

PROBLEMS OF TEACHING FOREIGN LANGUAGES IN INCLUSIVE EDUCATION

Matqurbonova Ro'zaxon Zokirjon qizi

Samarkand state institute of foreign languages

Abstract: *Inclusive education is an educational approach that ensures equal learning opportunities for all students, including those with special educational needs. In recent years, inclusive practices have gained importance in many countries, aiming to eliminate barriers and create a supportive learning environment. However, teaching foreign languages within the framework of inclusive education presents specific challenges that require attention and innovative solutions. This article discusses the main problems faced in teaching foreign languages in inclusive classrooms, including the lack of teacher preparation, insufficient teaching materials, communication difficulties, limited use of assistive technologies, and classroom management issues. It also highlights the need for differentiated instruction, the development of accessible resources, and the integration of modern technologies to support learners with disabilities. The article emphasizes the importance of collaboration among teachers, specialists, parents, and learners to create an inclusive, adaptive, and engaging language learning experience. Addressing these challenges is essential to ensure that every student, regardless of their abilities, has the opportunity to learn a foreign language effectively and confidently.*

Keywords: *Inclusive education, foreign language teaching, special needs, accessibility, language learning, teacher training, assistive technology, individualized instruction.*

Introduction. Inclusive education has become a global priority, aiming to ensure that all students, regardless of their physical, intellectual, emotional, or social differences, have access to quality education in mainstream schools. This approach promotes equality, diversity, and participation by integrating students with special educational needs into regular classrooms. Foreign language education, as a vital part of modern curricula, plays a key role in developing students' communication skills, cultural awareness, and global competence. However, teaching foreign languages in inclusive settings presents distinct challenges for educators. Language learning heavily relies on communication, interaction, and sensory input, which can be particularly difficult for students with disabilities. The lack of inclusive teaching materials, limited teacher training, and insufficient technological and human

resources further complicate the situation. Therefore, exploring the problems associated with foreign language instruction in inclusive education is essential to develop effective strategies that support all learners and ensure equal opportunities for academic and social success.

Inclusive education is built on the principle that all students, regardless of their physical, mental, or emotional condition, should have access to quality education in mainstream schools. The idea is to remove any form of discrimination and ensure that the learning process is adapted to the needs of every student. Foreign language learning is an essential component of modern education, opening doors to intercultural understanding, academic success, and global communication. However, integrating foreign language instruction into inclusive settings introduces several complex challenges that need to be addressed systematically.

One of the primary challenges is the lack of specialized training among language teachers. Many foreign language teachers are not equipped with the necessary skills or knowledge to effectively teach students with diverse learning needs. This includes students with hearing impairments, visual impairments, intellectual disabilities, autism spectrum disorders, and attention difficulties. Without proper training in inclusive strategies, teachers may struggle to deliver lessons in ways that are both accessible and engaging for all learners.

Another problem is the shortage of inclusive teaching materials. Traditional textbooks and audio-visual resources are often not designed to meet the needs of students with disabilities. For example, textbooks may lack large print or Braille versions, listening exercises may not include transcripts or sign language support, and grammar explanations might not be simplified for students with cognitive challenges. As a result, these students can feel excluded or fall behind their peers in language acquisition.

Communication barriers also play a significant role in hindering foreign language learning in inclusive classrooms. Language learning is a highly interactive process, and students with speech, hearing, or social communication difficulties may find it particularly challenging to participate in speaking and listening activities. These students may require alternative approaches, such as visual aids, written exercises, gesture-based communication, or one-on-one instruction, which can be difficult to implement in large classrooms without adequate support.

The limited use of assistive technology is another issue. While many tools exist that can support language learning—such as speech-to-text programs, text-to-speech readers, screen magnifiers, and captioned videos—these resources are often unavailable or underutilized in classrooms. The lack of funding, teacher training in

digital literacy, and infrastructural support can prevent schools from adopting these technologies, further limiting students' learning opportunities.

Classroom management also becomes more complex in an inclusive environment. Teachers must juggle multiple learning styles, behavioral needs, and levels of proficiency while maintaining a productive and respectful classroom atmosphere. Without additional staff such as special educators or teaching assistants, it can be overwhelming to provide the individual attention each student requires.

Despite these challenges, there are effective strategies that can be implemented to improve foreign language teaching in inclusive education. First, professional development programs should be offered regularly to equip language teachers with inclusive pedagogical skills. These programs should focus on differentiated instruction, alternative assessment methods, and adaptive communication techniques. Second, schools should invest in inclusive teaching materials and ensure that textbooks and digital resources are available in formats that suit various needs. Third, collaboration among general educators, special education teachers, therapists, and families is crucial. A team-based approach can help in designing and implementing personalized learning plans for each student. Finally, integrating technology in the classroom can significantly enhance access to language learning. Interactive language apps, video content with captions, and online platforms with customizable features can support students with various learning preferences.

Conclusion. Teaching foreign languages within the framework of inclusive education is both a challenge and a necessity. While it presents a range of difficulties—such as inadequate teacher training, lack of accessible resources, and communication barriers—it also offers an opportunity to create a more equitable and enriching educational environment for all learners. To address these challenges, a collaborative and adaptive approach is essential. Teachers must be supported with appropriate training and tools, educational materials must be diversified and made accessible, and inclusive methodologies must become an integral part of curriculum planning. The integration of assistive technologies, peer support systems, and individualized learning strategies can significantly enhance language learning experiences for students with special needs. Ultimately, inclusive foreign language education is not only about accommodating students with disabilities—it is about building a system that values diversity, promotes equal participation, and prepares all students to thrive in a multilingual and multicultural world.

In conclusion, teaching foreign languages in inclusive education is a complex but essential goal. By recognizing the barriers and actively working to overcome them, educators can create an environment where every student has the opportunity to learn

a new language, develop communication skills, and gain confidence. Inclusive foreign language education not only benefits students with special needs but enriches the classroom experience for all learners, promoting empathy, cooperation, and a deeper understanding of diversity.

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