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Problems of foreign language teaching in inclusive education**Lyudmila M. Pugacheva**

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Abstract

The article discusses the problem of organizing the educational process in order to form intellectual competencies of students with disabilities during foreign language classes at a technical university. The research aims to determine the main functions of a teacher in the organization of training and develop a number of methodological recommendations for the effective implementation of teaching students with autism spectrum disorders. Presentation is viewed as one of the main methods of work. As a result, the article discovers individual psychological, organizational and methodological difficulties of teaching students with disabilities, determines the subjective position of the teacher in the organization of an effective process of teaching students with autism spectrum disorders a foreign language at a technical university, identifies and specifies the teachers' guidelines for improving the quality of teaching this contingent of students. The research results show that the inclusion of students with autism spectrum disorders in ordinary student groups is possible and contributes to more effective personality development of students. The authors come to the conclusion that the problem of teaching a foreign language at a university in groups with students with special educational needs can be solved only by the joint efforts of teachers using personality-oriented teaching methods.

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Keywords

Students with autism spectrum disorders, inclusive education, autism, inclusion, personality, need, higher education institution, foreign language.

Introduction

Numerous changes that characterize modern society have affected a variety of life spheres, including education. Now educational institutions are facing such large-scale tasks as ensuring a high level and a diverse range of educational services, accessibility of education for all categories of adolescents. The development of a new type of personality whose knowledge, skills and abilities meet the requirements of the new time is the goal of a new educational paradigm. The formation of specialists capable of developing a set of qualities that meet the professional and socio-cultural requirements of modernity is possible provided that a comfortable educational environment is created at educational institutions in which educational processes take place in favorable conditions for students.

In recent years, there has been a catastrophic increase in the number of young people with disabilities in our country, which is a determining factor in the transition to an inclusive, integrated form of education and upbringing in higher education. Inclusion is one of the latest strategies in the system of higher professional education. Inclusion means full involvement of a student with special educational needs in the life of the university. Inclusive education is based on an ideology that excludes any discrimination against adolescents, ensuring equal treatment for all, but creating special conditions for students regardless of their physical, mental, intellectual and other characteristics. Education takes place in conditions of social inclusion: classes are held in the same classrooms where ordinary students study, the students rest together during breaks and are among their peers. The creation of a unified educational environment for students with different starting opportunities, the disclosure of potential resources for people with special psychophysical development in joint activities with healthy peers, the formation of an adequate attitude to the problems of people with disabilities among all participants of the educational process contributes to the successful socialization of the latter, their mastering the program in accordance with the state educational standard.

Research results

We had to deal with the training of students with autism spectrum disorder (ASD) with varying degrees of severity of intellectual disabilities.

The term *autism* comes from the Latin word *autos*, which means “self-immersion, immersion into the inner world” [Autizm..., www]. Autism is a developmental disorder associated with changes in brain function. Autism affects people regardless of gender, race, or socio-economic status. First of all, autism is characterized by unique features in terms of social interaction, difficulties in everyday communication and a non-standard way of processing information.

The Russian autism studies of the 1990s noted that the Swiss researcher-psychiatrist Eigen Bleiler, the author of this term, put forward two aspects of the autism structure: (i) external, behavioral, with a violation of behavior in society and departure from reality; (ii) internal, leading, meaningful—autistic thinking [Mikirtumov, Zavitaev, 2012, 2-12].

The German psychiatrist Karl Jaspers described autism as “self-imprisonment in one’s own isolated world” [Ibidem]. He pointed out that one side of autism is to focus on one’s own fantasies, regardless of reality, and the lack of the ability to distinguish reality itself, and to consider it properly.

S.M. Korsunsky described autism as a “special affectively built world that is not dependent on the laws of logics and is the product of the weakening of logical thinking and thinking of desires as fulfilled” [Ibidem].

The second of April is the World Autism Awareness Day which is celebrated annually and was approved by a resolution of the UN General Assembly on December 18, 2007, due to special concern about the increase in the incidence rate of autism among children.

The spectrum of ASD is multifaceted and unstable: hyperactivity, inhibition, aggressiveness, fear, isolation, inability to perceive the addressed speech [Khachanyan, 2020]. Among the students there are often young people with autism which is characterized by preserved intelligence with the so-called “high-functioning” cognitive abilities.

High-functioning autism is primarily characterized by difficulties with understanding the spoken style of the language, problems associated with changing the established routine, strict adherence to the lesson plan, intolerant attitude towards other students in the group [Volkova, Golovina, 2018].

High-functioning autism (HFA) is a general disorder of mental development, one of the forms of autism. The term refers to people with autism whose intelligence quotient (IQ) is greater than 70, so their cognitive abilities are rated as “high-functioning”. The features of high-functioning autism are difficulties in social skills and some clumsiness, as well as delays in speech development, characteristic of some other forms of autism [Autizm..., www].

Therefore, it is advisable to build a lesson based on the use of various forms of training, including visual materials (in our case, visual cards). At the same time, the explanation of new material should be extremely simple, repeated several times, in the same expressions and with the same sequence. Speech constructions should be simple; the card images should be in calm tones excluding bright colors that can cause a negative reaction of the student.

It is necessary to present the material in a voice of different volume, but the tone must not rise. It must be calm, often switching to a whisper. At the end of the assignment, the teacher draws the student’s attention to his progress, even if it is minimal [Aisina, Nesterova, Suslova, Khitryuk, 2019].

One of the effective methods of teaching a foreign language to students with disabilities is, in our opinion, a method of visual supports. When studying the topic “The verb “to be” in the 3rd person singular of the present tense”, we started considering this topic with personal singular pronouns: he—(Ted, Ben, Steve Dent, Mr. Lloyd, boy), she—(Bess, Betty, Ellis Dent, Ms Lloyd), it—(shop, Sheffield, fish, model, time, hobby). We limited the study of the tense forms of the verb “to be” and used only these pronouns, since when working with students with disabilities, it is necessary to take into account the amount of information that they can perceive at a time. The study was based on the use of visual material in the teaching process – Microsoft PowerPoint presentations and cards. Using this material, we first introduced several set expressions that include the verb “to be”, namely:

be in
be ill
be idle
be open

Next, it was offered to listen to and watch a number of situations based on slides with an image, such as: Steve Dent *is* in.—He *is* in. Ellis Dent *is* ill.—She *is* ill. The shop *is* open.—It *is* open. This allowed us to introduce the form “*is*” and also show its usage.

To reinforce the studied material, we used another visual support—cards. The student was asked to make sentences himself from the cards given below in Figure 1.

To form the grammatical competence, the main principle of working with students is the principle of repeatability of the studied material.

Having studied the pedagogical experience of working with students with ASD, in particular, collected and presented by the Municipal Budgetary Institution of Additional Education (MBI of AD) “Centre of Extracurricular Activities (CEA) of Promyshlennyi District” of Stavropol, it is possible to confirm the effectiveness of general psychological and pedagogical recommendations for interaction with young people with disabilities.

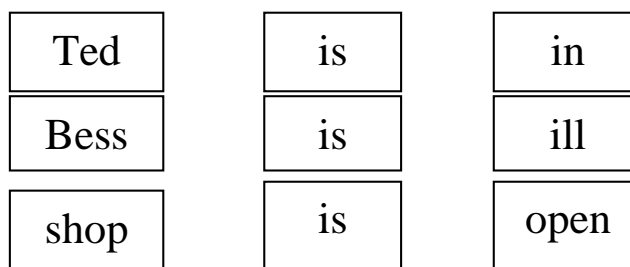


Figure 1. Cards

Students with autism spectrum disorders perceive information visually better than by ear, not because they do not hear, but because they perceive information differently. Phrases like “I’ve told you this a hundred times” don’t work. It is necessary to explain the material more simply, accompanying the request with a picture or familiar words, to set a goal clearly or give an assignment. A slow, calm pace of speech balances the student’s reactions. Allegories in the teacher’s speech are unacceptable, as they are taken literally.

Communication with students who have autism spectrum disorders should not take place in a hurry. Do not wait for an instant response. The time of processing information is different for everyone. For some it is a minute, for others it is ten minutes or more. And if you rush the student with an answer, you can only aggravate the situation [Demicheva, 2012].

A student with ASD should immediately be assigned a place where he or she should sit. You must clearly explain to him or her where and what can be done. If this causes protest or rejection, give time to calm down (each person has some rituals that calm him or her down), then personally show and explain again.

Special attention should be paid to the so-called positive reinforcement. It is not necessary to concentrate on censures in the case when a student behaves “strangely”. If such behavior does not go beyond the permissible limits, it is better to ignore such a situation. It is necessary to wait for the moment when the student does what the teacher wants him to do, and immediately encourage him. Positive reinforcement works much more effectively than punishment.

Conclusion

Thus, having worked with students with disabilities, in particular, with students with autism spectrum disorders, when teaching a foreign language, we believe that the inclusion of this category of young people in ordinary student groups is possible and contributes to more effective personality development of students. This is also facilitated by the position of teachers to perceive pupils with ASD as active students of the group and to find an individual approach to them, as well as the ability to use a variety of specialized teaching tools.

Unfortunately, we must mention some negative aspects of such integration, namely, increased

tension and noise in the classroom, violation of standard lesson procedures, an increase in the time spent by the teacher on planning and preparing for classes.

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Проблемы преподавания иностранного языка в инклюзивном образовании

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Аннотация

В статье рассматривается проблема организации учебного процесса по формированию интеллектуальных компетенций студентов с ограниченными возможностями на занятиях по иностранному языку в рамках технического вуза. Цель исследования – определить основные функции преподавателя в организации обучения и разработать ряд методических рекомендаций для эффективного осуществления обучения студентов с РАС. В качестве одного из основных методов работы был применен такой вид деятельности, как презентация. В результате обнаружены индивидуально-психологические и организационно-методические сложности обучения студентов с ограниченными возможностями, определена субъективная позиция преподавателя в организации эффективного процесса обучения студентов с РАС иностранному языку в техническом вузе, обозначены и конкретизированы установки педагогов по улучшению качества преподавания у указанного контингента обучающихся. Авторы пришли к выводу о том, что проблема преподавания иностранного языка в вузе в группах со студентами с особыми образовательными потребностями может быть решена только совместными усилиями педагогов с применением лично ориентированных методов обучения.

Для цитирования в научных исследованиях

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Ключевые слова

Студенты с расстройствами аутистического спектра, инклюзивное обучение, аутизм, инклюзия, личность, потребность, высшее учебное заведение, иностранный язык.

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