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DIGITAL TOOLS FOR INCLUSIVE ENGLISH TEACHING IN PRIMARY SCHOOL

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This article discusses the scientific and methodological foundations of the use of digital tools in inclusive teaching of English in primary school in the structure of IMRAD. The core of the study was the effectiveness of digital platforms, adaptive interfaces, feedback mechanisms, game elements and differentiated tasks in an inclusive class environment. The article proves that in an inclusive English lesson, digital tools allow you to take into account the student's learning pace, support the features of vision, hearing, speech, attention, improve the quality of the teacher's formative assessment and strengthen the participatory activity in the classroom. As a result of the study, it was found that digital tools give a real inclusive effect not by themselves, but only in combination with the pedagogical goal, content differentiation and principles of accessibility. From a practical point of view, the article will present examples of tasks adapted for a primary school teacher and ways to use them in the classroom.

Keywords: inclusive education, English language teaching, primary school, digital tools, differentiated learning, accessibility.

Introduction. Teaching English in a modern primary school is not limited to mastering language units, it should create conditions for the joint development of children with different educational needs in a common educational space. In an inclusive class, one student quickly perceives the text by eye, another requires sound accompaniment, the third works better with short instructions, and the fourth is more actively involved in tasks with game elements. Therefore, digital tools should not be considered an additional detail of an inclusive English lesson, but an important resource that makes learning more flexible. The purpose of the study is to analyze the pedagogical capabilities of digital tools in teaching inclusive English in primary school and offer a practical example of their effective use. Research objectives: to identify the theoretical basis of digital tools in inclusive learning; to differentiate their

effective aspects through a systematic analysis of modern works; to describe application models worthy of Primary School; to propose recommendations adapted to the teacher's experience. The object of the study is the process of teaching English in elementary school. The subject of the study is the methodological activity of digital tools used in the context of inclusive education. The relevance of the study is determined by the deepening of the digitalization process and the need to create a lesson model that provides equal opportunities for students with different learning needs. While the theoretical significance is expressed in the combination of inclusive language education with digital pedagogy, the practical significance is characterized by the provision of approaches that help the teacher to clearly adapt the structure of everyday lessons.

Research methods. The article used methods of comparative analysis, content analysis, pedagogical interpretation and experimental modeling. The selection included works published after 2022, covering issues of inclusive education, digital secondary, primary school and English Language Teaching. The logic of analysis was built according to the IMRAD model, first the scientific conclusions were studied, and then the ways of adapting these conclusions to the English lesson in primary school were shown.

Research results. An important orientation in the analysis of the conceptual basis of inclusive digital education is given by the work of M. M. Duysenova and A. N. Zhorabekova, who considered the influence of elements of games and artificial intelligence on the English language acquisition of primary-age students. In this paper, it is shown that individual AI-based adaptation and game mechanics increase attendance, and such an environment allows you to create a “dynamic and inclusive learning space that meets the different needs of students” [1, 12]. This statement is of particular importance for an inclusive class, because the presentation of only one task at several levels, in several forms, opens the door to simultaneous coverage of a weak and strong student.

The broader pedagogical basis of inclusive support is clarified in the work of A. S. Yersultanova and N. Karelkhan. Describing the practice of teaching digital literacy in a project-oriented way, researchers rate digital technologies as “one of the most effective tools for the development, education and training of students with special educational needs” [2, 228]. This idea can be transferred to an English lesson in elementary school: for example, in the topic of vocabulary, fixing the same concept with different channels through images, sound, short animation and the parallel use of icons lowers the student's perception barrier.

The institutional facet of inclusive digital education is revealed by a study by the European agency for special needs and inclusive education. It shows that the principle of universal design and accessibility mechanisms are a technical condition for creating an inclusive environment, and defines “creating educational conditions for all students” as the main target [3, 26]. This principle requires that the same content be presented in an English lesson with a different interface: one student can perform text in an enlarged font, one in a sounding version, and another using

pictograms. Therefore, true inclusion does not lie in simplifying the content, but in flexing the ways to achieve it.

The methodological potential of digital tools in teaching English directly is highlighted by B. L. Moorhous and L. Jan. In their study, learning management systems, interactive presentation, and formative feedback platforms were analyzed to help the teacher organize material, provide feedback, and monitor student activity. The authors argue that such tools expand the possibility of “multichannel communication, material organization, multimodal support and individualization of the task” [4, 9]. In elementary school, this means, for example, sending three different tasks on the same topic through Google Classroom or Seesaw: choosing a sound by listening to it, matching an image with a word, writing a short sentence out loud.

The issue of equal access at the system level is deepened by the OECD analytical material. This work states that digital technologies can serve to support students from different groups, adapt and personalize content, and also warns that digital inequality weakens this process. It states that “teacher training, resource provision and inclusive design” are crucial for an inclusive digital policy [5, 95]. The conclusion is that it is not enough for the school to have a platform; the teacher must be able to use it, adapting it to the student's real needs.

In the English lesson in elementary school, the influence of modern technologies is revealed from the practical side by G. K. Sakhipova, M. K. Zhazikova and N. A. Kargapol'tseva. The study clarifies that such technologies not only increase student interest, but also create conditions to “enhance collaboration, support differentiated learning, and take into account different learning styles and needs” [6, 299]. This is especially important for inclusive learning, because within the same class, students have different learning pace and response patterns. The digital environment makes this difference not a disadvantage, but a natural part of the structure of the lesson.

Discussion. Summarizing the above-analyzed works, four conditions for the effective use of digital tools in inclusive English lessons in primary school are identified. First, the tool should not be a decoration of the lesson, but a solution to a specific pedagogical problem. For example, if a student with weak listening skills is given the opportunity to listen to the sound several times, see the text with subtitles, and select the answer using icons, he will not be left out of the classroom. Secondly, it is necessary that the same content is presented in several forms. In the “Animals” theme, one child can remember a word through a picture, one through a short video, and another through sound. Third, feedback should be immediate and pressure-free. For example, on the quiz platform, the output of explanations immediately after the wrong answer reduces the student's fear. Fourth, the teacher needs to use a digital tool with differentiation logic: if a short, medium, complex version is developed for one task, the whole child will achieve the same learning goal in different ways.

In practice, this can be done as follows. When introducing new words, it is effective to simultaneously transmit an image and sound on an interactive whiteboard, then repeat the word individually using a tablet or phone, and finally

create a short dialogue in pairs. In reading, the presentation of the text in the form of a full version, a simplified version and an audionus enhances inclusiveness. In the subscription, you need to provide a ready-made Bank of words, a sample structure and sound accompaniment in parallel. In the assessment, it is worth taking into account not only the final result, but also the form of participation, effort, response. In such a situation, the digital tool serves as a bridge to knowledge, and not an excess burden on the child.

Conclusion. In teaching inclusive English in elementary school, digital tools are an important pedagogical resource that gives high results. Their main advantage is the ability to adapt the educational content to different channels of perception, take into account the pace of the student, present the language experience in a multimodal format and allow the teacher to clearly organize differentiated learning. The study shows that the effectiveness of a digital tool is not in its novelty, but in its service to an inclusive goal. Therefore, the main task for the future teacher is not only to choose a platform, but also to combine it with the principles of accessibility, adaptation, fair assessment and active participation. In compliance with this position, the digital environment will improve the quality of teaching English in primary school and create a truly inclusive lesson model that provides equal opportunities for all students.

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ЦИФРОВЫЕ ИНСТРУМЕНТЫ ДЛЯ ИНКЛЮЗИВНОГО ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В НАЧАЛЬНОЙ ШКОЛЕ

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В данной статье в структуре IMRAD рассматриваются научно-методические основы использования цифровых инструментов в инклюзивном обучении английскому языку в начальной школе. Ядром исследования стала эффективность цифровых платформ, адаптивных интерфейсов, механизмов обратной связи, игровых элементов и дифференцированных заданий в условиях инклюзивного класса. В статье доказывается, что на инклюзивном уроке английского языка цифровые инструменты позволяют учитывать темп обучения ученика, поддерживать особенности зрения, слуха, речи и внимания, повышать качество формативного оценивания со стороны учителя и усиливать участие обучающихся в учебном процессе. В результате исследования установлено, что цифровые инструменты дают реальный инклюзивный эффект не сами по себе, а только в сочетании с педагогической целью, дифференциацией содержания и принципами доступности. С практической точки зрения в статье представлены примеры заданий, адаптированных для учителя начальной школы, а также способы их применения на уроке.

Ключевые слова: инклюзивное образование, обучение английскому языку, начальная школа, цифровые инструменты, дифференцированное обучение, доступность.

БАСТАУЫШ МЕКТЕПТЕ АҒЫЛШЫН ТІЛІН ИНКЛЮЗИВТІ ОҚЫТУҒА АРНАЛҒАН ЦИФРЛЫҚ ҚҰРАЛДАР

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Бұл мақалада IMRAD құрылымы аясында бастауыш мектепте ағылшын тілін инклюзивті оқытуда цифрлық құралдарды пайдаланудың ғылыми-әдістемелік негіздері қарастырылады. Зерттеудің өзегін инклюзивті сынып жағдайындағы цифрлық платформалардың, бейімделмелі интерфейстердің, кері байланыс тетіктерінің, ойын элементтерінің және сараланған тапсырмалардың тиімділігі құрады. Мақалада инклюзивті ағылшын тілі сабағында цифрлық құралдардың оқушының оқу қарқынын ескеруге, көру, есту, сөйлеу және зейін ерекшеліктерін қолдауға, мұғалімнің қалыптастырушы бағалау сапасын арттыруға және сыныптағы қатысымдық белсенділікті күшейтуге мүмкіндік беретіні дәлелденеді. Зерттеу нәтижесінде цифрлық құралдардың шынайы инклюзивті әсері олардың өздігінен емес, педагогикалық мақсатпен, мазмұнды саралаумен және қолжетімділік қағидаларымен ұштасқанда ғана байқалатыны анықталды. Практикалық тұрғыдан мақалада бастауыш сынып мұғаліміне бейімделген тапсырма үлгілері және оларды сабақта қолдану жолдары ұсынылады.

Кілт сөздері: инклюзивті білім беру, ағылшын тілін оқыту, бастауыш мектеп, цифрлық құралдар, сараланған оқыту, қолжетімділік.

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