

D.Kh. Shalbayeva*, G.N. Akbayeva, G.N. Omarova

Karaganda University of the name of academician E.A. Buketov, Kazakhstan
(*Corresponding author's email: dinara.shalbaeva@mail.ru)

ORCID: 0000-0002-4917-2749

Advanced training course for English teachers as a way to form an idea of methods and techniques to work with special educational needs learners

The relevance of this article is due to the research we conducted in 2019 as part of the thesis work. The study revealed that many English language teachers lack knowledge of not only the core principles of inclusive education, but the psychological and pedagogical peculiarities of special education needs children, as well as the ways and methods of teaching English to them, according to the principles of short- and long-term subject planning adaptation. The identified problems specified the tasks of our further work: to define the most effective ways for imparting the missing knowledge to English teachers on improving the effectiveness of teaching children with special educational needs in special classes, as well as in classes with normatively developing children of secondary schools. When specifying methods and techniques for teaching special educational needs learners, it was also necessary to take into account legislative instruments regulating the English teacher's activities. Thus, the object of our research was psychological and pedagogical features, methods and techniques of teaching children with special educational needs, statutory instruments, working academic programs, model curricula, information letters and Orders of the Ministry of Education and Science of the Republic of Kazakhstan as well. The result of the study was the Instructional book with adapted tasks for primary school English teachers (2nd grade), as well as the advanced training course program on methods of teaching English within the inclusive education. The instructional book included adapted tasks that could be used for teaching English to children with special educational needs. The goal of the advanced training course was to introduce special aspects and methods of working with special educational needs children. At the beginning and end of the courses, teacher surveys were conducted via Google forms, which demonstrated the effectiveness of such advanced training courses.

Keywords: learners with special educational needs, English language teaching, inclusive education, special techniques and methods of teaching English, methods of teaching English, disabilities, talented and gifted, advanced training courses.

Introduction

In 2019, we conducted a survey among secondary school English teachers in Karaganda and Ushtobe. The survey results revealed a number of problems caused by insufficient awareness of teachers about the principles and requirements of inclusive education. This factor was due to the lack of advanced training courses on teaching English within the inclusive education.

In particular, teachers lacked teaching methods, knowledge of psychological peculiarities of special needs children, psychology of teaching within the inclusive education, as well as the category of children belonging to special educational needs learners [1; 711]. Some teachers noted that they did not know how to adapt the lesson and calendar plans (short- and long-term planning) to special educational needs of children.

The results of the survey showed the need to familiarize English teachers with the principles and objectives of inclusive education, psychological and pedagogical features of children with special educational needs, as well as to teach them to adapt short- and long-term plans to special educational needs of children for successful English language learning.

Thus, the relevance of this study is in the development and search for various tools that contribute to the formation of English language teachers' ideas of the methods and techniques when working with special educational needs learners.

Taking into account the identified problems, three focal areas have been defined. The development of the program and the conduct of advanced training course for English teachers has become a key focus. The purpose of this program was to familiarize them with the basic principles of inclusive education, the requirements imposed by regulatory legal acts to education within the inclusive education, and psychological and pedagogical peculiarities of children with various special educational needs. Based on the knowledge gained at the

course, teachers were supposed to make a short- and a long-term planning taking into account the students' individual educational needs.

The second direction of work was the development of an instructional book with adapted tasks in English [2]. The key idea of this instructional book is that all assignments on the topics are graded with asterisks. Simple tasks graded with one asterisk corresponded to the minimum necessary that each student should learn according to a curriculum. In addition, the teacher was not suggested to restrict students in completing assignments or recommend a certain method to do a task.

The third area of work on getting familiar with the methods of teaching English in an inclusive classroom was to give a master class involving lecturers, teachers, Master's and PhD students at the Foreign Languages Department. Within this master class, they learned methods and techniques that can be used for both special education needs children, as well as normatively developing children.

The analysis of learned treatise showed that training English teachers teaching all categories of children with special educational needs was not the fundamental research subject. Until recent years, the research was exceptionally limited to disabled children [3; 3], [4; 3]. In addition, Russian-language sources excluded such categories of children as repatriated, refugee, talented and gifted, pedagogically neglected and other children whose needs are not included in the standard curriculum [5; 397], [6; 130]. However, in Swedish universities, there is a special course on inclusive education in all teacher training programs. In addition, the content of some other courses includes sections on inclusive education [7; 562].

The study problem was to define these methods' effectiveness of familiarizing English teachers with the teaching principles within the inclusive education. However, the Model Curriculum was amended by the Order of the Minister of Education of the Republic of Kazakhstan № 365 of August 12, 2022. According to the amended version, the secondary school students start learning English from the third grade [8]. Taking into account the new model curriculum, the above instructional book has lost its relevance as additional tasks to the textbook, but its certain parts can be used in learning some topics.

Therefore, the study object is the knowledge and skills acquired by English teachers at the advanced training courses. The study subject is a qualitative change in understanding the inclusive education, as well as the readiness to teach English within the inclusive education.

The goal of this article is to study the effectiveness of the advanced training courses for English teachers as a way of understanding the methods and techniques of working with special educational needs learners.

The task of the article is to find the problems faced by secondary school teachers within the changed requirements and unchanged approaches to adapting the teaching staff to new conditions of education, as well as to examine the advanced training course results for English teachers.

The article structurally consists of an introduction, research methodology, discussion of results, conclusions and recommendations.

Methods and materials

We have studied scientific, methodological and practical works to prepare the course materials. For teachers, the material describing the psychological features of various children with special educational needs was synthesized. Certain universally applicable methods that can be used in both inclusive and non-inclusive class were also briefly described.

The participation of only one experimental group without any control trial group participation was planned. However, a teachers' questionnaire to define the course's effectiveness was conducted at the beginning and the end of the course. Therewith, 110 English teachers took part in the beginning of the course, 21 of them dropped out during the course, and 89 teachers took part in the survey at the end of the course. Thus, the survey results will be shown as a percentage.

The questions concerned the effectiveness of inclusive education courses and the application of knowledge gained at these courses, knowledge of the basics and regulations of inclusive education, identification of methodological problems and facilities of English language classrooms in the implementation of inclusive education for an English teacher and the school as a whole.

Results and discussion

Analyzing the survey results on what knowledge English teachers lack for teaching in an inclusive classroom (Fig. 1), it is necessary to note a steep increase in the variants "Psychological peculiarities of special needs children" and "Methodological" as well.

The plausible reason of such a qualitative change is due to the fact that teachers have not thought of the psychological peculiarities of SEN (special education needs) children before course. During the course, the main emphasis was placed on students' certain difficulties in mastering the material. The course participants were asked to find ways to level these difficulties in order to create a situation of success for a student, e.g. a card with a listening text for a hearing impaired learner.

When analyzing and remaking current lesson plan, teachers were asked to change it so that the features of a SEN children were taken into account while explaining the material and completing tasks. The course participants had to reflect on children's psychological features, the difficulties they may experience in mastering and consolidating a new material and synthesis of knowledge. Taking into account the fact that the course lasted only forty hours including theory and practice, it was impossible to work on psychological features of SEN children with teachers in detail, as well as to choose the best methods of working with each of these children.

It is necessary to say that during the second survey none of participants faced any difficulties in questions being discussed. Therefore, we can definitely say that even if the English teachers were not taught to work with all categories of SEN learners, they could have insight into what knowledge they had to advance.

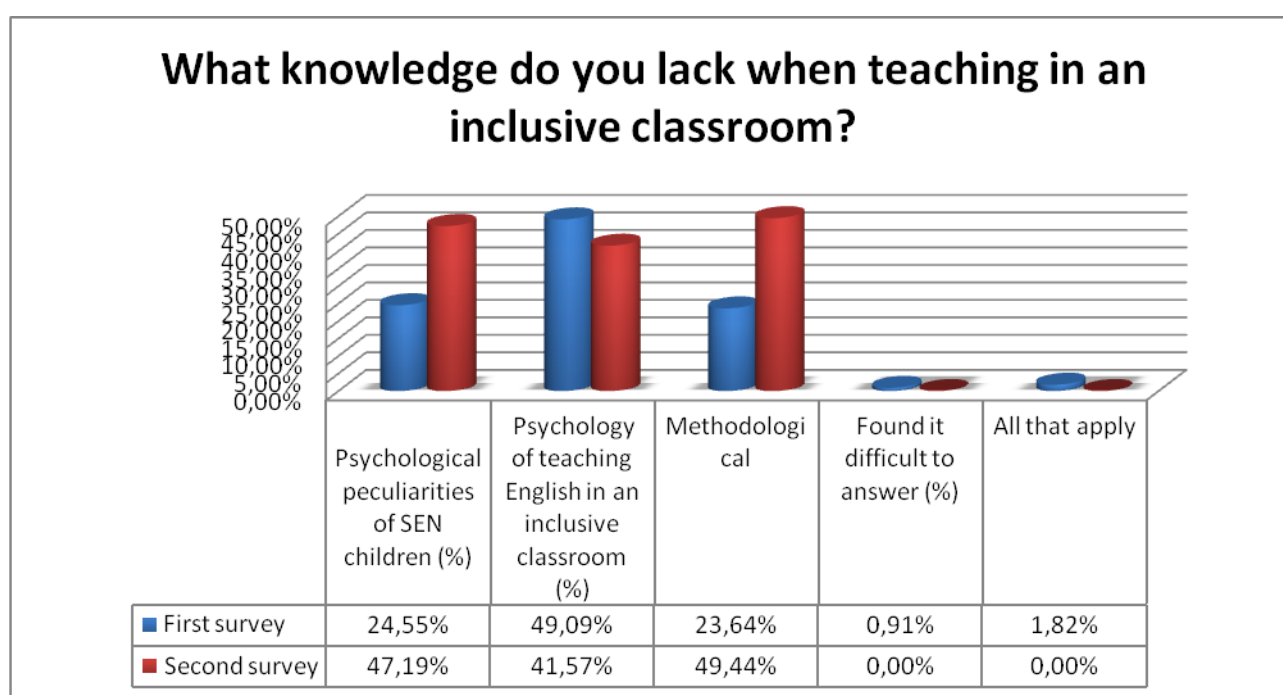


Figure 1. What knowledge do you lack when teaching in an inclusive classroom?

There is also a noticeable change in a question about the teacher's readiness to teach within the inclusive education (Fig. 2, 3). At the beginning of the course, 43 % of teachers thought that they did not have knowledge enough, although they were morally ready, whereas 20 % were confident in their readiness both professionally and morally.

However, at the end of the course, only 13 % of teachers told about the lack of professional skills being ready morally. In addition, the number of participants confident in their professional skills and moral readiness increased up to 42 %, which correlates with the conclusions made above.

In the variant "I have certain skills, but I'm not ready morally," there is also an increase in the number of those who marked this option at the end of the course. This change also demonstrates the effectiveness of the advanced training courses.

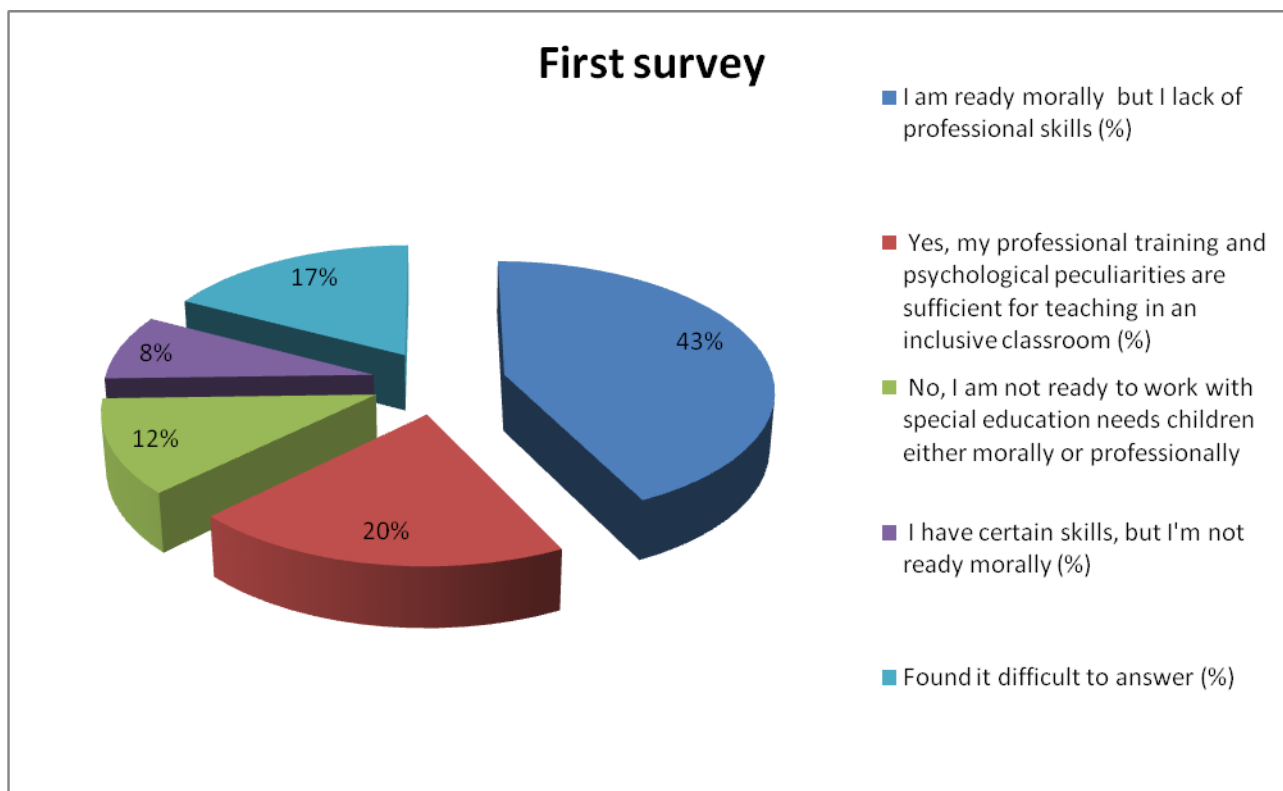


Figure 2. Are you ready to teach in an inclusive classroom?

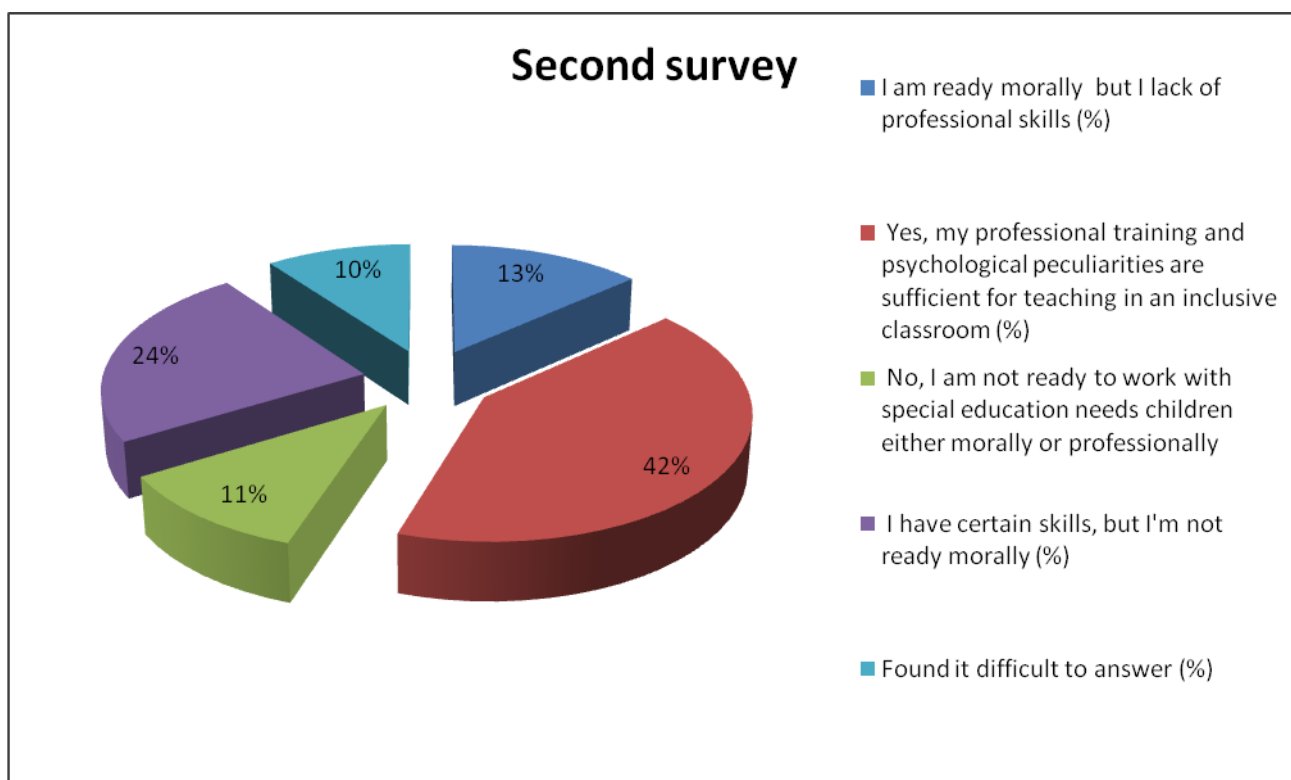


Figure 2. Are you ready to teach in an inclusive classroom?

When the course participants were asked whether they would apply methods and skills learned at the current courses (Fig. 4), 70 % of them gave a positive answer and told that these methods can be applied in any classroom. The choice of this option corresponds to one of the main ideas of inclusive education, i.e. not

only special categories children have special educational needs, but those whom we usually classify as normatively developing children as well.

The high percentage of those who chose this option also demonstrates the course's effectiveness. In addition, the teachers named the methods they can apply in their classes. For example, methods based on handouts, "Professor Zaitsev's Cubes" method, differentiation methods, multi-level tasks, the method of mutual and collaborative learning.

14 % of English teachers refused to apply the knowledge gained in the course, because they do not work in an inclusive or special class.

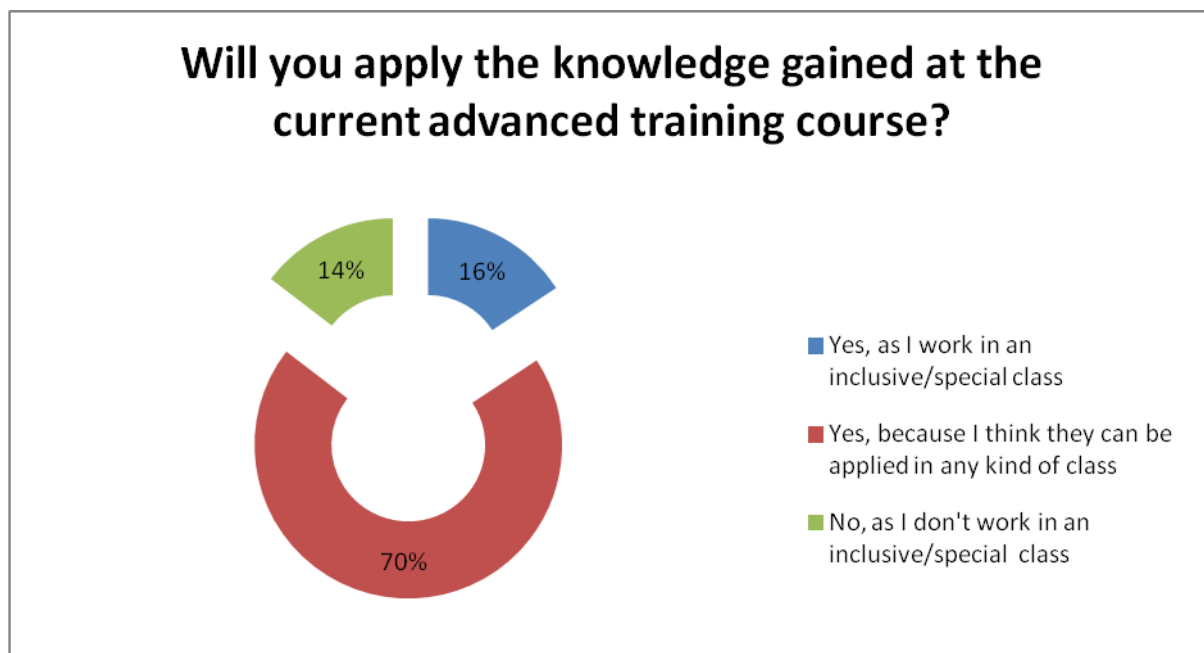


Figure 4. Are you going to apply the knowledge gained at the current course?

Conclusion

The survey results show that, despite the course shortness, they made teachers provide insight into the inclusive education, as well as valid methods of teaching English, both for SEN children and normatively developing children. In addition, teachers obtained basic knowledge on psychological peculiarities of children with special educational needs of various categories. They learned to search for ways to level out features in order to successfully master new knowledge and apply it. The master class held for searching for the most effective way to form knowledge of methods and techniques of teaching English within the inclusive education, as well as the feedback got from course participants, showed that in addition to scientific and practical courses, it is necessary to carry out master classes, which will allow teachers to get familiar with the practical experience of their colleagues in teaching English to SEN children within the inclusive education.

Based on the abovementioned and the study of course results effectiveness, two suggestions can be made: the advanced training courses should include more hours attempted and compulsory practice at school under a tutor or mentor's supervision among teachers who have experience in teaching English in an inclusive classroom.

There is a need to carry out master classes where teachers working in experimental inclusive classes could share their experience in a short- and a long-term planning.

References

- 1 Shalbayeva D.Kh. Organizational and Pedagogical Conditions for the Educational Process Implementation within the Inclusive Education in the Republic of Kazakhstan / D.Kh. Shalbayeva, B.A. Zhetpisbayeva, G.N. Akbayeva, D.N. Assanova // *European Journal of Contemporary Education*. — 2021. — 10(3). — P. 711-725. DOI: 10.13187/ejced.2021.3.711.
- 2 Shalbayeva D.Kh. Instructional book with adapted tasks for primary school English teachers (2nd grade) / D.Kh. Shalbayeva, G.N. Akbayeva, T.V. Murzintseva. — Karaganda: Publishing house of NLC "Karaganda Buketov University", 2022. — 142 p.

3 Шумиловская Ю.В. Подготовка будущего учителя к работе с учащимися в условиях инклюзивного образования: автореф. дис. ... канд. пед. наук: 13.00.08 — «Теория и методика профессионального образования» / Ю.В. Шумиловская. — Шуя, 2011. — 26 с.

4 Хафизуллина И.Н. Формирование инклюзивной компетентности будущих учителей в процессе профессиональной подготовки: дис. ... канд. пед. наук: 13.00.08 — «Теория и методика профессионального образования» / И.Н. Хафизуллина. — Астрахань, 2008. — 213 с.

5 Тлеужанова Г.К. Готовность учителей иностранных языков к работе в условиях инклюзивного образования / Г.К. Тлеужанова, Д.С. Белозерова // Молодой ученый. — 2019. — № 23 (261). — С. 397, 398. — [Электронный ресурс]. — Режим доступа: <https://moluch.ru/archive/261/60134>

6 Пашенко. Л.П. Организация подготовки учителей иностранного языка для работы в условиях инклюзивного образования / Л.П. Пашенко, О.О. Куканова // Молодой ученый. — 2022. — № 46 (441). — С. 129, 130. — [Электронный ресурс]. — Режим доступа: <https://moluch.ru/archive/441/96359>

7 Jozef Miškolci. Complexities of preparing teachers for inclusive education: case-study of a university in Sweden / Jozef Miškolci, Gunnlaugur Magnússon, Claes Nilholm // European Journal of Special Needs Education. — 2021. — 36(4). — 562-576, DOI: 10.1080/08856257.2020.1776983

8 Приказ Министра просвещения Республики Казахстан от 12 августа 2022 г. № 365 «О внесении изменений и дополнений в приказ Министра образования и науки Республики Казахстан от 8 ноября 2012 г. № 500 «Об утверждении типовых учебных планов начального, основного среднего, общего среднего образования Республики Казахстан»». — [Электронный ресурс]. — Режим доступа: <https://adilet.zan.kz/rus/docs/V1700015583>

Д.Х. Шалбаева, Г.Н. Акбаева, Г.Н. Омарова

Ағылшын тілі мұғалімдерінің біліктерін арттыру курстары — ерекше білім беруге қажеттіліктері бар оқушылармен жұмыс істеудің әдістері мен тәсілдері туралы түсініктерін қалыптастырады

Мақаланың өзектілігі — 2019 жылы диссертациялық жұмыс аясында жүргізілген зерттеулерге байланысты. Бұл зерттеу көптеген ағылшын тілі мұғалімдерінің инклюзивті білім берудің іргелі қағидаттары туралы білімдерінің жетіспейтінін ғана емес, сонымен қатар, ерекше білім беру қажеттіліктері бар балалардың психологиялық-педагогикалық ерекшеліктерін, ерекше білім беру қажеттіліктері бар балаларды ағылшын тіліне оқытудың жолдары мен әдістерін, пән бойынша қысқа мерзімді бейімделу және ұзақ мерзімді жоспарлау қағидаттарын көрсетеді. Анықталған мәселелер алдағы жұмыстың міндеттерін айқындады: ерекше білім беруге қажеттілігі бар балаларға инклюзивті білім беру жағдайында жалпы білім беретін мектептердің түзету сыныптарында, нормативті дамудағы балаларды оқыту көзделген сыныптарда оқытудың тиімділігін арттыру мақсатында ағылшын тілі мұғалімдеріне жетіспейтін білімдерді берудің тиімді жолдарын анықтайды. Ерекше білім беру қажеттіліктері бар балаларды оқытудың әдістері мен тәсілдерін таңдау кезінде ағылшын тілі мұғалімінің қызметін реттейтін нормативтік-құқықтық құжаттарды да ескеру қажет. Қорытындылай келе, зерттеу жұмысының нысаны ретінде ерекше білім беру қажеттіліктері бар балаларды оқытудың психологиялық-педагогикалық ерекшеліктері, әдістері мен тәсілдері, құқықтық актілер, жұмыс оқу жоспарлары мен үлгілік оқу бағдарламалары, Қазақстан Республикасы Ғылым және жоғары білім министрлігінің ақпараттық хаттары мен бұйрықтары негізге алынды. Зерттеудің нәтижесінде екінші сынып мұғалімдеріне арналған бейімделген ағылшын тілі тапсырмаларының дидактикалық жинағы және инклюзивті білім беру жағдайында ағылшын тілін оқытудың тиімді әдістері бойынша біліктілікті арттыру курстарының бағдарламасы анықталды. Дидактикалық жинаққа ерекше білім беру қажеттіліктері бар балаларға ағылшын тілін үйрету үшін пайдалануға болатын бейімделген тапсырмалар енгізілген. Біліктілікті арттыру курстарының мақсаты — ерекше білім беру қажеттіліктері бар балалардың психологиялық-педагогикалық ерекшеліктерімен және оларды тәрбиелеу әдістерімен таныстыру. Курстың нәтижесінде мұғалімдер бір сабақтың қысқа мерзімді жоспарын және таңдаған тақырыбының ұзақ мерзімді жоспарын жасады. Курстардың басында және соңында Google формалары арқылы мұғалімдерден сауалнамалар жүргізілді, ол осындай біліктілікті арттыру курстарының тиімділігін көрсетті.

Кілт сөздер: ерекше білім беру қажеттіліктері бар балалар, ағылшын тілін оқыту, инклюзивті білім беру, ағылшын тілін оқытудың арнайы техникасы мен әдістері, ағылшын тілін оқыту әдістемесі, мүгедектер, талантты және дарынды, біліктілікті арттыру курсы.

Д.Х. Шалбаева, Г.Н. Акбаева, Г.Н. Омарова

Курсы повышения квалификации учителей английского языка как способ формирования представления о методах и приемах работы с обучающимся с особыми образовательными потребностями

Актуальность настоящей статьи обусловлена исследованием, проведенным нами в рамках диссертационной работы в 2019 году. Результаты эксперимента показали, что многим учителям английского языка не хватает знаний не только об основополагающих принципах инклюзивного образования, но и о психолого-педагогических особенностях детей с особыми образовательными потребностями, способах и методах обучения детей с особыми образовательными потребностями английскому языку, по принципам адаптации краткосрочного и долгосрочного планирования по предмету. Выявленные проблемы определили задачи нашей дальнейшей работы: выбор наиболее эффективных способов передачи недостающих учителям английского языка знаний для повышения эффективности обучения детей с особыми образовательными потребностями в условиях инклюзивного образования, в специальных коррекционных классах общеобразовательных школ, в классах, в которых предполагается обучение нормативно развивающихся детей. При подборе методов и приемов обучения детей с особыми образовательными потребностями необходимо было также учитывать нормативные и правовые документы, регулирующие деятельность учителя английского языка. Таким образом, объектом нашего исследования стали психолого-педагогические особенности, методы и приемы обучения детей с особыми образовательными потребностями, нормативно-правовые акты, рабочие учебные программы и типовые учебные планы, информационные письма и приказы Министерства науки и высшего образования Республики Казахстан. Итоги проведенного исследования стали основой для Дидактического сборника адаптированных заданий по английскому языку для учителей второго класса и Программы курсов повышения квалификации по эффективным методам обучения английского языка в условиях инклюзивного образования. В содержание сборника включены адаптированные задания, которые можно было использовать для обучения детей английскому языку с особыми образовательными потребностями. Целью курсов повышения квалификации было ознакомление с психолого-педагогическими особенностями детей с особыми образовательными потребностями и методами их обучения. В начале и конце курсов были проведены опросы учителей с использованием *Google форм*, которые продемонстрировали эффективность указанных курсов повышения квалификации.

Ключевые слова: обучающиеся с особыми образовательными потребностями, обучение английскому языку, инклюзивное обучение, специальные приемы и методы преподавания английского языка, методика преподавания английского языка, ограниченные возможности здоровья, талантливые и одаренные, курсы повышения квалификации.

References

- 1 Shalbayeva D.Kh., Zhetpisbayeva B.A., Akbayeva G.N. & Assanova D.N. (2021). Organizational and Pedagogical Conditions for the Educational Process Implementation within the Inclusive Education in the Republic of Kazakhstan. *European Journal of Contemporary Education*, 10(3), 711-725. DOI: 10.13187/ejced.2021.3.711.
- 2 Shalbayeva D.Kh., G.N. Akbayeva & T.V. Murzintseva (2022). Instructional book with adapted tasks for primary school English teachers (2nd grade). Karaganda: Publishing house of NLC "Karaganda Buketov University", 142 p.
- 3 Shumilovskaya, Yu.V. (2011). Podgotovka budushchego uchitelia k rabote s uchashchimisia v usloviiakh inkluzivnogo obrazovaniia [Future teacher readiness to work with students within the inclusive education]. *Candidate's thesis* [in Russian].
- 4 Khafizullina, I.N. (2008). Formirovanie inkluzivnoi kompetentnosti budushchikh uchitelei v protsesse professionalnoi podgotovki [Formation of future teachers' inclusive competence in professional training]. *Candidate's thesis* [in Russian].
- 5 Tleuzhanova, G.K. & Belozerova, D.S. (2019). Gotovnost uchitelei inostrannykh yazykov k rabote v usloviiakh inkluzivnogo obrazovaniia [Readiness of foreign language teachers to work within the inclusive education]. *Molodoi uchenyi — Young scientist*, 23 (261). Retrieved from <https://moluch.ru/archive/261/60134> [in Russian].
- 6 Paschenko, L.P. & Kukanova, O.O. (2022). Organizatsiia podgotovki uchitelei inostrannogo yazyka dlia raboty v usloviiakh inkluzivnogo obrazovaniia [Organization of foreign language teachers training to work within the inclusive education]. *Molodoi uchenyi — Young scientist*, 46 (441). Retrieved from <https://moluch.ru/archive/441/96359> [in Russian].
- 7 Jozef Miškolci, Gunnlaugur Magnússon & Claes Nilholm (2021). Complexities of preparing teachers for inclusive education: case-study of a university in Sweden. *European Journal of Special Needs Education*, 36 (4), 562-576, DOI: 10.1080/08856257.2020.1776983
- 8 Prikaz Ministra prosveshcheniia Respubliki Kazakhstan ot 12 avgusta 2022 goda № 365 «O vnesenii izmenenii i dopolnenii v prikaz Ministra nauki i vysshego obrazovaniia Respubliki Kazakhstan» ot 8 noiabria 2012 goda № 500 «Ob utverzhenii tipovykh uchebnykh planov nachalnogo, osnovnogo srednego, obshchego srednego obrazovaniia Respubliki Kazakhstan» [Order of the Minister of Education and Science of the Republic of Kazakhstan of August 12, 2022 № 365 "On Amendments to the Order of the Minister of Education and Science of the Republic of Kazakhstan of November 8, 2012 № 500 "On Approval of Model Curricula of Primary, Basic Secondary, General Secondary Education of the Republic of Kazakhstan"]. Retrieved from <https://adilet.zan.kz/rus/docs/V1700015583> [in Russian].