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Designing the Educational Environment of Students with Disabilities When Teaching Foreign Language

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ABSTRACT

The article actualizes the problems associated with the policy of introducing inclusive education in higher education and, in particular, the problems that arise in the process of teaching a foreign language to students with disabilities. The fundamental basis for designing a successful and effective educational environment should be the provision that all students can study, and each teacher should take responsibility for organizing adequate psychological and pedagogical support in training. The implementation of the concept of inclusive education for students with disabilities requires the search for the most effective teaching aids as a process aimed at the targeted development of the personal potential of each student in accordance with their individual capabilities and needs. One of the tasks of modern educational institutions is the development of intercultural competence of students. The implementation of this provision falls to a greater extent on teachers of foreign languages. The article presents a number of methods which can help teachers to reduce difficulties in the process of learning a foreign language by students with disabilities.

Keywords: inclusive education, students with disabilities, information and communication technologies, a foreign language

1. INTRODUCTION

Inclusion in society is a process of social interaction of people with disabilities with its other representatives. Educational inclusion can be considered as the interaction of subjects of the educational process at all levels with students with disabilities, in order to provide high level of educational services, taking into account their needs and capabilities.

The development of inclusive education at the university is an important condition for successful socialization, full participation in society, effective self-realization and self-development of people with disabilities in various types of professional and social activities, that is, 'involves a qualitative and systematic change in the education system as a whole, taking into account the educational needs of all participants educational process, namely, specialists, healthy students and people with disabilities' [19].

Higher education for people with disabilities is an important resource for their rehabilitation and socialization. According to statistics, the chances of successful employment of people with disabilities having higher education are significantly better than those with a secondary education. In a changing world, education should not remain unchanged, adapting to its target audience and the environment in which its graduates will work. Some researchers [6] believe that a form of training, in which there is a personal process of structuring relevant knowledge, and quality assessment is based on the

identification of the fact and dynamics of increasing student knowledge and skills can only be considered effective.

In accordance with the Federal Law on Education [4] all higher education programs of the Russian Federation must create special conditions for teaching students with disabilities, taking into account the peculiarities of their health. The solution to this problem is possible through the development and implementation of an effective model for transferring the experience of universities that successfully teach students with disabilities to the entire higher education system, expanding the list of training areas adapted for teaching people with disabilities, ensuring access to higher education for students with disabilities in the region of their residence.

Based on the foregoing, we can agree with the researchers [7], who highlight a number of tasks that need to be addressed in an inclusive class, namely: a thorough examination of what should be taught and how it should be (and not whom to teach) taught; consideration of the training needs of all students (and not just those who have additional needs); constantly seek and try new things to support all students; discuss new initiatives with colleagues to get feedback and to take responsibility for the professional growth and understanding.

It is obvious that application of inclusive education for disabled students requires the search for such teaching strategies that are aimed at the development of the personality of any student depending on his or her individual capabilities and needs. The problem of disabled students' inclusive education especially acute for foreign language teachers. The issue of choosing an effective

technology for teaching a foreign language to students with disabilities in inclusive education is still debatable. This problem is caused by the traditionally established view in the educational system that the study of a foreign language is a complex process, especially for disabled students.

Another problem is that, until recent years, in order to reduce the educational load on students with disabilities, it was considered inappropriate to teach them a foreign language as an additional, motivated, primarily taking into account the interests of such category of students. In this regard, the issue of the interest of students with disabilities is important.

The study raised the following questions. To what extent has the problem of inclusive education been studied in foreign and domestic literature? What pedagogical conditions and teaching methods are more effective in the process of teaching a foreign language to students with disabilities? It is assumed that the answers to the research questions raised will contribute to the successful development of inclusive education in universities of the Russian Federation.

2. METHODOLOGY

2.1. Literature review on the problem of inclusive education in the process of teaching a foreign language

To date, very not many researches have been conducted on the above topic, and only those for whom a qualitative analysis was important continued the study of the inclusion processes of students with limited abilities. So, in their studies, some scholars [10] carefully evaluated all processes to determine if the educational goals were achieved.

Ryapisova [11] considers inclusive education of students with disabilities at higher educational institutions as one of the urgent problems of the modern education system which sets all participants of the educational process a difficult task to ensure the creation of the most adequate conditions for the genuine and full inclusion and participation of such students in the educational process.

The need to create such a training system where a student with disabilities would not be excluded from a community of students with normal development, the system, which does not "lock up its pupil — blind, deaf, into a narrow circle of the community, creates a closed world in which everything is adapted to a child's defect, everyone fixes the child's attention to his/her lack and does not introduce the child into real life,"emphasized the outstanding Russian psychologist L.S. Vygotsky [17]. Thus, L.S. Vygotsky was one of the first to substantiate the idea of inclusive education.

According to R. Schwartz [12], early diagnosis of difficulties in learning a foreign language should not be considered as establishing it is not possible to teach such

students, but this process should be considered as teaching a group of students learning a foreign language. The specificity of the process of a foreign language teaching lies in the maximum individualization of this process, which involves the intensification of the inclusion and participation of each student through the use of variable learning technologies. It is clear that students with disabilities require the implementation of specially designed approaches to their learning. However, in an inclusive class / group, the educational vectors of teaching a foreign language to "special" students and their peers should be collinear. It is obvious that the leading task of both a foreign language teacher working in an inclusive class and the university as a whole is to create an educational environment in which the entire learning process will ensure success in achieving the necessary educational results by all the students the group, which in turn involves the use of effective learning strategies aimed at predicting and removing possible difficulties in learning a foreign language that arise for each student in a class.

According to some researchers [16, 2], an accessible environment should include the inclusion of any person in social relations, for which, first of all, one needs to study students' everyday practices within the framework of the university's accessibility and create a favorable microclimate that will help all students achieve academic results and expand their capabilities. It is known that the main aim of teaching a foreign language is the formation of communicative competence. But in the context of a certain contingent of students, it is more advisable to talk about retaining interest in the language and increasing the motivation of students to learn a foreign language.

Proper organization of the communicative activities of students in an inclusive class allow you to increase the level of cooperation among all students in the class, without exception; the level of students' self-confidence and attention to the needs of others; to develop a system of differentiated exercises and to plan additional time for their implementation; to implement immediate feedback between students in the class, providing the ability to consolidate and expand language skills of students. The use of a communicative approach to training students with disabilities is intended to ensure the formation and development of the main types of speech-cognitive activities of students.

2.2. Analysis of pedagogical conditions and teaching methods used in the process of teaching a foreign language to students with disabilities

Today, there is a certain positive experience of introducing inclusion into the process of teaching foreign languages in higher educational institutions. Some researchers [3] develop strategies to reduce the level of uncertainty and improve the quality of decisions made, for example, from the point of view of analysis of decisions, from the point

of view of decomposition, from the point of view of information, and in terms of preventing group thinking.

To maintain interest, taking into account physical characteristics of students with special needs, at foreign language, the use of creative techniques and techniques that contribute to the development of imaginative thinking is successful.

These didactic techniques include:

- the exercises that provide memorizing new words and expressions and their use in speech;

- the use of information and communication technologies, which allows a "special" student to enjoy learning English;

- the use of illustrative and audio, interactive tasks on CD;

- the formation of a situation of success so that a student with disabilities feels the joy of a small but well-completed assignment.

All this favorably affects the learning process of such students and they do not have the feeling that their efforts are in vain.

When mastering dialogic speech in situations of everyday communication, students with disabilities learn to engage in a dialogue of an incentive nature: give orders, suggest to do something. A variety of exercises helps such students more easily and quickly remember the material studied, and this leads to an expansion of the linguistic horizons: it helps to master the elementary linguistic representations that are accessible and necessary for mastering oral and written speech in a foreign language.

From the point of view of some researchers [9, 14, 13, 15] games, other entertaining exercises and techniques should also be used in the classroom. Game assignments help students with disabilities to relax, and each such task can have a clear goal. When using didactic games (phonetic, lexical, grammar) in the framework of inclusive education, the following results are achieved:

- students with disabilities better memorize material directly during work;

- students with disabilities and healthy students learn to communicate with each other, since the group work process helps students with disabilities to socialize in the team, and this is a kind of prevention of interpersonal conflicts in the group;

- students' activities are mostly successful, which is the key to a positive attitude towards the educational process, and, of course, success in creativity is visible, and this result inspires and forms a positive attitude towards the subject.

As experience shows, the use of ICT can provide invaluable assistance in teaching students with visual and hearing impairments: online testing, access to specially programmed sites, Internet simulators, etc. Students with sensory defects are offered a variety of dubbing programs. From the point of view of some researchers [18], disability does not have a significant influence on the attitude to the use of ICT (Information and Communication Technologies).

One of the main advantages of using computer-based teaching aids in the education of students with disabilities is their great ability to visualize the provided training material. Some researchers [1] claim that the visual display of information helps to increase the effectiveness of any activity. Computer visualization of educational information is one of the promising areas in the system of modern education.

However, when using ICT, the lesson planning is of great importance, taking into account all the characteristics of the student. Students with disabilities, as a rule, are often limited in communication, so it is necessary to give the lesson a communicative orientation, which will help the student easier to engage in communication with peers, express their thoughts in both their native and foreign languages. Nesterenko [8] to the main goals of ICT application in foreign language classes includes:

- the increase of motivation to learn the language;

- the development of speech competence: the ability to understand authentic foreign language texts, as well as the ability to transmit information in coherent reasoned statements;

- the increase in linguistic knowledge;

- the increase in knowledge about socio-cultural specificity of the country of studied language;

- the development of ability and readiness for independent studying of English language.

Another methodological technique is the use of multimedia technologies. In the process of working with students with disabilities, multimedia visualization plays a huge role. Multimedia visualization is an effective method of presenting information, since it creates a complete illusion of presence in a student. Unlike a video or a regular series of photos, multimedia visualization is interactive. Some methodologists [5] offer such a kind of work as a "virtual tour" during the presentation of the topic "Traveling." Students can zoom in or out on any object, examine in detail individual details of the interior, view the panorama of London or Paris, closer sights, walk through the halls of the museums, etc.

In the process of working with students with disabilities, taking into account their strengths and weaknesses, we can state the effectiveness of visual teaching methods. Visual demonstrations, drawings and illustrations are successfully used at a foreign language class. Students with disabilities see a color image, touch it. Tactile demonstrations attract and concentrate their attention, facilitates easy and quick memorization of new material. Many foreign language

textbooks have visualization (cards) tasks, which are effectively used to study new vocabulary, its quick memorization and use in speech. In the process of working with students with disabilities, this is especially true, since students see pictures, can touch them and perform certain manipulations with them. The teacher needs to loudly and clearly repeat phrases using clear language, short phrases, as well as pause and devote enough time for students to "process" the language and find the answer.

At this stage of the work, it is appropriate to present some methodological techniques that are most attractive and effective in teaching a foreign language:

- Flash. First, the teacher attracts the attention of all the students by holding the card with a picture to himself, then quickly shows the image and again turns the card away and does this manipulation until the students say a word.

- Slowly, slowly. The card completely covers the picture, and then the teacher slowly opens it from top to bottom so that the image appears in small parts. Students name the words as soon as they recognize what is shown in the picture.

- What is missing? The teacher attaches cards with images onto the board, and repeats all the words together with the students, setting the rhythm. Then he asks students to close their eyes, and at this time removes one card from the board and hides it behind the back. Then he asks students to open their eyes again and name which image is missing on the board.

- Magic eyes. The teacher sticks cards with words onto the board in a row. He names all the words together with the students until they confidently pronounce them, then removes the first card from the board, but continues to name all the words from the very first one, although it is absent. Then he removes the second card, the third and so on, until the board remains empty, and students from memory name all the words. Use no more than 6 cards in the lesson for better memorization and learning words.

- Lip reading. The teacher attaches the cards onto the board and focuses the attention of students on himself. Lips soundlessly, calls one of the words that are on the board, and the students have to guess what the word is uttered.

- Flashcard riddles. This technique can only be used when students have a minimum vocabulary. The teacher describes one word on the card, located on the board. Students should understand the description of the conceived word and name it. Performing this task, students repeat all the learned words, and also understand in which context to use new ones.

Another effective solution to the problem of teaching students with disabilities within the framework of inclusion is cloud technology. Such programs as 'Tagul', 'Tagxedo', 'Wordle' contribute to the formation of elementary skills in speaking a foreign language. Pinned vocabulary is displayed on the screen. The task of students is to guess, relying on this cloud, what kind of topic or image is hidden behind it. After all the students express their assumptions, the teacher shows a picture so that it can be compared with preliminary descriptions. This exercise can be used both at the beginning of the lesson to determine the topic, and to practice the ability to compare pictures. When performing situational exercises, students are shown a plan of the apartment and the furniture located around, or a street plan and the buildings around it on the screen. It is necessary to distribute the furniture in the apartment, or the building at their own discretion, and then, based on this, make a short dialogical statement.

When teaching speaking, you can use the simplest form of visualization, for example, an entertaining picture or an entertaining video. This type of illustration contains either humorous moments that are extraordinary performed, attracting interest and creating a benevolent emotional atmosphere, which is an important factor in the process of teaching a foreign language to students with disabilities.

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3. RESULTS AND DISCUSSION

It should be noted that the process of implementing inclusive education is a complex and large-scale procedure, the task of which is to create a society, where each individual will feel like a full member of it. In addition, it is necessary to emphasize the fact that in the Russian Federation the process of implementing inclusive education is in its infancy, unlike in Western countries.

It is proved that students with disabilities have all the prerequisites to successfully study in educational institutions, including the educational process of the university. According to article 79. p. 4 (Federal Law No. 273, 2012) education of students with disabilities can be organized both jointly with other students and in individual groups or organizations engaged in educational activities.

Such problem as inclusive education is especially acute for teachers of a foreign language. Foreign countries have accumulated rich and successful experience in the joint teaching of a foreign language for students with special needs. However, the analysis of foreign research literature has shown that the question of choosing an effective technology for teaching a foreign language for students with disabilities in inclusive learning is still open.

In the educational process of Siberian State University named after M.F. Reshetnev methodological support for the organization of inclusive education is being created:

- a unified conceptual approach was developed in the organization of training and teaching students with disabilities in the conditions of higher educational institutions in the process of foreign language learning;

- technologies of individualization of educational programs are applied in the process of teaching a foreign language in the conditions of integration of students with disabilities in the educational space of the university;

- the mechanism of step-by-step organization of inclusive education has been established and its pedagogical support in the process of foreign language instruction has been debugged.

This paper presents a set of advantages of inclusive education in the university environment, which is effective for all students – not only for students with disabilities; all students have equal opportunities to establish and develop important social ties. At the Siberian State University named after M.F. Reshetnev training based on specially designed programs of foreign language education is being planned and conducted; teachers involved in the learning process use techniques that facilitate the process of incorporating students with disabilities into the social student environment, and apply techniques that facilitate the process of incorporating students with disabilities into the educational process.

4. CONCLUSION

The problem of teaching a foreign language to students with disabilities in inclusive education is one of the urgent and debatable issues in the modern pedagogical process.

The advantages of the described working methods that are used by foreign language teachers at the Siberian State University of Science and Technology are obvious. The purpose of the methods and techniques of teaching a foreign language to students with disabilities presented in this paper, and based on humanistic pedagogy, is to reveal the humane creative capabilities of each person.

The fundamental idea is the development of a person's ability to self-improvement and self-realization, support for the pursuit of a decent life, truth, goodness, justice and beauty.

The result of inclusive foreign language education is a graduate (regardless of health status) who has such a set of professional competencies that makes him competitive and in demand on the labor market, which meets the objectives of the Russian higher school and puts inclusive education first in the training of people with disabilities.

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