

- to form the finest coordination of eye movements.

The inclusion of a computer exercise in an entertaining form in teaching helped to develop in children not only cognitive activity, but also arbitrary behavior and independence.

All "serious games" have extensive teaching potential and can be widely used within the framework of teaching. The effectiveness of their use directly depends on both students and teachers. There is every reason to believe that in the future there will be a unified effective methodology for using computer games in the educational system. And they will be developed in accordance with all the requirements and criteria of the educational community.

Regarding the structure of the game, its world should be integral, coherent and harmonious. There must be an element of randomness and uncertainty in it, which makes it even more fun and exciting. The game must be an interactive process, and its decisions must have consequences. Actions in the game must hold the attention of the player and have feedback. The process of the game itself must be continuous and coherent, all tasks must be fundamentally feasible. And regarding the elements of reality, they depend on the context. The bottom line is to define the learning goals so precisely that they are clear to the player. The game challenge implies that without the absolute study of all tasks, the game process will stop. The player is most likely interested in this, and the game truly reflects his living conditions. Finally, it should be noted that all serious games have great educational potential. They can be widely used in training. However, the effectiveness of their use directly depends on both the players and the teachers. Today there is every reason to believe that in the future there will be an effective methodology for using games in the learning process. And they will be developed in accordance with the new requirements of the educational community.

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THE INCLUSIVE EDUCATION AS AN INNOVATIVE TECHNOLOGY TO USE IN ENGLISH LANGUAGE LESSONS

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Inclusive education is increasingly taking leading positions in teaching children with disabilities in the education system of Kazakhstan, as well as in other countries of the world.

All people are different, everyone has the right to be different from others, to be different from everyone else. And modern society must be ready for this. One of the innovations is inclusive education, which allows children with disabilities to study in regular classes on an equal basis with everyone else. To be more precise, *inclusive education* is a process of development of general education, which implies the availability of education for all, in terms of adaptation to the different

needs of all children, which ensures access to education for children with special needs. Inclusive education seeks to develop a methodology that is child – centered and recognizes that all children are individuals with different learning needs. Studying in an ordinary school makes it possible for a child with special educational needs to feel ordinary, just like his / her friends, classmates [1].

Today, in modern practice, there is already a certain positive experience of introducing inclusion in the process of teaching foreign languages in general educational schools.

Knowledge of a foreign language, even at an elementary level, helps such children to socialize, become more independent, and not experience difficulties in communicating with their peers. For example, a team of educators from State University in New Jersey surveyed 380 special and general education teachers with no experience in an inclusive classroom who found the training inappropriate. So, 17 out of 19 teachers working in an inclusive classroom are convinced that coeducation is beneficial not only for children with disabilities and their peers, but also for teachers. The above experience confirms the thought expressed by Sue Stubbs in the book “Inclusive Education where there are few resources” that very often people begin to see the positive role of inclusion only in practice, which helps them to understand their hidden beliefs and values, and also to determine whether these are beliefs and values that they would like to defend [2, p.53].

Thus, the main task of inclusive education is being realized – the socialization of children with disabilities.

Children with disabilities, are often limited in communication, therefore, if possible, it is necessary to give the lesson a communicative focus, which will help the student to more easily engage in communication with peers, to express their thoughts both in their native language and in English.

Also, the use of computer technologies in English lessons is becoming a highly effective creative realizing factor in the use of various forms of development, education and training.

This way of organizing educational activities allows not only in an exciting creative form to productively solve all the tasks of the lesson, but also to carry out educational communicative cognitive activity.

The main goals of using innovative technologies in English lessons in inclusive classes are:

- increasing motivation to learn the language;
- development of speech competence: the ability to understand authentic foreign language texts, as well as the ability to convey information in coherent reasoned statements;
- increasing the volume of linguistic knowledge;
- expansion of the volume of knowledge about the socio – cultural specifics of the country of the target language;
- development of the ability and readiness for independent study of the English language.

Moreover, innovative technology allows for more efficient use of tests in inclusive classes and saves lesson time. Students can find out their result immediately after testing. Also it makes it possible to avoid the subjectivity of assessment. Innovative technologies can be used in teaching reading, phonetics, grammar, vocabulary, listening and translation. For this, training presentations with feedback are used, which also act as a means of self – control.

Now, in modern conditions, given the great and serious interest of students in information technology, teachers can use this opportunity as a powerful tool for developing motivation in English lessons.

In this case, I want to point out that children with *cognitive impairments* have reduced short – term memory. The visual memory of such students is aimed at verbal communication, which is of key importance for educational activities.

The most striking mental characteristics of children with learning disabilities are characterized by: inertia, low productivity and independence, instability. Children have difficulties in establishing

precise differential relationships, essential signs and properties, their thinking is strongly associated with a specific situation. They have a lack of analytical and synthetic operations.

Thus, the structure of the English lesson in inclusive classes should correspond to the general requirements for the lesson and should have some peculiarities. The structure of English lessons is determined by its content and place in the series of lessons. As a rule, the organizational structure of each lesson is conventionally divided into three parts: the beginning, the main part and the final part.

The beginning of the lesson in inclusive classes includes the following stages: the organizational moment, the setting of the topic and the purpose of the lesson, speech exercises and the preparation of innovative technology that is used in the lessons. The beginning performs two important functions: organizing the work of all students in a foreign language lesson and creating an atmosphere for students' speech transition to a foreign language.

The main part of a lesson in inclusive teaching by structure depends on the type of lesson. It can include such components as the presentation of new material, teaching students to use the material in speech, practice of speech activity, classification / generalization of acquired knowledge, verification and assessment of knowledge, skills, correction of the acquired material.

An important aspect of the use of innovative technologies in English lessons in inclusive classes is a *multimedia presentation*. Multimedia presentations are an effective and rewarding way of presenting information using computer programs. It includes dynamics, sound and image, that is, the reasons why children hold their attention as long as possible.

Modern approaches to teaching English emphasize the importance of using a computer in class, and a project and presentation is an opportunity to express their own ideas in a creatively thought – out way for learners.

But when planning the addition of new material, it is important to determine the volume of the material, the sequence of its presentation and the time spent on explaining and preparing the material.

Teaching and practicing speaking takes up a large part of the lesson. The peculiarity of the process of teaching a foreign language in an inclusive class is that the teacher must train, introduce the material and work it out intensively. Children with learning disabilities need more time to practice specific lexical units, grammatical structures, and English phonetics. In this case, as K. Lebedinskaya noted, it is important to remember that the purpose of the lesson should be realized in a complex exercise that includes both qualified speech (for skills) and oral (development of skills) [3].

The formation of sustainable skills and abilities cannot be without generalization of what has been learned, without the introduction of a system of recognizable knowledge, skills and abilities. Therefore, good instruction for students with learning disabilities (in the course of a series of exercises or assignments) is very necessary to further organize the language material and update skills and abilities within the studied subjects.

During classes, children with learning disabilities have difficulty following the instructions of certain technologies, including working with *multimedia presentations*. A complex instruction creates additional difficulties for them, leading to erroneous actions. Children often disrupt the sequence of work, there is a difficulty in switching from one operation to another.

Teachers should help them control their actions in the process, teach children to compare results with a sample and measure them, because in many cases the basis of self-regulation as self – control is not formed.

The control of speech skills and the ability to use innovative technologies can be carried out in the following way. This is the current control, which is directly in the lesson. It is necessary to take into account the increased excitability and instability of children's attention, which requires the use of various forms of repetition: an individual and frontal review of oral and written performance goals, as well as the use of play material and various types of events and technologies.

The results of such control make it possible to obtain information about the success or failure of the educational process using a multimedia presentation in a foreign language, which allows teachers to correct the educational activities of students in time.

The final part of the lesson or the end of the lesson should summarize what was achieved during the lesson. This part consists of the following stages: assessment of student's knowledge and skills, explanation of homework, summing up the student's work in the classroom, organized end of the lesson.

To maximize the effectiveness of each part of the lesson, it is necessary to analyze the material in terms of criteria – based assessment. Teachers should ensure that all students understand and assimilate the material, and then move on to the perception of a new portion of knowledge. In addition, the teacher must follow the pace of the lesson. It cannot be too fast due to the inertia of cognitive processes in children with learning disabilities.

Thus, the structure of classes using innovative technologies in a foreign language for children with learning disabilities should be specific not only in organizational terms, but also in psychological and pedagogical terms. We must not only take into account the psychological and physical characteristics of children in this category, but also include the use of various methods of teaching and remedial work. It is necessary to carry out an individually differentiated approach to teaching a foreign language for children with special needs.

In conclusion, it should be emphasized that the development and widespread dissemination in recent years of innovative computer technologies, communications, network communications (Internet) has led to the fact that knowledge of the English language is necessary not only for many types of professional activity, but largely for orientation in modern daily life. English proficiency for young people entering life is becoming more and more important, affecting their social status. The foregoing has a direct bearing on people with disabilities, and people with disabilities studying in inclusive classes. And also mastering the English language will contribute to their social adaptation, professional relevance.

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INNOVATIVE TECHNOLOGIES TO INCREASE THE EFFECTIVENESS OF FOREIGN LANGUAGE TEACHING: VOICE OF AMERICA AS A WAY OF LEARNING

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