needed to create an accessible, structured and psychologically safe learning environment. This helps to

enhance the effectiveness of learning, sustain academic motivation and ensure the full participation of children with ADHD in educational activities.

In this regard, it is of fundamental importance not only to provide a theoretical basis and develop a model for training pre-service foreign language teachers to work with children with ADHD, but also to evaluate the effectiveness of its implementation in the educational process. Evaluating effectiveness makes it possible to determine the extent to which the set objectives have been achieved, to identify trends in the development of students' professional competences, to establish the model's strengths, and to outline areas for its further improvement.

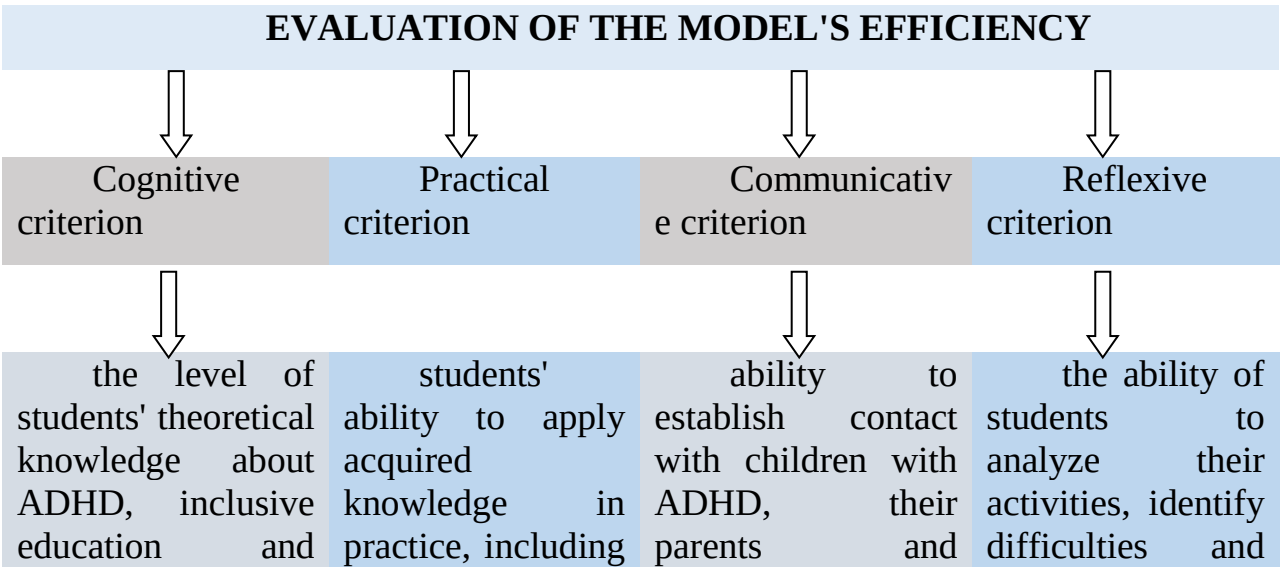
The aim of the monitoring was to evaluate the effectiveness of the model for training pre-service foreign language teachers to work with children with ADHD within an inclusive education setting.

To achieve this objective, the following tasks were defined: to develop criteria for assessing the model's effectiveness; to determine the level of development of students' professional competences before and after its implementation; to conduct a comparative analysis of the results; and to identify the model's strengths and areas for improvement.

A range of research methods was employed to carry out the monitoring. These included student questionnaires, classroom observation, analysis of reflective reports and teaching materials, expert evaluation of lessons, and a comparison of the results from the baseline and follow-up stages of the experiment.

The following criteria were identified to assess the model's effectiveness: motivational-value, cognitive, operational-activity, communicative-managerial and reflective-analytical. Each criterion reflects a specific aspect of a pre-service foreign language teacher's professional readiness to work with students with ADHD and allows for a comprehensive assessment of the effectiveness of the implemented model (Table 1).

Table 1  
Evaluation of the model's efficiency



|                                                                                   |                                                                                  |             |                             |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------|-----------------------------|
| methods of teaching foreign languages to children with special educational needs. | adaptation of educational materials and use of effective pedagogical strategies. | colleagues. | find ways to overcome them. |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------|-----------------------------|

The issue of professional support for teachers implementing inclusive education within the mainstream general education system is currently gaining particular academic and practical significance. This is due to the fact that, in recent years, pupils with special educational needs and special educational abilities have come to constitute a significant proportion of the student body in general education schools. V. I. Lubovsky emphasises that regardless of the educational pathway of a child with special educational needs -whether it be a special educational institution or integration into a mainstream school -teaching must be specifically organised. Only with the provision of purposefully structured pedagogical support is it possible to ensure the child's successful adaptation to the school environment, the achievement of educational outcomes, and subsequent social integration in adult life [1]. This provision allows us to view the individualisation of learning as one of the fundamental principles of the modern system of basic general education and as a necessary condition for the implementation of inclusive practice.

At the same time, the modern understanding of individualisation is considerably broader than the traditional approach, in which it was reduced primarily to the selection of methods, techniques, pace of learning and level of task difficulty depending on the individual differences of pupils. As G. B. Monina notes, in modern conditions, individualisation takes on a more complex and multi-level character [2]. It can be represented, firstly, as the activity of a teacher who teaches all pupils whilst simultaneously individualising the educational process; and secondly, as the activity of a teacher who creates conditions for the pupil's self-learning and self-individualisation. The second type of individualisation is particularly significant, as it ensures a deeper personal engagement of the learner in educational activities, strengthens cognitive motivation, the motivation to achieve success, and the desire for self-realisation [3].

Putting the principles of individualisation and differentiation in teaching into practice requires teachers to possess specialist professional knowledge and practical skills. Effective work with learners who have special educational needs is impossible without targeted training, including the acquisition of modern inclusive approaches and pedagogical support techniques.

Whilst practising teachers have the opportunity to undertake further professional development, participate in methodological events and receive professional support, the training of students on teacher-training programmes often remains insufficiently focused on addressing the practical challenges of inclusive education. In many cases, the knowledge of pre-service foreign language teachers is limited to general

theoretical information about inclusion and the characteristics of different categories of learners. Consequently, there is a need to improve the system of professional training for pre-service foreign language teachers. It must ensure not only the acquisition of theoretical knowledge but also the development of practical competences related to the organisation of teaching, pedagogical support and the creation of conditions for the successful education of children with special educational needs

As a rule, the relevant knowledge is acquired through courses in remedial pedagogy, special psychology and the fundamentals of inclusive education. However, the limited amount of teaching time, the predominance of theoretical content over practice-oriented forms of training, and the lack of real-world experience in interacting with children with special educational needs mean that young professionals are insufficiently prepared for professional practice in an inclusive environment. This circumstance confirms the relevance of researching the conditions for training pre-service teachers to work with SEN, including those with ADHD.

In the academic literature, special educational needs are regarded as the set of conditions necessary for a child to realise their cognitive, emotional-volitional, energetic and personal resources to the fullest extent possible within the educational process. In other words, this involves not only compensating for deficits, but also creating an educational environment that allows the child's current and potential developmental possibilities to be realised.

V. I. Lubovsky identifies several interrelated components within the structure of special educational needs. The emotional-volitional component includes the direction of the child's activity, the level of cognitive motivation, and the ability to concentrate and sustain attention. The energetic component reflects the level of mental activity, work capacity, and resilience to academic workload [1].

An analysis of current school practice shows that when considering special educational needs, teachers and school psychologists most often focus on the traditionally identified categories of pupils requiring special learning conditions and an individualised educational pathway. These typically include children with visual, hearing or musculoskeletal impairments, intellectual disabilities, as well as those with autism spectrum disorders [4; 5].

Children and adolescents with ADHD frequently encounter difficulties related to academic achievement, behaviour, and social integration. Despite these challenges, they often do not receive systematic educational support within mainstream schools. In many cases, learners with ADHD have limited access to the accommodations, specialised resources, and psychological and pedagogical assistance necessary to address their educational needs effectively. As a result, opportunities for these learners to realise their full academic and personal potential within the general education system may be significantly restricted [6]. This situation is explained, on the one hand, by the complexity of diagnosing this condition and the variability of its manifestations, and on the other, by the insufficient preparation of teachers and school psychologists to provide high-quality support for this category of learners.

Historically, the first descriptions of children with pronounced hyperactivity and difficulties in self-regulation can be found in the works of the German psychoneurologist G. Hoffmann, dating from the mid-19th century. Subsequently, the phenomenon, which in the modern scientific tradition is associated with the manifestations of ADHD was further developed in medical, psychological and educational literature. E. Hallowell, J. Ratey, D. Amen and other researchers have made a significant contribution to the understanding of this issue. Currently, ADHD is studied not only by clinical specialists-neurologists, psychiatrists, and neurophysiologists-but also by psychologists, educators, and specialists in pre-school and general education [7].

Attention deficit hyperactivity disorder is regarded as one of the most common neurobehavioural disorders in childhood, manifesting as motor hyperactivity, impulsivity and marked difficulties in sustaining attention [8]. In an educational context, these characteristics take on particular significance, as they directly affect a child's ability to engage in learning activities, follow instructions, maintain focus on a learning task, regulate their own behaviour, and interact with peers and teachers.

It is appropriate to view the difficulties experienced by children with ADHD as an interconnected system. They can be broadly divided into two groups. The first group comprises psychophysiological difficulties arising from the functioning and immaturity of the nervous system. These manifest as disturbances in emotional balance, poor self-regulation, increased motor activity, impulsivity and attention difficulties. The main manifestations of ADHD include inattention, hyperactivity and impulsivity [9].

The nature of attention in children with ADHD deserves particular attention. First and foremost, their sustained attention - that is, the ability to remain focused on a learning task for an extended period-is underdeveloped. Furthermore, selective attention-which enables pupils to identify relevant stimuli and ignore distractions-is often underdeveloped. In a foreign language lesson, this may manifest as difficulty in understanding instructions, a tendency to quickly switch attention to distractions, failure to complete tasks, and a decline in the quality of speech exercises.

The foreign language teacher must take these characteristics into account both when interacting directly with the learner and during the lesson planning stage. Of particular importance are a clear lesson structure, concise and unambiguous instructions, a variety of activities, the use of visual aids, and the organisation of pair and group work, taking into account the child's capacity for self-regulation [10]. Ignoring these factors may exacerbate learning difficulties and lead to disruption in the classroom.

Hyperactivity in children with ADHD is understood as an elevated level of motor activity, manifested in a constant need to move, difficulties in remaining still, and increased motor disinhibition [11]. Impulsivity, in turn, is characterised by an insufficient ability to control one's own impulses and reactions. The scientific literature distinguishes between cognitive impulsivity, manifested in hasty thought processes and insufficient analysis of task conditions, and behavioural impulsivity,

expressed in difficulties in inhibiting immediate actions and refraining from inappropriate reactions [12].

The second group of difficulties is linked to the psychological and educational consequences of these manifestations. Researchers emphasise that it is precisely these consequences that often lead to school maladjustment in children with ADHD. This issue is examined in the works of N. N. Zavadchenko, O. P. Shmakova, N. V. Dubrovinskaya, G. B. Lyutova-Roberts, E. K. Chutko, G. B. Monina and other authors.

In the regulatory and legal practice of the Republic of Kazakhstan, it is necessary to take into account the distinction between medical and educational approaches to the diagnosis of ADHD. According to the Model Rules for the Activities of Organisations Providing Pre-school, Secondary, Technical and Vocational, Post-secondary and Further Education, approved by Order No. 385 of the Ministry of Education of the Republic of Kazakhstan dated 31 August 2022, attention deficit hyperactivity disorder falls within the category of clinical medical diagnoses. However, in educational practice, the broader terms ‘behavioural disorders’ or ‘behavioural difficulties’ are more commonly used to refer to this category of pupils. This approach stems from the need to shift the focus from the child’s medical condition to their educational needs and learning environment. Within the framework of inclusive education, a socio-pedagogical approach is applied to this category of pupils, which involves organising special learning conditions, providing psychological and pedagogical support, and facilitating the child’s successful adaptation to the educational environment. This ensures the accessibility of education and creates the conditions for pupils’ full participation in academic and social activities [125].

Behavioural disorders or pronounced behavioural difficulties often become one of the factors contributing to school maladjustment. School maladjustment is understood as a disruption in the process of a child’s adaptation to the demands of school education, manifesting itself in reduced academic achievement, communication difficulties, emotional tension and a negative attitude towards school [13]. The academic literature identifies biological, psychological and social determinants of school maladjustment. Biological factors include residual organic lesions of the central nervous system, delays in mental development and other features of neuropsychological development. Psychological factors include characteristics of family upbringing, a mismatch between the student’s and teacher’s cognitive styles, as well as unconstructive strategies of pedagogical interaction. Social factors are linked to strict standards of school behaviour, an overloaded curriculum, frequent changes of educational institution, and the school’s overly evaluative stance towards the child [14].

The consequences of school maladjustment in children with signs of ADHD are pronounced and multifaceted. They may manifest as a persistent decline in academic performance, difficulties in mastering the curriculum, the need to repeat certain stages of learning, behavioural problems, difficulties in interpersonal interaction, and

the development of a negative attitude towards school. In some cases, this can lead to refusal to attend classes and a deepening of the child's social isolation.

Alongside behavioural difficulties, children with ADHD often exhibit associated academic difficulties. A number of studies point to a high prevalence of signs of dyslexia, dysgraphia and dyscalculia in this category of learners [15]. This is of particular significance for foreign language teachers, as mastering a foreign language requires sustained attention, well-developed auditory-verbal memory, established reading and writing skills, and the ability to retain and reproduce linguistic patterns.

The traditional mainstream education system has historically been geared primarily towards teaching children with typical development and is based on general education schools, where teaching is often designed with the hypothetical 'average' pupil in mind. This model of organising the educational process implies a relative standardisation of content, pace, teaching methods and assessment approaches. In contrast, special education is aimed at teaching children with pronounced characteristics of psychophysical development and involves the creation of specialised conditions, the recruitment of trained staff, and the use of adapted educational programmes and special methodologies.

Integrated education, drawing on the principles of rehabilitation and adaptation, focuses more on integrating children with special educational needs into the existing mainstream school environment. In this context, the primary effort is often directed towards adapting the child themselves to the demands of the educational environment. Inclusive education is based on a different logic: it stems from accepting the child as they are and involves adapting the education system itself to their abilities, needs and individual learning pathway. The practical implementation of inclusion can take various forms, including attending an educational institution, home schooling, distance learning, and blended and combined formats of educational interaction.

Support for pupils with ADHD takes on particular importance in the context of inclusive education. This support must be comprehensive and interdisciplinary, as the difficulties faced by children with ADHD manifest themselves not only in academic activities but also in the areas of behaviour, self-regulation, communication and social adaptation. Effective support for this category of pupils requires coordinated collaboration between the family, medical specialists, the school psychologist, the mentor teacher, the tutor and subject teachers.

The need for a comprehensive approach to supporting children with ADHD is confirmed by both Kazakhstani and international research. This issue is addressed in the works of N. Zendarski [16], I. G. Eliseeva, Zh. B. Ahanova [17], A. K. Akisheva, A. S. Kenzhegulova [18], S. V. Alekhina [19], A. R. Ray, S. W. Evans, J. M. Langberg [20], N. N. Zavadenko [21], A. S. Mustafina, S. A. Amitova [22], D. Hernández-Torrano, C. Faucher, M. Tynybayeva [23], L. A. Belozeroва, E. A. Bragina [24], O. I. Romanchuk [25], M. Al-Yagon [26]. Issues relating to staff training for work in an inclusive educational environment are also addressed in

studies by Kazakhstani authors G. K. Tleuzhanov [27], I. A. Oralkanov [28], and A. R. Rymkhanov [29].

An analysis of these studies leads to the conclusion that all teachers working with pupils with ADHD must have specialised training and be proficient in methodologies that take into account both the psychological and pedagogical characteristics of this category of children and the specific nature of the subject being taught. However, in the actual practice of general education, educational institutions that fully meet these requirements are rare. The implementation of this model should contribute to improving the effectiveness of the professional training of pre-service foreign language teachers in the implementation of inclusive practices focused on learners with SEN, including children with ADHD.

The pilot study was organised at the E. A. Buketov Karaganda University. The study involved 129 students from the 'Foreign Language: Two Foreign Languages' programme. The experimental group consisted of 65 students who were included in a specially organised training programme for working with children with special educational needs. The control group comprised 64 students, whose training was carried out within the framework of the existing curriculum without the introduction of additional organisational or methodological changes.

The developed course has the potential to be used both in the initial preparation of pre-service foreign language teachers and in the continuing professional development of in-service educators. Its content is designed to foster the professional competencies necessary for effective work in inclusive educational settings. Owing to its flexible structure, the course can be integrated into various educational formats, including elective subjects, modules within foreign language teaching methodology courses, continuing education programmes, and professional development training courses. This adaptability enhances its practical value and broadens the possibilities for its implementation in different teacher education contexts.

During the study, the course was piloted among final-year students of the aforementioned educational programme. Students in the experimental group were offered an elective course focused on preparing them to work with learners with special educational needs, in particular children with ADHD. The relevance of this pilot study stems from the fact that practising teachers and school psychologists often encounter difficulties when working with this category of pupils, whilst pre-service teachers must acquire systematic knowledge and practical tools for the effective organisation of the educational process whilst still undergoing professional training.

It should be emphasised that children with ADHD often demonstrate results comparable to those of their typically developing peers when assessed for intellectual development, and in some cases possess pronounced cognitive resources and an aptitude for learning foreign languages. Research shows that, in terms of general awareness and basic knowledge, this category of learners generally does not differ significantly from their peers. Consequently, provided the necessary organisational and methodological conditions are in place, children with ADHD can successfully learn within the mainstream education system.

The preparation of foreign language teachers for working with learners with special educational needs, including those with ADHD, should be considered one of the priority objectives of contemporary teacher education. The findings of the study suggest that many foreign language teachers are not yet fully prepared to meet the challenges associated with the expansion of inclusive education. This situation reveals existing limitations within current teacher preparation programmes and underscores the need for their systematic improvement.

As part of the experimental work, an elective course was developed and implemented based on a model designed to prepare pre-service foreign language teachers for work in inclusive educational settings. The course was intended to expand students' understanding of the principles and values of inclusive education, the classification of disabilities and special educational needs, and the psychological and pedagogical characteristics of learners requiring additional support. Particular attention was devoted to the educational needs of learners with ADHD, the organisation of pedagogical support for this category of learners, and the development of the professional competencies required for effective teaching in inclusive classrooms. The course also addressed the structure and components of pre-service foreign language teachers' readiness for inclusive professional practice, thereby contributing to the formation of a comprehensive understanding of their future professional role.

In addition, the course content included familiarisation with the training process model, studying methods for its implementation, and evaluating the effectiveness of its implementation. Thus, the course was not only theoretical and informative but also practice-oriented, as it was designed to equip students with the specific professional skills required for working in an inclusive classroom setting.

The control group students were taught in a traditional format, in accordance with the current curriculum. Students in the experimental group were taught based on a developed model for training pre-service foreign language teachers to work with children with SEN. During the course trial, taking into account the results of the students' learning activities and an analysis of the difficulties encountered, necessary methodological adjustments were made to the content and organisation of the sessions.

Students in the experimental group were offered a series of lectures entitled "Teaching Foreign Languages to Children with Special Educational Needs", as well as a set of practice-oriented tasks to be completed individually, in small groups and as a whole class. An important principle in the organisation of the course was to ensure that the learning tasks were as closely aligned as possible with real-life teaching situations. This created the conditions for fostering professional thinking among pre-service teachers and developing their ability to make methodologically sound decisions in the context of educational diversity. Students not only worked with academic and psycho-pedagogical literature but also analysed real-life teaching cases presented by practising foreign language teachers working in inclusive schools. In addition, they interacted with practising teachers, discussed the difficulties of

teaching a foreign language to children with SEN, developed possible methods of pedagogical support, and analysed the effectiveness of various methodological approaches (Appendix 2).

The pilot study comprised several stages, each with its own objectives, tasks and diagnostic procedures.

The study began with a diagnostic stage aimed at determining the initial level of **professional readiness of pre-service foreign language teachers to work with learners with special educational needs**. The diagnostic framework was developed in accordance with the structure of professional readiness identified in the theoretical part of the study and included three interrelated components: **personal-semantic, cognitive, and technological**.

To ensure a systematic and comprehensive assessment, each component was associated with a corresponding criterion, a set of indicators, and appropriate diagnostic tools. The personal-semantic component was assessed through indicators reflecting students' motivation, acceptance of inclusive values, and professional orientation towards working with learners with special educational needs. The cognitive component was assessed through students' psychological, pedagogical, methodological, and specialised knowledge related to inclusive foreign language education. The technological component was assessed through students' ability to apply acquired knowledge in practice, including planning inclusive foreign language lessons, adapting teaching materials and tasks, selecting appropriate teaching methods and technologies, and solving professionally oriented pedagogical tasks. The criteria, indicators, and diagnostic tools used to assess the three components of professional readiness are presented in Table 2.

Table 2

Criteria, Indicators and Diagnostic Tools for Assessing the Professional Readiness of Pre-Service Foreign Language Teachers to Work with Learners with Special Educational Needs

| Professional Readiness Component | Criterion                              | Indicators                                                                                                                                                                                                                                                                        | Diagnostic Tools / Methods                                                                                                                  |
|----------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Personal-Semantic Component      | Motivational and Value-Based Criterion | Motivation to work with learners with SEN; acceptance of inclusive education values; positive professional orientation towards teaching learners with SEN; empathy, tolerance, and responsibility; readiness for professional interaction in an inclusive educational environment | Questionnaire / survey on attitudes towards inclusive education and readiness to work with learners with SEN; self-assessment questionnaire |
| Cognitive Component              | Knowledge-Based                        | Knowledge of the psychological and pedagogical                                                                                                                                                                                                                                    | Diagnostic test "Readiness of a Pre-                                                                                                        |

| Professional Readiness Component | Criterion                   | Indicators                                                                                                                                                                                                                                                                                | Diagnostic Tools / Methods                                                                                                                                                                  |
|----------------------------------|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | Criterion                   | characteristics of learners with SEN; knowledge of inclusive education principles; subject-specific and methodological knowledge; knowledge of methods for adapting foreign language teaching to learners' special educational needs                                                      | <b>Service Foreign Language Teacher to Work with Children with SEN</b> "; knowledge assessment tasks                                                                                        |
| <b>Technological Component</b>   | Practice-Oriented Criterion | Ability to plan and organise foreign language teaching in an inclusive classroom; adapt teaching materials and tasks; select appropriate methods and technologies; design differentiated activities; provide pedagogical support; assess learning outcomes and modify teaching strategies | Analysis of lesson plans and adapted teaching materials; professionally oriented practical tasks; pedagogical cases / case-based tasks; observation and assessment of practical performance |

The diagnostic procedures presented in Table 2 made it possible to assess the identified components of professional readiness using complementary methods. The results obtained for each component were subsequently analysed to determine the overall level of students' professional readiness and to compare the initial and final results of the experimental and control groups.

One of the diagnostic instruments used to assess the **cognitive component** was the diagnostic test *"Readiness of a Pre-Service Foreign Language Teacher to Work with Learners with Special Educational Needs."* The test was designed to assess students' knowledge of inclusive education and the specific features of foreign language teaching to learners with special educational needs, with particular attention to learners with ADHD.

The test consisted of two sections, each containing ten questions. Each correct response was awarded 0.5 points. The first section assessed students' knowledge of the theoretical foundations of foreign language teaching in inclusive educational settings, including the principles, requirements, and organisational conditions of inclusive education. The second section assessed students' knowledge of appropriate approaches, methods, and strategies for teaching and supporting learners with ADHD in mainstream classrooms.

The diagnostic procedure was conducted in both the experimental and control groups and provided baseline data for the **cognitive component of professional readiness**. The personal-semantic and technological components were assessed using the corresponding diagnostic procedures presented in Table X. The combined results provided the empirical basis for determining the initial level of professional readiness

and for subsequently analysing its dynamics during the implementation of the developed training model.

The results of the testing carried out revealed that the majority of students lack a sufficiently developed body of knowledge required to carry out their professional duties within the context of inclusive education. The findings indicate a significant discrepancy between the current requirements of inclusive education and the level of professional preparedness of pre-service foreign language teachers. Despite understanding the importance of inclusive approaches, many students lack the knowledge and practical skills required to work effectively with learners who have special educational needs. This situation confirms the need to improve the content and methods of professional training for pre-service foreign language teachers, taking into account the current challenges of inclusive education.

The diagnostic procedure was conducted in both the experimental and control groups and provided baseline data for the cognitive component of professional readiness. The results provided the empirical basis for determining the initial level of professional readiness and for subsequently analysing its dynamics during the implementation of the developed training model (Fig 5).

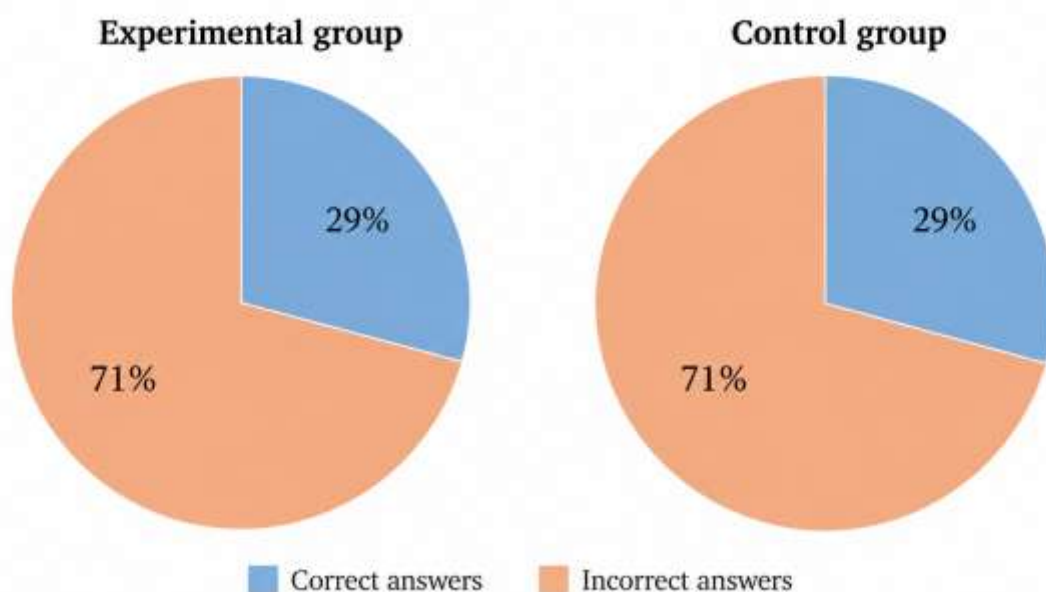


Figure 5. Results of the pre-diagnostic test

The results of the pre-diagnostic test revealed an insufficient initial level of the cognitive component of professional readiness among the participating pre-service foreign language teachers. The students demonstrated gaps in their knowledge of the theoretical foundations of inclusive education and in their understanding of the specific methodological aspects of teaching foreign languages to learners with special educational needs.

As shown in Figure 5, only 29% of the responses were correct, whereas 71% were incorrect. These results indicate that, at the initial stage of the study, students' knowledge of inclusive foreign language education was predominantly general and fragmented. Their responses demonstrated a basic awareness of inclusive education principles and general theoretical provisions but insufficient knowledge of specific approaches to adapting foreign language teaching to the educational needs of learners with SEN.

Particular difficulties were associated with questions addressing the methodological organisation of foreign language teaching in inclusive settings, the adaptation of teaching content and learning tasks, and appropriate pedagogical strategies for working with learners with special educational needs, including learners with ADHD. The high proportion of incorrect responses therefore indicates insufficient development of the knowledge and understanding constituting the cognitive component of professional readiness.

The findings obtained through this diagnostic test confirmed the need to strengthen the psychological-pedagogical, methodological, and specialised knowledge included in the professional preparation of pre-service foreign language teachers for work in inclusive educational settings. At the same time, these findings were interpreted specifically as evidence concerning the cognitive component and were not used independently to determine the overall level of professional readiness. The overall initial level of professional readiness was determined on the basis of the combined results obtained for the personal-semantic, cognitive, and technological components using the diagnostic procedures presented in Table 3.

Table 3  
Diagnostic procedures

| Component of Professional Readiness | Criterion                    | Diagnostic Procedure                                                       | Experimental Group (n=65)                                   | Control Group (n=64)                                        | Total (n=129)                                               |
|-------------------------------------|------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|
| <b>Personal-Semantic</b>            | Motivational and Value-Based | Questionnaire on motivation, inclusive values and professional orientation | High: 12 (18.5%);<br>Medium: 31 (47.7%);<br>Low: 22 (33.8%) | High: 11 (17.2%);<br>Medium: 30 (46.9%);<br>Low: 23 (35.9%) | High: 23 (17.8%);<br>Medium: 61 (47.3%);<br>Low: 45 (34.9%) |
| <b>Cognitive</b>                    | Knowledge-Based              | 20-item diagnostic test                                                    | Correct responses: 29%;<br>Incorrect: 71%                   | Correct responses: 29%;<br>Incorrect: ≈71%                  | Correct responses: 29%;<br>Incorrect: 71%                   |
| <b>Technological</b>                | Practice-Oriented            | Professionally oriented tasks, pedagogical cases and adaptation tasks      | High: 8 (12.3%);<br>Medium: 27 (41.5%);<br>Low: 30 (46.2%)  | High: 7 (10.9%);<br>Medium: 27 (42.2%);<br>Low: 30          | High: 15 (11.6%);<br>Medium: 54 (41.9%);<br>Low: 60         |

| <b>Component of Professional Readiness</b> | <b>Criterion</b> | <b>Diagnostic Procedure</b> | <b>Experimental Group (n=65)</b> | <b>Control Group (n=64)</b> | <b>Total (n=129)</b> |
|--------------------------------------------|------------------|-----------------------------|----------------------------------|-----------------------------|----------------------|
|                                            |                  |                             |                                  | (46.9%)                     | (46.5%)              |

The personal-semantic component was assessed using a questionnaire aimed at identifying students' motivation to work with learners with special educational needs, their acceptance of inclusive education values, and their professional orientation towards future work in an inclusive educational environment. The indicators included a positive attitude towards inclusive education, willingness to interact with learners with SEN, recognition of professional responsibility for adapting the educational process, and motivation to improve professional knowledge and skills in the field of inclusive foreign language teaching.

For analytical purposes, the results were differentiated into high, medium, and low levels. In the experimental group (n = 65), 12 students (18.5%) demonstrated a high level, 31 students (47.7%) a medium level, and 22 students (33.8%) a low level. In the control group (n = 64), the corresponding distribution was 11 students (17.2%), 30 students (46.9%), and 23 students (35.9%).

Across the total sample of 129 students, 23 participants (17.8%) demonstrated a high level of the personal-semantic component, 61 (47.3%) a medium level, and 45 (34.9%) a low level.

The results indicate that, although a considerable proportion of students demonstrated generally positive attitudes towards inclusive education, their professional motivation and value-based orientation towards systematic work with learners with SEN required further development. The similarity of the distributions in the experimental and control groups also indicates comparable baseline characteristics of the groups with respect to this component.

The cognitive component was assessed using the diagnostic test "Readiness of a Pre-Service Foreign Language Teacher to Work with Learners with Special Educational Needs". The test consisted of 20 items divided into two sections and assessed students' knowledge of the theoretical foundations of inclusive education and their understanding of methodological approaches to teaching foreign languages to learners with SEN, including learners with ADHD.

The analysis of the responses demonstrated that 29% of the answers were correct, while 71% were incorrect. The results indicate an insufficient initial level of specialised psychological-pedagogical and methodological knowledge related to inclusive foreign language education.

The students demonstrated greater awareness of general principles of inclusive education than of specific methodological issues concerning the adaptation of foreign language teaching materials, the organisation of differentiated instruction, and appropriate pedagogical strategies for supporting learners with SEN. These findings were therefore interpreted as baseline evidence concerning the cognitive component rather than as an independent measure of overall professional readiness.

The technological component was assessed through professionally oriented practical tasks and pedagogical cases. The tasks required students to apply their theoretical knowledge to situations characteristic of inclusive foreign language teaching, including the adaptation of teaching materials, selection of appropriate teaching strategies, planning of differentiated activities, and solution of pedagogical situations involving learners with special educational needs.

The results were classified into high, medium, and low levels. In the experimental group ( $n = 65$ ), 8 students (12.3%) demonstrated a high level of the technological component, 27 students (41.5%) a medium level, and 30 students (46.2%) a low level. In the control group ( $n = 64$ ), 7 students (10.9%) demonstrated a high level, 27 students (42.2%) a medium level, and 30 students (46.9%) a low level.

For the total sample ( $n = 129$ ), the high level was demonstrated by 15 students (11.6%), the medium level by 54 students (41.9%), and the low level by 60 students (46.5%).

The findings demonstrate that the greatest difficulties were associated with the practical application of knowledge to specific professional situations. Students experienced difficulties in adapting foreign language learning materials and tasks, selecting differentiated teaching strategies, and designing appropriate pedagogical support for learners with SEN. These results substantiated the need to strengthen the practice-oriented component of the professional preparation programme.

The research findings confirm the conclusions of many domestic and international scholars that the traditional system of teacher training is largely geared towards teaching children with typical development. At the same time, issues relating to the organisation of the educational process for learners with special educational needs are often not examined in sufficient depth and are not always accompanied by the development of the practical skills required to tackle professional challenges in real-world educational practice. As a result, trainee teachers experience difficulties in adapting teaching materials, selecting effective teaching methods, organising interaction with pupils with SEN, and assessing the outcomes of their learning.

An analysis of the test results showed that the highest number of errors related to questions concerning the practical organisation of foreign language teaching for children with ADHD and other special educational needs. Difficulties arose much less frequently when answering questions concerning the general principles and legal framework of inclusive education. This indicates that students possess a certain level of general awareness in the field of inclusion, but experience difficulties in applying the knowledge they have acquired in specific teaching situations. The data obtained suggest that the practice-oriented component of professional readiness is insufficiently developed and confirm the need to strengthen the applied focus of training for pre-service foreign language teachers. The results of the descriptive phase of the study confirmed the need for targeted development of the professional readiness of pre-service foreign language teachers to work with learners with special educational needs. The diagnostic assessment revealed an insufficient level of development in a number of theoretical knowledge areas and practical skills

necessary for the effective implementation of inclusive education. The data obtained indicate a need to improve the system of professional training for pre-service foreign language teachers and to strengthen its practice-oriented focus. The difficulties and professional shortcomings identified served as the basis for the development and implementation of a specialised educational programme aimed at developing the inclusive competencies of pre-service foreign language teachers. The implementation of this programme was aimed at broadening students' theoretical knowledge, developing their practical skills in organising the inclusive educational process, and enhancing their readiness for professional practice in an educationally diverse environment.

The aim of the formative stage was to create a set of organisational, pedagogical, scientific and methodological conditions ensuring the development of pre-service foreign language teachers' professional readiness to work with learners with special educational needs, including children with attention deficit hyperactivity disorder. The formative stage was implemented through the introduction into the educational process of a specially designed elective course entitled 'Teaching Foreign Languages to Children with Special Educational Needs'. The conceptual framework of the course was based on the principles of inclusive education, a competence-based approach, practice-oriented learning, and the integration of theoretical training with the real-world professional challenges faced by pre-service foreign language teachers.

The course structure was organised on a block-modular basis, which ensured a logical sequence in the acquisition of the course material and allowed the training process to be structured from the assimilation of basic theoretical principles to the development of practical professional skills in an inclusive educational environment.

The choice of block-modular teaching technology was driven by a number of factors. Firstly, this approach ensures the integrity and systematic presentation of the course material. Secondly, the modular organisation facilitates more effective assimilation of the content through the clear structure and thematic completeness of each section. Thirdly, this format allows for the integration of various types of learning activities -lectures, practical work, case studies, project work and independent study.

The course content was presented in several interrelated modules, each of which addressed a specific set of educational objectives and ensured the step-by-step development of the professional readiness of pre-service foreign language teachers to work in an inclusive education setting.

The first module was devoted to studying the theoretical and methodological foundations of inclusive education. Its content was designed to provide students with a comprehensive understanding of contemporary approaches to organising the inclusive educational process and trends in the development of inclusive policy in global and national practice. The module examined international and Kazakhstani experience in the development of inclusive education, the main regulatory and legal documents of the Republic of Kazakhstan governing issues of ensuring equal access to education, as well as the key principles and values of inclusive education.

Particular attention was paid to studying contemporary approaches to creating an educational environment that takes into account the diversity of learners' educational needs and provides the conditions for their full participation in the educational process.

The second module focused on the psychological and educational characteristics of learners with special educational needs. Within this section, students studied the characteristics of cognitive development, the emotional and volitional sphere, communicative behaviour and learning activities of various categories of children with SEN. Particular attention was paid to the characteristics of learners with attention deficit hyperactivity disorder, the analysis of the causes of learning difficulties and the development of pedagogical support strategies.

The third module was designed to develop the methodological readiness of pre-service foreign language teachers for professional practice within the context of inclusive education. The main emphasis was placed on mastering practical approaches and technologies that ensure the accessibility and effectiveness of learning for different categories of learners. The module's content covered issues such as the adaptation of educational programmes and teaching materials, the design of differentiated tasks, the application of universal design for learning principles, and the organisation of a personalised learning process. Particular attention was paid to the use of digital educational resources, interactive platforms and modern information and communication technologies, which broaden the opportunities for learners to participate in learning activities. An important area of focus was learning how to organise communicative activities for learners with different educational abilities. Students learnt to select effective methods for teaching a foreign language, to adapt forms of interaction, and to create conditions for the active involvement of every learner in the process of foreign-language communication, regardless of their individual characteristics and educational needs.

The fourth module was practice-oriented and involved the analysis of pedagogical case studies, the simulation of problem situations, the development of lesson plans and adapted teaching materials, the delivery of micro-lessons and their subsequent expert discussion. This approach to the course ensured that students developed the ability to make pedagogical decisions in conditions of professional uncertainty and educational diversity.

A special place in the course structure was given to students' independent work, aimed at studying academic literature, analysing international experience in inclusive education, developing original teaching materials, and preparing projects on organising foreign language teaching for children with special educational needs.

Throughout the course, modern interactive educational technologies were widely utilised to encourage students' active participation in the learning process and to develop their professional competences. The methods employed included the case study method, project-based and problem-based learning, brainstorming, discussions, role-playing and collaborative learning techniques. In addition, digital educational platforms, electronic resources and various means of visualising educational

information were utilised, ensuring greater clarity and a practical focus in the teaching. The application of these technologies created the conditions for the development of analytical thinking, communication skills, the ability to make pedagogical decisions and to interact effectively with various participants in the educational process. Particular attention was paid to simulating professional situations that were as close as possible to the conditions of real-life teaching practice. The formative stage of the study was aimed not only at broadening the students' theoretical understanding of inclusive education, but also at developing practical skills, professionally relevant qualities and inclusive competences. Its implementation helped to prepare pre-service foreign language teachers to organise an effective educational process and provide pedagogical support for learners with special educational needs within a modern inclusive educational environment (Table 4).

Table 4

The content of the course “Teaching foreign languages to children with special education needs”

|  | <b>Blocks</b>                                                                                                                                                         | <b>Modules</b>                                                                                                                                                                                                                                                                |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Section 1. Theoretical aspects of the inclusive education system.                                                                                                     | <p>Module 1. The Concept of Inclusive Education.</p> <p>Module 2. Special Educational Needs in the Modern Education System.</p> <p>Module 3. Psychological and Pedagogical Requirements for Foreign Language Teachers Working with Children with Special Education Needs.</p> |
|  | Section 2. Methodological section for the professional preparation of pre-service foreign language teachers for working with children with special educational needs. | <p>Module 1. Methods of Teaching Foreign Languages to Children with Special Education Needs.</p> <p>Module 2. Specifics of Teaching Foreign Languages to Children with Attention Deficit Hyperactivity Disorder.</p>                                                          |
|  | Section 3. Motivational, personal, and information technology components of readiness.                                                                                | Module 1. Practice in acquiring primary professional skills and abilities: practical application of theoretical knowledge.                                                                                                                                                    |

The elective course 'Methods of Foreign Languages Teaching to Children with Special Educational Needs' was designed and implemented based on a phased approach to developing the professional readiness of pre-service foreign language teachers to work in an inclusive education setting. The course structure was designed to enable students to systematically master the theoretical foundations of inclusive pedagogy, acquire specialised methodological knowledge and techniques, and gain practical experience in teaching learners with special educational needs.

The first stage - the theoretical stage - was aimed at helping students develop a comprehensive understanding of inclusive education as a modern educational paradigm. During this stage, students were introduced to the basic conceptual framework, the legal and regulatory foundations for the organisation of inclusive education in the Republic of Kazakhstan and other countries, international documents on the protection of the rights of individuals with special educational needs, as well as contemporary scientific approaches to teaching and supporting children with SEN. Particular attention was paid to studying the psychological and pedagogical characteristics of various categories of learners, analysing the factors contributing to the successful socialisation and educational integration of children with special needs, and defining the role of the foreign language teacher in creating an accessible and supportive educational environment.

The second stage -the methodological stage -was focused on developing the professional and methodological competence of pre-service teachers . Its content included studying the specifics of teaching a foreign language to learners with special educational needs, analysing modern technologies for adapting teaching materials, and the principles of differentiated instruction and universal design for learning. Particular attention was paid to the organisation of foreign language teaching for children with attention deficit hyperactivity disorder. Students studied the characteristic features of the cognitive activity of this category of learners, analysed typical difficulties arising in the process of acquiring a foreign language, and examined methodological approaches to maintaining attention, increasing learning motivation and developing communication skills in children with ADHD.

The third stage -the professionally-oriented stage -was aimed at integrating theoretical knowledge and methodological skills into the practical activities of the pre-service foreign language teacher. This stage ensured the development of the motivational-value, operational-activity and information-technology components of professional readiness. During the course, students mastered techniques for designing inclusive foreign language lessons, learnt to take into account the individual educational needs of different categories of learners, and adapted teaching content in line with their abilities.

As part of their practical training, students were engaged in the design of lesson plans, the development of adapted instructional scenarios, and the creation of individual and collaborative learning tasks tailored to the diverse educational needs of learners. These activities enabled pre-service foreign language teachers to apply inclusive teaching principles in practice, adapt instructional content to individual

learner characteristics, and develop competencies in planning and delivering differentiated foreign language instruction. Particular attention was paid to devising teaching strategies for working with children with ADHD. The trainee teachers developed exercises aimed at maintaining concentration, organising short-term learning cycles, and using visual aids, game-based techniques and communicative exercises to increase learners' engagement in the educational process.

A key element of the training was the simulation of typical teaching situations arising in an inclusive classroom setting. Students analysed real-life cases from school practice, proposed options for pedagogical responses, and designed algorithms for interacting with learners, parents and specialists in psychological and pedagogical support. This organisation of learning activities contributed to the development of professional thinking, the formation of the ability to make pedagogically sound decisions and to act effectively in conditions of professional uncertainty.

An important stage in the course's implementation was the use of video materials reflecting the activities of the National Scientific and Practical Centre for the Development of Special and Inclusive Education of the Republic of Kazakhstan, as well as the experience of general education schools implementing inclusive educational practices. Analysis of the video materials enabled students to observe the actual mechanisms of organising inclusive education, the specific features of teachers' interactions with children from different categories, and methods for adapting the educational environment and the learning process.

The viewing and subsequent discussion of the video materials took a problem-analytical approach. Students were asked to identify the professional requirements placed on a foreign language teacher in an inclusive education setting, to identify potential difficulties in teaching practice, and to assess the effectiveness of the educational practices presented. In addition, the students analysed their own attitudes towards inclusive education and identified opportunities for using such resources in the professional training of pre-service teachers .

During the discussions, the students concluded that the successful implementation of inclusive education requires not only mastery of specialised teaching methods, but also the development of a specific professional stance based on the principles of humanism, pedagogical support, respect for the individuality of each learner, and a commitment to continuous professional development. Particular attention was paid to discussing the causes of difficulties in school adaptation among children with ADHD, analysing the factors influencing the success of their learning, and defining the role of the teacher in organising comprehensive support for the learner in collaboration with a psychologist, parents and other specialists.

The results of the questionnaire, group discussions and analysis of reflective materials showed that students take a fairly critical view of the current state of teacher training for working in an inclusive education setting. The majority of research participants noted that many foreign language teachers continue to rely on traditional teaching approaches, which do not always take into account the individual educational needs of learners and the specific characteristics of their development.

One of the key problems identified was the educational environment's insufficient readiness to effectively teach and support children experiencing difficulties with attention, behaviour and cognitive functioning.

The study participants also emphasised that the successful implementation of inclusive education depends not only on the level of training of individual teachers, but also on the readiness of the educational organisation as a whole. According to the students, key factors in improving the effectiveness of inclusive practice include enhancing the system of methodological support for teachers, expanding access to adapted teaching materials and digital resources, developing interprofessional collaboration, and fostering an inclusive culture within the educational institution, based on the principles of respect for diversity, equal opportunities and acceptance of every learner. The implementation of the elective course enabled the gradual development among pre-service foreign language teachers of the body of knowledge, professional skills and personal qualities necessary for successful work with learners with special educational needs. The phased organisation of the training facilitated a transition from a theoretical understanding of the issues surrounding inclusive education to the practical mastery of mechanisms for providing pedagogical support to learners and the development of a sustainable professional readiness to carry out inclusive educational activities.

The outcome of the theoretical and practical training of students within the elective course 'Methods of Foreign Languages Teaching to Children with Special Educational Needs' was the development of a set of methodological recommendations aimed at organising effective foreign language teaching for children with special educational needs, in particular those with attention deficit hyperactivity disorder. The content of the guidelines was based on the results of a review of the academic literature, an analysis of practical experience in inclusive education, the completion of case studies, and the simulation of teaching scenarios.

Particular attention was paid in the recommendations to issues of pedagogical supervision. The students concluded that it is necessary to maintain systematic monitoring of pupils' learning activities whilst avoiding excessive focus on individual children, as constant fixation on mistakes and behavioural issues can increase anxiety, lower self-esteem and hinder successful socialisation. A more productive form of supervision is one focused on supporting the learner's independence, developing skills for planning their own activities, and gradually fostering responsibility for learning outcomes.

A significant part of the recommendations concerned the development of self-control and self-regulation. Students noted the advisability of using pedagogical techniques to gradually reduce the level of support, allowing the learner to progressively take on the functions of monitoring and organising their own activities. The effectiveness of a rational organisation of the learning environment was also emphasised, including seating the learner at the front of the class, which helps to reduce distractions and facilitates interaction with the teacher.

An important condition for successful learning was recognised as the need to match the volume and complexity of the teaching material to the learner's actual capabilities. When planning a lesson, teachers are advised to focus not on the maximum possible volume of educational information, but on achieving a sustainable grasp of key learning outcomes without causing the child to become intellectually or emotionally overwhelmed.

### Stage 3. Evaluation

The evaluation stage of the pilot study was aimed at assessing the overall effectiveness of the developed model for training pre-service foreign language teachers to work with learners with special educational needs. The main objective of this stage was to determine the level of professional readiness of students to implement inclusive educational practices and to establish the degree of effectiveness of the formative work carried out.

To obtain objective data, a comprehensive assessment system was used, comprising two complementary forms of assessment: a final test and the completion of an independent project in the form of a presentation-lesson plan for a foreign language lesson in an inclusive class.

The final assessment consisted of a set of comprehensive multi-level tasks aimed at evaluating students' knowledge and professional preparedness in the field of inclusive education. The assessment measured their understanding of the theoretical foundations of inclusive education, the psychological and pedagogical characteristics of learners with special educational needs, and effective approaches to teaching foreign languages to children with ADHD. The assessment tasks addressed both the conceptual principles of inclusive education and the practical aspects of organising and implementing instruction in inclusive classroom settings. This approach made it possible to evaluate not only students' theoretical competence but also their ability to apply acquired knowledge to real educational situations.

The second form of assessment involved the development and presentation of an original lesson plan for a foreign language lesson in a mainstream class, which included children with attention deficit hyperactivity disorder (ADHD). Completing this task made it possible to assess the students' ability to apply their acquired knowledge in practice, to design the educational process in accordance with the principles of inclusive education, to develop adapted tasks, and to use teaching methods that ensure the inclusion of all learners in educational activities.

The results were assessed on the basis of a level-based model of knowledge acquisition and professional actions developed by V. P. Bepal'ko. In accordance with this concept, four levels of professional readiness were identified: recognition, reproductive, heuristic and creative.

The recognition level characterises the initial stage of mastering professional activity and implies the ability to recognise and distinguish between the objects, phenomena and methods of action being studied, with external support. The reproductive level reflects the ability to independently reproduce acquired knowledge and apply the algorithms studied to solve typical professional tasks. The heuristic

level involves the productive use of existing knowledge to resolve non-standard pedagogical situations and the ability to independently select the most effective methods of professional practice. The creative level is characterised by the ability to design original pedagogical solutions, create original methodological materials and independently devise new methods of professional practice.

The following indicators were defined for the quantitative assessment of results: a level below 15% was considered unsatisfactory; a level of 40% and above corresponded to satisfactory training; a level of 70% and above indicated good quality of training; achieving 100% characterised a high creative level of professional readiness.

$$x = (x_1 + x_2 + \dots + x_n) / n = \sum x_i / n$$

The results of the final assessment showed a significant improvement compared with the figures recorded at the initial stage of the study. The average test score for students in the experimental group was 8.9 out of a possible 10, corresponding to 89 per cent correct answers. The data obtained indicate a significant improvement in the students' theoretical knowledge and confirm the effectiveness of the elective course, which was designed to prepare students for working in an inclusive education setting.

High scores were also achieved in the assessment of practice-oriented tasks. The average mark for the development of a lesson plan was 9.1 out of a possible 10, or 91 per cent of the maximum score. An expert analysis of the completed work showed that the majority of students successfully applied the principles of inclusive education when designing the teaching process. The lesson plans developed utilised adapted tasks, visual aids, teaching differentiation techniques and methods for organising learning activities for pupils with ADHD.

Particularly telling is the fact that all participants in the experimental group achieved scores above 70 per cent, both in the tests and in the practical assignment. This indicates that the students have attained a consistent level of professional training and have developed the key competences required to work with learners with special educational needs. The results of the follow-up phase confirm the effectiveness of the training model developed and allow us to conclude that there has been a significant improvement in the level of professional readiness of pre-service foreign language teachers to carry out their teaching activities within the context of inclusive education. The data obtained indicate that students have acquired a system of theoretical knowledge, practical skills and professional competences that ensure the successful organisation of teaching and pedagogical support for learners with special educational needs (Figure 6).

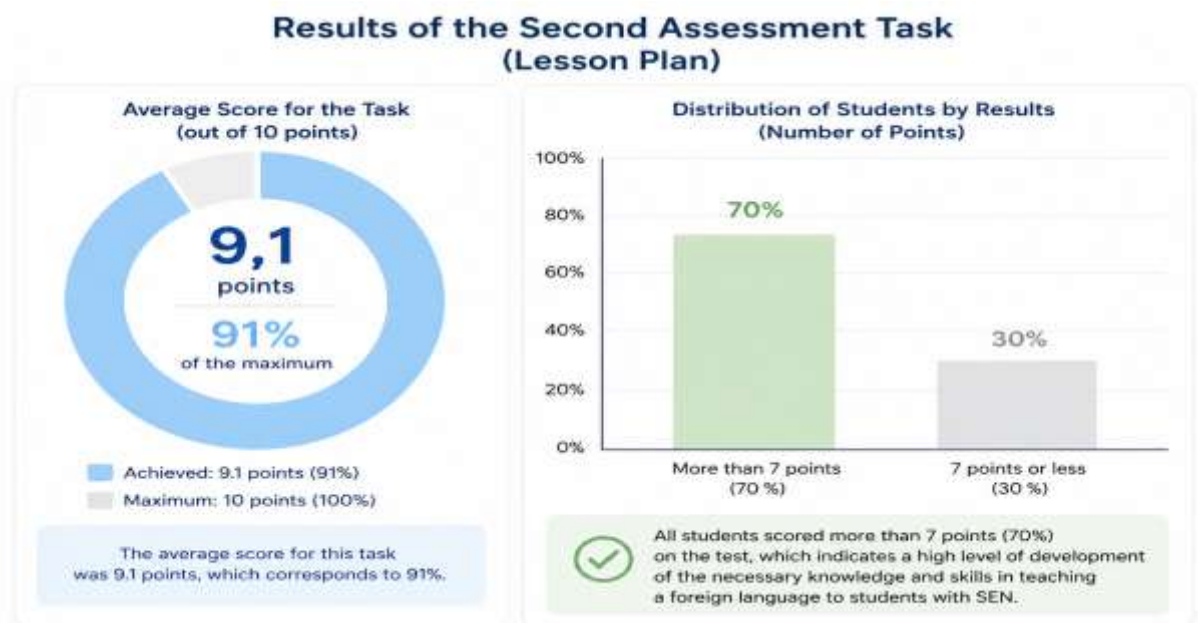


Fig. 6. The diagram reflecting the students' final test and independent lesson plan results

The results of the pedagogical experiment confirm the effectiveness of the model developed to prepare pre-service foreign language teachers to work with pupils with special educational needs. Analysis of the data revealed positive trends across all indicators of professional readiness among students in the experimental group. Significant changes were observed in the motivational-value, cognitive, practical-activity and reflective components of the training. During the implementation of the model, students' awareness of inclusive education issues increased, their knowledge of the psychological and pedagogical characteristics of learners with special educational needs expanded, and they developed practical skills in organising the educational process within an inclusive environment. Alongside this, there was a development in professional reflection, the ability to analyse their own teaching practice, and a readiness for further professional development. An analysis of the final results indicates that, by the end of the formative stage, the majority of students in the experimental group had achieved a high level of professional readiness to work in an inclusive education setting. The trainee teachers demonstrated a deep understanding of the fundamental principles of inclusion, the ability to apply modern methodological approaches to teaching foreign languages to children with special educational needs, and a readiness to develop adapted teaching materials and organise the educational process taking into account the individual abilities and needs of learners. The results obtained suggest that the implementation of the developed model contributes to the comprehensive development of pre-service foreign language teachers' professional readiness and ensures they are prepared to effectively implement inclusive practices in a modern educational environment.

The results obtained for practice-oriented indicators appear to be particularly significant. Students in the experimental group demonstrated a readiness to develop

differentiated tasks, utilise universal design for learning techniques, and apply visual aids, interactive teaching methods and digital educational resources. There was a significant improvement in their ability to analyse teaching situations involving children with ADHD, as well as their readiness to interact with parents and specialists providing psychological and educational support.

The results obtained confirm that the developed training model contributes not only to the formation of professional knowledge and skills, but also to a system of values that ensures the acceptance of inclusive education principles and readiness to work with diverse groups of learners. This allows the proposed model to be regarded as an effective tool for implementing the modern requirements of the Republic of Kazakhstan's state education policy in the field of inclusive education.

To statistically verify the reliability of the results obtained, Student's t-test for independent samples was used. The application of this method made it possible to determine the presence of statistically significant differences between the indicators of the control and experimental groups after the completion of the formative stage of the study.

The results of the statistical analysis of the experimental data confirmed the effectiveness of the model implemented to prepare pre-service foreign language teachers to work with pupils with special educational needs. The analysis showed that, for all indicators examined, the values of the Student's t-test exceeded the critical level at a significance level of  $p < 0.05$ . The results obtained indicate statistically significant differences between the experimental and control groups and allow us to conclude that the observed changes are not due to random factors, but to the impact of the training model developed.

The most significant differences were identified in relation to the motivational-value, cognitive and operational-activity criteria. This points to a significant increase in the level of professional readiness among students in the experimental group in terms of embracing the values of inclusive education, acquiring theoretical knowledge and developing the practical skills required to work with learners with special educational needs.

The findings confirm that the introduction of the elective course 'Methods of Foreign Languages Teaching to Children with Special Educational Needs' had a substantial impact on the professional development of pre-service foreign language teachers. Participation in the programme contributed not only to broadening the students' theoretical training but also to developing their ability to apply the knowledge gained in practical work, to design adapted teaching materials and to organise teaching within an inclusive educational environment.

Thus, the results of the statistical analysis confirm the reliability of the experimental data obtained and demonstrate the high effectiveness of the developed model for preparing pre-service foreign language teachers for professional practice within an inclusive education setting.

#### 1. Motivational and value-based criterion

The motivational and value-based criterion characterises prospective foreign language teachers' attitudes towards the principles of inclusive education, their level of awareness of the social significance of teaching in a context of educational diversity, and their degree of readiness for professional interaction with learners with special educational needs.

A comparison of the results of the experimental and control groups revealed marked differences in the level of development of this component. Students in the experimental group demonstrated a more pronounced acceptance of the values of inclusive education, a high level of professional interest in working with learners with SEN, and a greater readiness to tackle the challenges arising in inclusive educational practice. This positive trend can be attributed to the systematic involvement of students in studying issues of inclusive education, analysing pedagogical case studies, completing practice-oriented tasks and discussing real-life professional situations. Familiarisation with the successful experiences of teachers implementing inclusive approaches in their educational practice also played a significant role. The results of statistical data analysis confirmed the existence of statistically significant differences between the experimental and control groups on the motivation and values criterion at a significance level of  $p < 0.05$ . This demonstrates the effectiveness of the training model implemented and allows us to conclude that it has a positive influence on the development of professional motivation, value orientations and the readiness of pre-service foreign language teachers to work in an inclusive education setting.

#### Student's t-test calculations

##### 1. Motivational-value criterion

$$t = \frac{(4.21 - 3.62)}{\sqrt{\left(\frac{0.56^2}{65}\right) + \left(\frac{0.61^2}{64}\right)}} \approx 5.73$$

##### 2. Cognitive criterion

$$t = \frac{(4.08 - 3.47)}{\sqrt{\left(\frac{0.59^2}{65}\right) + \left(\frac{0.64^2}{64}\right)}} \approx 5.63$$

##### 3. Methodological and technological criterion

$$t = \frac{(4.15 - 3.39)}{\sqrt{\left(\frac{0.54^2}{65}\right) + \left(\frac{0.67^2}{64}\right)}} \approx 7.09$$

#### 4. Reflexive-evaluative criterion

$$t = \frac{(3.98 - 3.41)}{\sqrt{\left(\frac{0.62^2}{65}\right) + \left(\frac{0.66^2}{64}\right)}} \approx 5.06$$

Pearson's linear correlation coefficient was used to analyse the relationship between the components of professional readiness of pre-service foreign language teachers to work with children with special educational needs. The application of this statistical method made it possible to determine the degree of mutual influence of the motivational, cognitive, methodological-technological, digital and reflective components of readiness, as well as to identify the most significant links between them. The correlation analysis was performed using the final data obtained from the experimental study involving 129 students enrolled in the Foreign Language: Two Foreign Languages programme. Of these participants, 65 students constituted the experimental group, while 64 students formed the control group. The findings revealed predominantly positive and statistically significant relationships among all components of professional readiness examined in the study. These results suggest that the development of individual components of professional readiness is closely interconnected and contributes to the enhancement of other aspects of teacher preparation. Consequently, strengthening one component of professional readiness positively influences the overall development of pre-service foreign language teachers' professional competence and readiness for work in inclusive educational settings.

The strongest correlation was found between theoretical knowledge and methodological skills ( $r = 0.81$ ), confirming the pattern whereby a high level of understanding of the psychological and pedagogical characteristics of learners with SEN contributes to more successful mastery of methods for adapting the teaching process and the design of inclusive educational practices.

A significant positive correlation was also found between teaching skills and digital competence ( $r = 0.76$ ). This result is explained by the fact that the use of modern digital technologies and electronic educational resources serves as an important tool for adapting foreign language teaching content for children with special educational needs. The higher the level of proficiency in digital tools, the more effectively pre-service teachers implement individualised and differentiated teaching methods.

A high level of correlation was found between motivation and reflection ( $r = 0.74$ ). This suggests that students with a strong professional motivation to work in inclusive education settings are more inclined towards self-analysis, evaluating their own performance, and seeking ways to improve professionally.

A moderately high correlation is observed between motivation and theoretical knowledge ( $r = 0.68$ ), as well as between motivation and methodological skills ( $r = 0.65$ ). The data obtained indicate that a positive attitude towards inclusive education

and an awareness of its social significance encourage students to study the theoretical foundations and practical aspects of their professional activity in greater depth (Table 5).

Table 5  
Correlation matrix

| Indicators            | Motivation | Theoretical knowledge | Methodological skills | Digital competence | Reflection |
|-----------------------|------------|-----------------------|-----------------------|--------------------|------------|
| Motivation            | 1.0        | 0.68                  | 0.71                  | 0.63               | 0.59       |
| Theoretical knowledge | 0.68       | 1.0                   | 0.78                  | 0.74               | 0.66       |
| Methodological skills | 0.71       | 0.78                  | 1.0                   | 0.82               | 0.73       |
| Digital competence    | 0.63       | 0.74                  | 0.82                  | 1.0                | 0.69       |
| Reflection            | 0.59       | 0.66                  | 0.73                  | 0.69               | 1.0        |

The data presented confirm the systematic nature of a pre-service foreign language teacher's professional readiness to work with learners with special educational needs. None of the components operates in isolation; on the contrary, there are strong interconnections between them, ensuring the integrity of professional training. The high level of interconnection between methodological skills, theoretical knowledge and digital competence deserves particular attention. This allows these components to be regarded as the core of a teacher's professional readiness to implement inclusive foreign language teaching. In turn, the motivational-value and reflective components serve as important personal foundations for professional development and ensure the sustainability of teaching practice in the context of educational diversity. The results of the correlation analysis confirm the research hypothesis regarding the complex nature of the professional readiness of pre-service foreign language teachers to work with children with special educational needs. The statistical findings demonstrate that the implementation of the proposed model facilitates not only the development of specific professional competencies but also the formation of an integrated system of knowledge, skills, value-based attitudes, and reflective capacities. The interconnection of these components contributes to the holistic development of professional readiness and enhances pre-service foreign language teachers' ability to perform effectively in inclusive educational settings. The

results further suggest that the model supports the formation of a stable foundation for professional practice by promoting the integration of cognitive, practical, motivational, and reflective dimensions of teacher preparation. The results of the correlation analysis revealed a statistically significant positive correlation between all components of professional readiness. The highest correlation coefficient was observed between teaching skills and digital competence ( $r = 0.82$ ), as well as between theoretical knowledge and teaching skills ( $r = 0.78$ ). The findings of the study confirm that the development of pre-service foreign language teachers' professional readiness for working with learners with special educational needs is a holistic and multidimensional process. The results also demonstrate the close interrelationship among the structural components of professional readiness, indicating that the development of each component contributes to the strengthening and effective functioning of the others. This interconnectedness highlights the importance of an integrated approach to teacher preparation in the context of inclusive education (Fig.6).

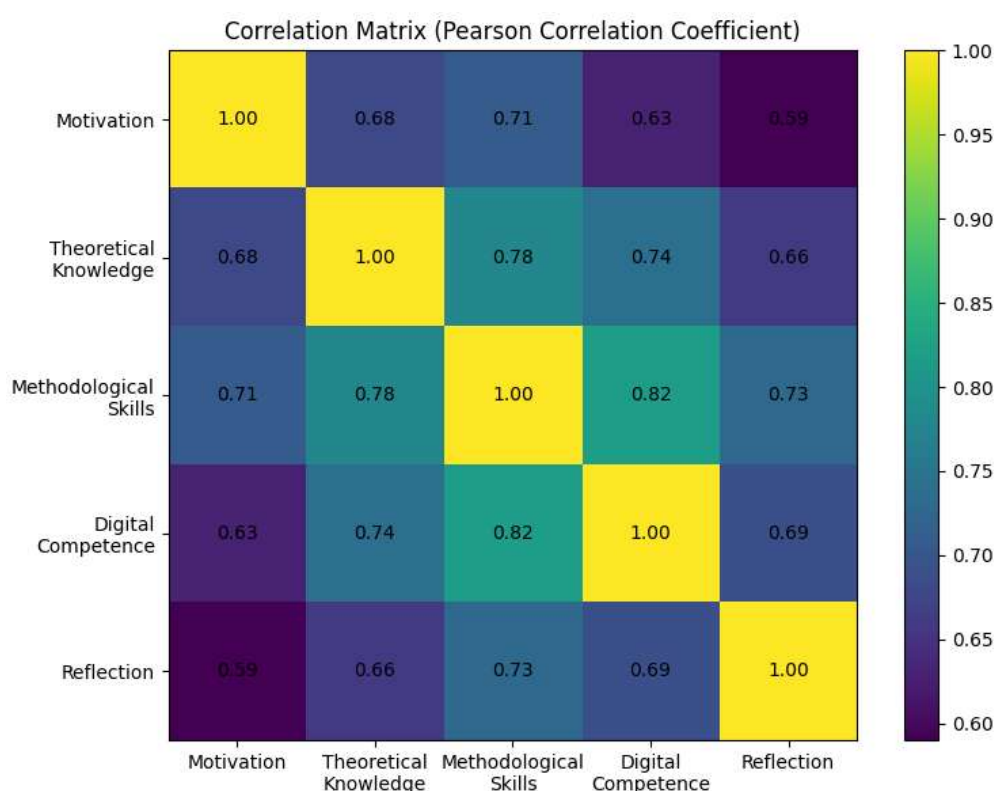


Fig. 6. Pearson Correlation Coefficient

The pilot study carried out confirmed the effectiveness of the model developed to prepare pre-service foreign language teachers to work with pupils with special educational needs, including children with attention deficit hyperactivity disorder. The results obtained indicate a positive trend in the development of all structural components of the professional readiness of pre-service foreign language teachers to work with pupils with special educational needs. The most notable changes were observed in the motivational-value, cognitive, methodological-technological,

communicative-managerial and reflective components, which confirms the comprehensive nature of the professional competences developed.

Analysis of the data from the control phase revealed a significant improvement in the level of theoretical training among students in the experimental group, an expansion of their knowledge in the field of inclusive education, and an enhancement of their practical skills relating to the design and organisation of an adapted educational process. Alongside this, there was a development in skills relating to pedagogical interaction, professional communication and the support of learners with special educational needs within an inclusive educational environment.

The results of statistical data analysis using Student's t-test confirmed the presence of statistically significant differences between the control and experimental groups across all criteria examined, at a significance level of  $p < 0.05$ . This allows us to conclude that the implemented training model is highly effective and confirms the success of the pilot study. The results of the correlation analysis revealed stable interrelationships between the main components of pre-service foreign language teachers' professional readiness. The closest links were identified between theoretical training, methodological skills and digital competence, which confirms the systematic nature of the process of professional development for foreign language teachers within the context of inclusive education.

Of particular significance is the fact that the introduction of the elective course 'Teaching Foreign Languages to Children with Special Educational Needs' not only broadened students' theoretical knowledge in the field of inclusive education but also contributed to the development of practical readiness to tackle professional challenges arising during the teaching and support of children with special educational needs within mainstream schools. Participation in the course enabled pre-service foreign language teachers to gain experience in applying inclusive approaches, to master modern methods of adapting the educational process, and to develop the necessary professional competences for working in an educationally diverse environment. The results of the study confirm the hypothesis that improving the effectiveness of training pre-service foreign language teachers to work with learners with special educational needs is possible provided that a specially developed training model is implemented. This model comprises interrelated components-objectives, content and theory, process and methodology, and assessment and outcomes-and provides for the use of specialised teaching and methodological resources aimed at developing the inclusive competence of pre-service foreign language teachers. The findings have both theoretical and practical significance. Their application may contribute to improving the content of educational programmes at teacher training universities, developing the system for the initial and in-service training of foreign language teachers, and furthering the development of inclusive education in the Republic of Kazakhstan. The research findings can be utilised in the development of academic modules, methodological guidelines and educational resources designed to prepare teachers to work effectively with learners who have special educational needs.

## **Conclusions to Chapter 2**

In the second chapter, drawing on the study's theoretical and methodological premises, a structural-functional model was developed for preparing future foreign language teachers to work with children with special educational needs. The model focuses on fostering professional readiness by integrating personal-meaning, cognitive, and technological components.

The methodological approaches and principles, as well as the content and pedagogical conditions for the model's implementation, were defined. The technological foundation is a competence-based contextual approach, which facilitates a sequential transition from academic-cognitive activity to quasi-professional and academic-professional activities for future educators.

Organizational and methodological support for the model was developed, comprising an elective course, practice-oriented tasks, pedagogical case studies, adapted learning materials, simulations of inclusive lesson scenarios, methodological guidelines, and digital resources. Particular attention was paid to preparing future teachers to organize foreign language instruction for children with special educational needs, including students with ADHD.

Thus, the developed model and its organizational-methodological support establish a comprehensive framework for the targeted development of professional readiness among future foreign language teachers for work within an inclusive education setting.

## Conclusion

The current stage of development of the education system in the Republic of Kazakhstan is characterised by the steady expansion of inclusive education practices. The main aim of these reforms is to ensure equal access to high-quality education for all learners, regardless of their individual characteristics, health status, educational opportunities and needs. Achieving this objective requires comprehensive changes to the education system. It is not only important to improve the regulatory and legal framework and the material and technical resources of educational institutions, but also to modernise the training of teaching staff.

In today's environment, there is a growing need for teachers capable of carrying out their professional duties effectively in a context of educational diversity. Teachers must be proficient in modern inclusive teaching methods, take into account the individual characteristics of their pupils, and create conditions for every child to participate fully in the educational process. In this regard, the issue of preparing pre-service foreign language teachers to work in an inclusive educational environment is becoming particularly relevant and is emerging as one of the priority areas for the development of teacher education.

This issue is of particular relevance in the field of foreign language teaching. In the modern education system, a foreign language is regarded not only as an academic subject but also as a means of developing learners' communicative skills, fostering intercultural interaction, promoting social integration and supporting personal growth. In the context of inclusive education, the professional role of a foreign language teacher becomes significantly more complex. It requires taking into account the individual educational capabilities of each learner, applying techniques of differentiated and personalised teaching, adapting the content of teaching materials, and utilising a variety of methods to provide pedagogical support for children with diverse educational needs.

This study focused on addressing one of the pressing issues in contemporary educational science: the training of pre-service foreign language teachers to work with learners with special educational needs, including children with attention deficit hyperactivity disorder (ADHD). The need for this research stems from the active development of inclusive education in the Republic of Kazakhstan. At the same time, an analysis of academic sources revealed that issues relating to the training of pre-service foreign language teachers to work with this category of learners have not been sufficiently addressed. This highlights the need for further improvement of the content of teacher training, taking into account the contemporary requirements of inclusive practice.

During the study, an analysis was carried out of domestic and international academic works devoted to issues of inclusive education, the professional training of teachers, the teaching of foreign languages to children with special educational needs, and the psychological and pedagogical support of pupils with attention deficit

hyperactivity disorder. A review of the academic literature revealed that, despite considerable interest among researchers in the issues of inclusive education, the topic of preparing pre-service foreign language teachers to work with children with ADHD remains under-researched and requires further academic investigation.

The results of the theoretical study made it possible to clarify the concept of a prospective foreign language teacher's professional readiness to work in an inclusive education setting. The structure of this readiness was specified, its main components were identified, and their role in ensuring the teacher's successful professional practice in a context of educational diversity was elucidated.

The study found that the readiness of a prospective foreign language teacher for professional practice within an inclusive education setting constitutes a multi-component personal and professional development process. Its structure comprises motivational-value, cognitive, operational-technological and reflective components. Each of these components has its own content and fulfils specific functions in the process of a teacher's professional development. At the same time, only their interconnected development ensures the integrity of professional training and fosters the ability of pre-service foreign language teachers to work effectively in an educationally diverse environment.

Considerable attention in the study was devoted to the study of pupils with attention deficit hyperactivity disorder (ADHD). This category of children is among the most common groups of pupils with special educational needs and is increasingly becoming part of the inclusive educational process. This necessitates a more in-depth study of their psychological and pedagogical characteristics and the development of effective approaches to organising teaching and pedagogical support within the context of mainstream schools. It has been established that difficulties with concentration, impulsivity, hyperactivity, and underdeveloped self-regulation and organisational skills have a significant impact on the process of learning a foreign language and require the use of specialised teaching strategies, adapted teaching methods and a specially organised educational environment.

Based on the analysis carried out, a model has been developed and theoretically substantiated for training prospective foreign language teachers to work with learners with special educational needs. The model developed is comprehensive and integrative in nature, combining the psychological-pedagogical, methodological, technological and communicative components of professional training.

The developed model for training pre-service foreign language teachers is comprehensive in nature and includes motivational-value, theoretical-methodological, practice-oriented and reflective-evaluative components. Each of these components fulfils a specific function within the structure of professional training. Their interconnection ensures the systematic development of a pre-service foreign language teacher's professional readiness to work in an inclusive education setting.

The model is based on competence-based, activity-based, person-centred and differentiated approaches. Their application is aimed at developing the professional

competences required of a foreign language teacher to organise the education of learners with special educational needs, create an inclusive educational environment and ensure the accessibility of the educational process.

During the research, organisational and methodological support for the model was developed. This comprises the course ‘Methods of Foreign Languages Teaching to Children with Special Educational Needs’, a module for the course ‘Practicum in Foreign Language Teaching Methodology’, and a set of practical tasks, pedagogical case studies and methodological recommendations. In addition, a specialised digital platform, the Inclusive Teacher Hub, was created to provide informational and methodological support to trainee teachers.

The teaching and methodological materials developed are aimed at helping students develop practical skills in designing an inclusive educational process. Particular attention is paid to developing the ability to adapt teaching materials, utilise modern pedagogical technologies and establish effective interaction with all participants in the educational process within the context of inclusive education.

To test the effectiveness of the developed model, a pilot study was organised at the Academician E.A. Buketov Karaganda University. The study involved 129 students from the ‘Foreign Language: Two Foreign Languages’ programme. Of the total number of participants, 65 students were assigned to the experimental group, whilst 64 formed the control group.

The results of the baseline assessment stage showed that the level of preparedness of pre-service foreign language teachers to work with learners with special educational needs was insufficient. Analysis of the data revealed a number of issues in the students’ professional training. These included insufficient knowledge of inclusive education, limited understanding of the psychological and pedagogical characteristics of children with special educational needs, and an inadequate command of methods for adapting the educational process and modern inclusive teaching technologies.

Furthermore, it was found that the majority of students lack sufficient practical experience in organising teaching within an educationally diverse environment. This highlights the need to strengthen the practice-oriented component of the professional training of pre-service foreign language teachers and to expand the content of subjects related to inclusive education.

At the same time, the assessment results demonstrated a high level of interest among students in professional development and in acquiring the competences required to work in an inclusive educational environment. The majority of study participants expressed a willingness to undertake further training and spoke positively about the importance of inclusive education for modern schools. The presence of sustained professional motivation and a desire to improve their own competences proved to be a key condition for the successful implementation of the developed model for training pre-service foreign language teachers.

The formative stage of the experiment was aimed at introducing the elective course that had been developed and implementing a set of organisational and

pedagogical conditions to ensure the development of the components of professional readiness among pre-service foreign language teachers. Particular attention was paid to developing practical skills in designing inclusive lessons, devising adapted tasks, utilising digital educational resources, and developing communicative and reflective competences.

The results of the control phase of the experiment indicate a positive trend in the development of professional readiness among students in the experimental group. There was a significant increase in the level of theoretical knowledge regarding inclusive education; skills in designing an adapted educational process improved; and the ability to use modern educational technologies and implement differentiated foreign language teaching increased.

Statistical analysis of the research results using Student's t-test revealed statistically significant differences between the experimental and control groups across all indicators studied, at a significance level of  $p < 0.05$ . The data obtained confirm the validity of the identified changes and attest to the effectiveness of the pilot study.

Analysis of the results showed that the positive trends in the experimental group were due to the implementation of the developed training model and the introduction of specially organised teaching and methodological support. The changes observed reflect an increase in the students' professional readiness to work with pupils with special educational needs and confirm the effectiveness of the proposed organisational and pedagogical training conditions. The research findings allow us to conclude that the developed model has a positive influence on the development of pre-service foreign language teachers' motivational, cognitive, practical-activity-based and reflective readiness for professional practice in the context of inclusive education.

The correlation analysis carried out revealed stable interrelationships between the main components of professional readiness. The results confirmed that the motivational-value, cognitive, methodological-technological and reflective components form a unified system in which the development of one element contributes to the improvement of the other components of professional training. The theoretical significance of this study lies in its contribution to the development of scientific understanding regarding the preparation of pre-service foreign language teachers for professional practice within the context of inclusive education. The study clarified the concept of a pre-service teacher's readiness to work with learners with special educational needs. The structure of this readiness was specified, and the content of its main components was elucidated.

Of particular significance is the development and scientific justification of a model for training pre-service foreign language teachers to work in an inclusive educational environment. The proposed model systematises existing scientific understanding of the process of developing teachers' professional readiness and identifies the main directions for its development within the context of modern

teacher education. The findings expand the theoretical foundations of the professional training of pre-service teachers, provide concrete approaches to the development of inclusive competence, and may serve as a scientific basis for further research in the field of inclusive education and foreign language teaching methodology.

The practical significance of the study lies in the potential for using the developed model, the elective course, teaching materials, diagnostic tools and the Inclusive Teacher Hub online resource in the educational process at teacher training universities, as well as in the system of professional development and retraining for foreign language teachers.

The results obtained confirmed the research hypothesis that the training of pre-service foreign language teachers to work with learners with special educational needs will be effective provided that a specially organised training model is developed and implemented, based on the integration of theoretical, practical and reflective components of professional education. The research objective has been achieved, the tasks have been fully accomplished, and the results of the pedagogical experiment have confirmed the effectiveness of the developed model for training pre-service foreign language teachers to work with children with special educational needs.

Prospects for further research lie in identifying new ways to improve the system for training teaching staff to work with various categories of learners with special educational needs. Of particular interest is the development and implementation of modern digital educational technologies aimed at enhancing the accessibility and effectiveness of foreign language learning within the context of inclusive education. Another key area is the expansion of interdisciplinary collaboration between teachers, psychologists, special needs teachers, speech and language therapists and other support specialists who provide comprehensive support to learners with SEN. An equally important area for further research is the improvement of teaching and methodological resources for inclusive education, and the development of new educational programmes, methodological guidelines and digital resources designed to prepare teachers to work in an educationally diverse environment. Further study of these issues will improve the quality of professional training for trainee teachers and expand the scope for implementing the principles of inclusive education in educational practice in the Republic of Kazakhstan.

The research conducted has confirmed that preparing trainee foreign language teachers to work with learners with special educational needs is one of the most important factors in the successful development of inclusive education. The effectiveness of implementing inclusive approaches depends largely on the level of a teacher's professional preparedness, their ability to take into account the individual characteristics of pupils, and to create conditions for the full participation of every child in the educational process. It is for this reason that improving the teacher training system should be regarded as a necessary condition for ensuring high-quality and accessible education for all categories of pupils.

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## APPENDIX A



Recommended by the Department of Theory and Methodology of Foreign Language Training of Karaganda Buketov University (minutes No. \_\_\_\_ dated March 2, 2025).

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This guidelines provides practical strategies for pre-service foreign language teachers working with children with special education needs especially children with Attention Deficit Hyperactivity Disorder (ADHD). The following sections outline effective teaching methods, classroom management techniques, and supportive approaches to help create an inclusive and engaging learning environment for students with ADHD. By implementing these recommendations, teachers can enhance their instructional effectiveness and support the unique needs of learners with ADHD in the foreign language classroom.

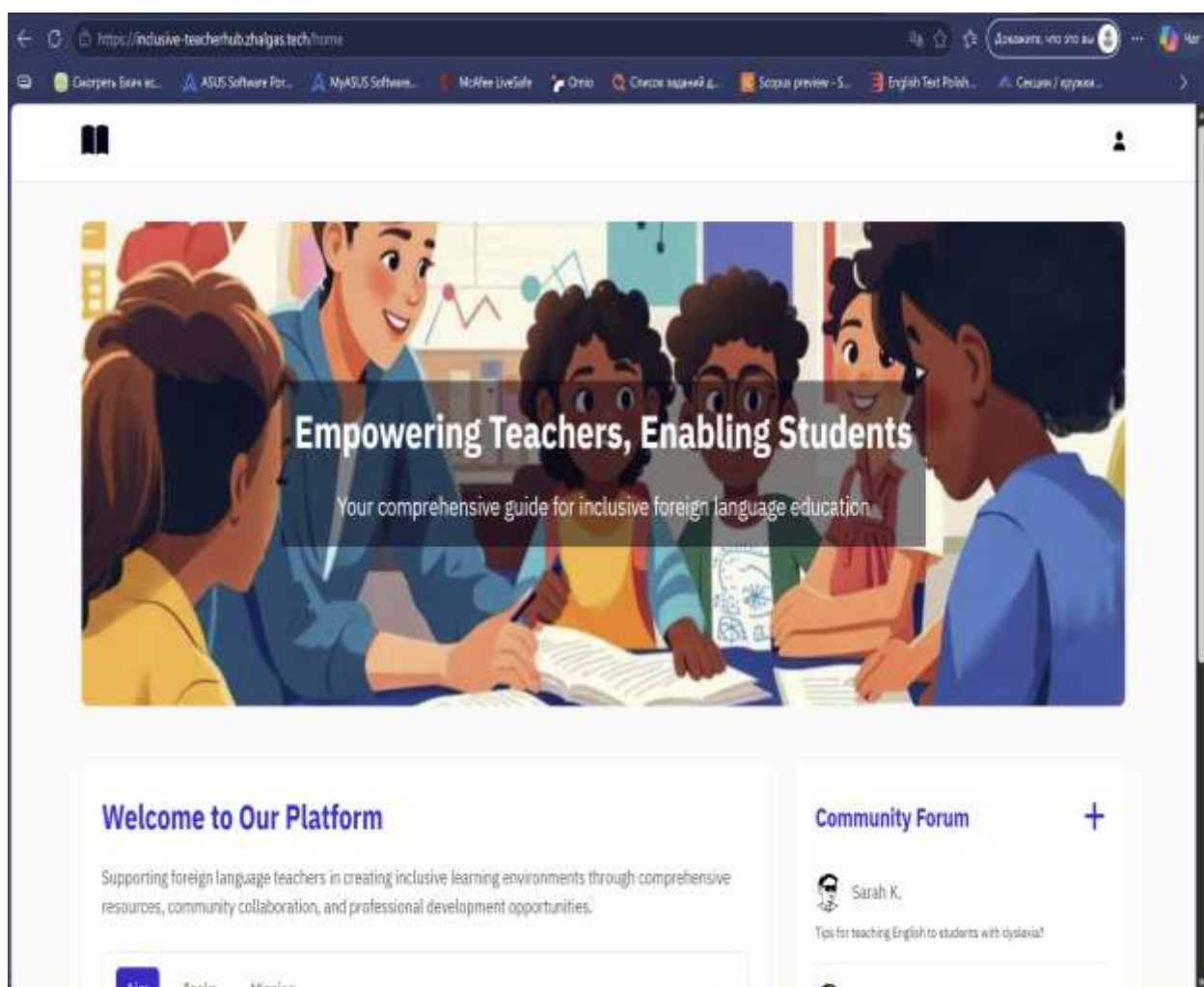
We recommend every teacher of foreign language attend a website [www.inclusive-teacherhub.kz](http://www.inclusive-teacherhub.kz) which mission is to empower and support foreign language educators in creating inclusive, effective, and engaging learning experiences for children with special education needs.



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## Appendix B



## Appendix C

Ministry of Education and Science of the Republic of Kazakhstan  
Karaganda **Buketov** University

**Foreign Languages Faculty**  
Department of Theory and Methodology of Foreign Language Training

### SYLLABUS METHODS OF FOREIGN LANGUAGES TEACHING TO CHILDREN WITH SPECIAL EDUCATION NEEDS

for specialty:  
6B01705 - Foreign languages: two foreign languages

sem: 2  
year: 3  
credits: 5

Approved by the faculty of the department,  
Protocol No 5 dated 5.03.2025.

Approved by the faculty Commission for Quality Assurance,  
Protocol No 5 dated 12.03.25.



Author(s): **Jangeldinova Saltanat Bolatovna**  
Master of Arts

1

### 1. THEMATIC PLAN OF THE COURSE Part-time curriculum

| №     | Theme                                                                                                                         | Number of hours | MA | Lec-<br>ture<br>s | Semina-<br>rs/<br>Practic-<br>al<br>lesson | Lab-<br>oratory | EWST | I-<br>W-<br>S |
|-------|-------------------------------------------------------------------------------------------------------------------------------|-----------------|----|-------------------|--------------------------------------------|-----------------|------|---------------|
| 1     | The concept of inclusive education.                                                                                           | 5               | 2  | 2                 |                                            |                 | 2    | 6             |
| 2     | Special educational needs in the modern education system                                                                      |                 | 2  | 2                 |                                            |                 | 2    | 6             |
| 3     | Psychological and pedagogical requirements for a foreign language teacher working with children with special education needs. |                 | 2  |                   |                                            |                 | 2    | 6             |
| 4     | Methods of teaching a foreign language to children with special education needs.                                              |                 | 2  | 2                 |                                            |                 | 2    | 6             |
| 5     | Specifics of teaching a foreign language to children with behavioral disorders or difficulties                                |                 | 3  | 3                 |                                            |                 | 3    | 6             |
| 6     | Practice in obtaining primary professional skills: practical application of theoretical knowledge.                            |                 | 4  |                   | 4                                          |                 | 4    | 10            |
| TOTAL |                                                                                                                               |                 |    | 15                | 15                                         | 0               | 15   | 40            |

### 2 INFORMATION ABOUT TEACHERS:

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### 3 POLICY OF THE COURSE

This course is organised in accordance with the requirements of the Academic Policy of Karaganda **Buketov** University. It is strongly recommended to pay attention to the possible consequences of not fulfilling

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Ministry of Science and Higher Education of the Republic of Kazakhstan  
Karaganda Buketov University

Foreign languages faculty

Department of theory and practice of foreign languages training

**SYLLABUS**  
on the discipline  
**Workshop on the methodology of teaching a foreign language**  
for educational program  
6B01705 - Foreign languages: two foreign languages

course: 2(3), 3(4)  
term: 4, 6  
credits: 6, 4

Approved at the meeting of the department,  
Protocol № 8 dated 4.03.2025

Approved at the meeting of the faculty Commission for Quality Assurance,  
Protocol № 5 dated 7.03.2025



|                            |                                                                                                                               |   |    |  |    |    |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------|---|----|--|----|----|
| 8                          | Lesson planning. AI in Lesson Planning for Foreign Language Teaching                                                          |   | 3  |  | 1  | 4  |
| 9                          | Teaching vocabulary                                                                                                           |   | 3  |  | 1  | 4  |
| 10                         | Vocabulary: Features of lexis                                                                                                 |   | 3  |  | 1  | 4  |
| 11                         | Teaching grammar                                                                                                              |   | 3  |  | 1  | 4  |
| <b>3. Inclusive module</b> |                                                                                                                               |   |    |  |    |    |
| 12                         | The concept of inclusive education. Special educational needs in the modern education system                                  |   | 3  |  | 1  | 4  |
| 13                         | Psychological and pedagogical requirements for a foreign language teacher working with children with special education needs. |   | 3  |  | 1  | 4  |
| 14                         | Methods of teaching a foreign language to children with special education needs.                                              |   | 2  |  | 1  | 3  |
| 15                         | Specifics of teaching a foreign language to children with behavioral disorders or difficulties.                               |   | 2  |  | 1  | 3  |
| 16                         | Practice in obtaining primary professional skills: practical application of theoretical knowledge.                            |   | 2  |  |    | 3  |
| Total number of hours:     |                                                                                                                               | 5 | 45 |  | 15 | 55 |

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## 3. POLICY OF THE COURSE

This course is organised in accordance with the requirements of the Academic Policy of Karaganda Buketov University. It is strongly recommended to pay attention to the possible consequences of not fulfilling the academic requirements and poor attendance. During the study of this discipline, both teachers and students must observe the rules of academic honesty adopted by the University. The academic policy of the university and the rules of academic honesty are freely available on the website of the Karaganda Buketov University [www.buketov.edu.kz](http://www.buketov.edu.kz), as well as in the personal account of the student. All students have an equal opportunity to participate in the discussion of educational issues in the classroom. Everyone has the right to ask questions and receive answers on the topics of learning specified in the syllabus. Originality of thought, creative approach of the students in carrying out the teacher's tasks is welcomed. All students are required to adhere to the academic culture of behaviour, demonstrating mutual respect. Students with special educational needs may exercise the right to an individual approach to learning.

## 4. COURSE PREREQUISITES

Foreign language, Pedagogy

## 5. COURSE POSTREQUISITES

Methodology for teaching a second foreign language

## 6. BRIEF DESCRIPTION OF THE COURSE

The main objective of the course "Workshop on the Methodology of Teaching a Foreign Language" is to equip participants with effective teaching methods for foreign language instruction. The course focuses on developing skills in language teaching, including communication strategies, lesson planning, and classroom techniques. Key topics include the application of modern pedagogical approaches, designing engaging activities, and adapting instruction to meet diverse learner needs. The course is aimed at enhancing the

## Appendix E



## Appendix F

