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## **INTERACTIVE EDUCATIONAL METHODS OF TEACHING FOREIGN LANGUAGES AS PART OF INCLUSIVE EDUCATION**

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*The article analyzes usage of inclusive interactive educational methods in teaching languages in general schools, characterizes the challenges and opportunities that arise in the process of teaching students with special educational needs. The author also identifies the key aspects of inclusive education and emphasizes the right of every child to access quality education in an adapted environment which is every child's right.*

*The author reviews the process of developing and using individual curricula that are adapted to the special needs of students, using specialized interactive technologies and innovative approaches and teaching techniques.*

*Interactive activities used in an inclusive class produce opportunities to enhance academic learning, foster cognitive development and help create meaningful learning experiences for every child regardless of their background or medical condition. Such educational means promote diversity, encourage students to actively participate in educational and extracurricular activities, help build trust between the teachers and the students, and most importantly make inclusion-based learning more efficient.*

*Therefore, this approach has a positive impact not only on the development of speaking skills, but most importantly, their practical use. However, implementation and development of interactive game teaching practices in Ukraine requires further development and improvement of its practical application aspect.*

*Conclusions are also drawn about the importance of training and supporting qualified teachers who can work effectively in an inclusive educational environment, and recommendations are developed to improve mechanisms for supporting students with special needs with the help of interactive teaching methods implementation in inclusive educational process.*

**Keywords:** inclusive education; inclusiveness; individual plan; social integration; learning strategies; interactive learning; education effectiveness.

## **ІНТЕРАКТИВНІ МЕТОДИ НАВЧАННЯ ІНОЗЕМНИХ МОВ В РАМКАХ ІНКЛЮЗИВНОЇ ОСВІТИ**

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*У статті проаналізовано використання інклюзивних інтерактивних освітніх методів викладання мов у загальноосвітніх школах, охарактеризовано труднощі та можливості, які виникають у процесі навчання учнів з особливими освітніми потребами. Автор також визначає*

*ключові аспекти інклюзивної освіти та наголошує на праві кожної дитини на доступ до якісної освіти в адаптованому середовищі, яке є правом кожного.*

*Автор розглядає процес розробки та використання індивідуальних навчальних планів, адаптованих до особливих потреб студентів, використовуючи спеціалізовані інтерактивні технології та інноваційні підходи та методики навчання.*

*Інтерактивні заходи, які використовуються в інклюзивному класі, створюють можливості для покращення академічного навчання, сприяння когнітивному розвитку та допомагають створити значущий досвід навчання для кожної дитини, незалежно від її походження та діагнозу. Такі освітні засоби сприяють диверсифікації, заохочують учнів до активної участі в освітніх і позакласних заходах, допомагають зміцнити довіру між викладачами та дітьми, і, що найважливіше, роблять інклюзивне навчання більш ефективним.*

*Відтак даний підхід має позитивний вплив не лише на розвиток мовленнєвих навичок, а і в першу чергу, їх практичне використання. Проте впровадження та розробка інтерактивних ігрових практик викладання в Україні потребує подальшого розвитку та підвищення практичного аспекту їх застосування.*

*Автором також зроблено висновки про важливість підготовки та підтримки кваліфікованих викладачів, які можуть ефективно працювати в інклюзивному освітньому середовищі, та розроблено рекомендації щодо вдосконалення механізмів підтримки студентів з особливими потребами за допомогою впровадження інтерактивних методів навчання в інклюзивний освітній процес.*

**Ключові слова:** *інклюзивна освіта; інклюзивність; індивідуальний план; соціальна інтеграція; стратегії навчання; інтерактивне навчання; ефективність навчання.*

**Statement and justification of the problem relevance.** Inclusive education is considered to be one of the key directions in the modern education system, which is supposed to ensure equal educational opportunities for all children, regardless of their physical, intellectual, social or emotional characteristics and background. Integration of inclusive practices plays a pivotal role in shaping an open and tolerant society where every child can realize their potential.

Therefore, implementation of inclusive education in school requires adaptation of the educational environment, teaching methods and techniques, as well as the use of specialized didactic materials and technologies. Teachers today face the issue of researching modern inclusion-based educational activities and techniques, their effectiveness, appropriateness and practical application in the educational process.

Interactive inclusion-based activities are a great example of such educational means as they have proven to help teachers build a classroom community of kindness and trust by having kids practice empathy, tolerance, and acceptance.

The use of interactive teaching methods in teaching foreign languages compared to traditional ones also has significant advantages, because it provides a better assimilation of knowledge, vocabulary expansion, development of grammatically correct speech, ability to build complex syntactic constructions, promotes social interaction and confidence while communicating in a foreign language. Interactive ways of learning in general and game techniques in particular help to make learning a foreign language more interesting, exciting, and effective. Thanks to such techniques, students memorize the material better, develop critical thinking and use a foreign language more confidently while performing professional tasks. Interactivity increases interest, encourages action, acts as a complex of motivational activities, and helps memorize the material.

Another significant issue is also connected with the correspondent appropriate training and professional development of teachers involved in the implementation of inclusive

education, which also requires certain means that would promote public awareness and cooperation between educational institutions, parents of students and public organizations.

The problem of pedagogical and psychological aspects of education of children with special educational needs has been investigated in the works of such scientists as A. Vynokur, V. Bodnar, V. Gladush, A. Goldberg, N. Stadnenko, O. Taranchenko, N. Yarmola who focused on investigation of various approaches to education and upbringing of this particular category of learners.

All the researchers mentioned above have made a significant contribution to the development and implementation of inclusive education in educational institutions. For instance, A. Vynokur and A. Goldberg focused their attention on education and upbringing of students with special needs. Whereas N. Stadnenko highlighted complex aspects of their adaptation in educational institutions.

In addition, such researchers as M. Matveeva and S. Myronova have made a significant contribution to the development of theoretical foundations and practical recommendations for the implementation of inclusive education.

In scientific works of such scientists as V. Pank and O. Taranchenko there is also detailed analysis of current trends and challenges facing this industry.

Yet there is insufficient research particularly in the context of inclusion-based activities, which would ensure an effective integrated education for students with special needs.

The **purpose** of the article is to scientifically prove the appropriateness and effectiveness of using interactive inclusion-based activities in special education language teaching practice.

According to the 1994 Salamanca Declaration, inclusive learning is defined as a fundamental principle of creating an educational environment adapted to the needs and capabilities of each child, regardless of their developmental characteristics. Inclusive education involves a complex and purposeful process, the purpose of which is to ensure equal access to education for children with special educational needs and integrate them into general educational institutions taking into account the specifics of their educational cognitive activity.

Council of Europe report “On fighting segregation through inclusive learning” emphasizes that the implementation of inclusive education must comply with the principles of anti-discrimination, desegregation of schools and ensuring high quality of education. Inclusive education involves a number of important measures:

- prohibiting discrimination in education;
- introducing strategies for desegregation of educational institutions;
- raising awareness of the principles of inclusive education;
- ensuring the quality of education in all types of schools;
- planning educational activities with inclusive goals;
- regulating and monitoring school admission;
- excluding testing as a selection tool;
- making early assessments of children's needs for adequate support;
- balancing the distribution of children from vulnerable groups;
- forming socially balanced school districts;

- placing the most qualified teachers in the most demanding schools;
- promoting active parents' participation in school life.

An inclusive class may include children with autism, ADHD, dyslexia, anxiety, speech defects, trauma histories, sensory difficulties language needs, or all of the above. A vital part of inclusive learning is adapting the learning materials that may include translating texts into Braille for blind students, creating audiobooks, using enlarged prints for children with visual limitations and developing interactive and multimedia resources that will help make learning accessible and effective for all students.

Another important aspect is the development of individual curricula considering the specific educational needs of each student. Individual plans can include specialized teaching methods, modified tasks and assessments, as well as study schedules adapted to students' needs and capabilities. It is also essential to involve special educational needs specialists and psychologists in the process of adaptation and education of children with special needs.

Around 15% of students globally have identified special educational needs, but in general every child would benefit from creative, inclusive approaches that honor different ways of learning. The right activity can help build confidence and trust, create friendships, and turn any boring exercise into a sensory-friendly adventure.

Effective inclusive education modifies environments and approaches rather than trying to change children. It is highly important to apply a pedagogical approach based on deep understanding of differentiated educational methods that allow teachers to adapt educational process to individual needs and opportunities of each student, providing not only theoretical, but also practical assimilation of educational material. The implementation of such an approach requires integration of innovative techniques and modern technologies that simplify access to education and make learning more effective and engaging for students with different educational needs [6, p. 45].

Scientifically based methods of working with children with special needs allow teachers to build such an environment that will contribute to their development. Inclusive learning involves the use of individually oriented methods of pedagogical work, which contribute to the development of independence, initiative and social activity. Participation in group classes and interactive activities helps to develop emotional intelligence and allows children to adapt more effectively to the social environment which is important for adaptation in society.

It has been proven that our brain remembers information much less if it does not arouse sincere interest, because in this case we are very often distracted, as monotonous learning usually causes boredom and fatigue. Involuntary memorization, that is the one happening without the deliberate purpose of remembering something, is itself the most effective and is mostly caused by vivid emotions. Everything interesting and colorful is more easily perceived and lingers longer at the level of consciousness and even the subconscious.

That is why it is most efficient to use those educational methods, with the help of which students develop an incentive for creative and, most importantly, productive work, as well as the activities necessary for successful assimilation of educational material.

Interactive type of education creates the necessary conditions for the development of collaboration skills and the ability to work and study in groups and individually. According to I. Dyachkova, interactive teaching techniques are the ones that happen through active interaction of students in the learning process. They enable learners to acquire new knowledge

in a group setting united by a common purpose, ranging from interaction between two or three people to the extensive cooperation of many participants [7, p. 117].

Social interaction enhances learning in general, but it is also important to keep in mind that traditional group work can sometimes overwhelm neurodivergent children and therefore requires structured collaborative activities developed with accordance to individual needs and processing styles of children.

Interactive language learning activities are designed to actively involve the cognitive processes of learners. Unlike passive learning, where information is simply provided to students, interactive methods require active participation and problem solving. Interactivity also supports various learning styles, whether visual, auditory, kinesthetic, or a combination of them. Interactive games with visual aids, sound effects, and hands-on activities can cater to these different preferences and needs, ensuring that each student can learn in a way that suits them best.

Teachers recognize the great efficiency and effectiveness of using interactive practices to improve the modern educational process. According to E. Passov, the essence of the educational process is not so much to achieve a practical goal, but that the path to reaching this goal is basically learning itself. [9, p. 102].

Interactive language learning activities are inextricably linked to neuroscience as well. The analysis of various publications and works allows us to conclude that in the interactive learning process our brain produces chemicals called neurotransmitters. Such neurotransmitters include dopamine, which is responsible for good mood and a sense of joy, oxytocin, which is released during positive social interaction and is responsible for a sense of trust and safety, and serotonin, a hormone responsible for our mood.

Using interactive activities is a great way to improve classroom learning by increasing motivation and reducing boredom. Students have a wide range of learning styles and cannot always respond equally well to traditional didactic methods. For example, activities that use visual aids can help students who have problems processing auditory information. Interactive games are also useful for reinforcing lessons, giving students a competitive or encouraging incentive to recall and consolidate the information they have learned. They can also help children develop the skills they need to become more effective learners and shape their personality in general.

Children learn through doing, so a hands-on approach is absolutely beneficial for them. They often cannot sit still just because their bodies are telling them they need to move, explore, and connect with the world physically. When learning engages multiple senses at the same time, information also becomes more memorable and accessible. This approach particularly benefits children with dyslexia and ADHD.

Multisensory learning is an important element that simultaneously involves several senses for deeper understanding of the material. For example, using tactile materials for learning new vocabulary allows students not only to see, but also to feel the structure of things, which makes the process much more interesting and promotes kinesthetic learning. This is one of our most powerful and suitable learning channels, offering children with autism or sensory processing differences a pathway to success where traditional methods might totally fail.

Another useful educational technique is visualization, which can include infographics and mental maps that help students with special educational needs understand the complex

concepts better and learn information more effectively.

A famous psychologist Tony Busan tried to understand and studied how the world's leading scientists managed to fully use brain capabilities to a hundred percent. As a result of his research, he invented a unique method of memorization, which he called a mind map (mental map). This technology is based on placing the object of attention in the very center, and then branching the main topics or vocabulary that are associated with the central word or image. There must be one keyword on each line, and the branch lines must be smooth and resemble real branching (according to the author of this method). For better perception, Busan advises to even use different colors when drawing branches, as well as symbols and drawings [4, p. 163].

Many educational interactive activities require teamwork and collaboration, helping to build social skills and foster a sense of community. They help to create meaningful learning experiences that welcome every child. Interactive learning environments take into account the value of diversity, interaction, and dialogue for learning, helping children work interactively as equal partners which also fosters mutual respect and shared learning. Therefore, without a doubt, students with special needs do greatly benefit from interactive teaching methods implementation in inclusive educational process.

Inclusive education in the present day faces several obstacles, one of them being training and supporting qualified teachers who can work effectively in an inclusive educational environment. In addition, psychological support is an integral part of the inclusive educational process, as it provides comprehensive support which helps students adapt to the conditions of the social and educational environment. It not only involves direct work with children who have special educational needs but also includes the necessary consultations and methodical support for their parents and teachers [8, p. 117].

To sum up, we can conclude that interactive activities used in an inclusive class produce opportunities to enhance academic learning and foster cognitive development. Nevertheless, inclusive learning requires a systematic approach to creating an appropriate educational environment, professional training and development of materials, adapted to the needs of all educational process participants.

An interactive learning environment fostered in the classroom, where students learn in dialogue with others, generates the opportunity to create a positive and more effective learning environment for children with special needs, as well as enhances the development of essential skills and foster a sense of community.

Children in an inclusive class may have various needs, can learn at different paces and that may need different kinds of support. In general, every child can react differently to different approaches in learning process. Therefore, various methods of teaching languages should be used to correspond with different learning styles and particular individual needs. In addition, getting regular knowledge assessment and feedback can help monitor progress and determine which learning methods have proven to be the most effective.

In this regard, teachers also require additional training in order to provide support and develop adjusted materials in accordance with personalized individual plans so that all children in an inclusive class can participate in every activity.

Therefore, the formation of communicative competence within the framework of a person-oriented approach in inclusive education requires constant research of the latest educational methods and their combination.

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