



CONCEPTUAL FRAMEWORK AND APPLIED ASPECTS OF FOREIGN LANGUAGE INSTRUCTION METHODOLOGIES IN THE CONTEXT OF INCLUSIVE EDUCATION

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Abstract

Inclusive education aims to provide equal learning opportunities for all students, regardless of their physical, cognitive, linguistic, or socio-economic backgrounds. In this context, teaching foreign languages in inclusive classrooms requires a multidisciplinary approach that integrates pedagogical, psychological, and linguistic strategies. This article explores the theoretical foundations of foreign language teaching in inclusive settings and analyzes effective methods for practical implementation. Drawing on international research and case studies, the paper offers a framework for developing adaptive, engaging, and effective language instruction that accommodates diverse learners.

Keywords: Inclusive education, foreign language teaching, UDL, constructivism, differentiated instruction, scaffolding, assistive technology.

Introduction

Inclusive education has emerged as a global priority in modern pedagogical theory and practice, grounded in the principles of equity, diversity, and universal access to quality education. The teaching of foreign languages, often considered a cognitively demanding discipline, presents unique challenges and opportunities within inclusive learning environments. This study aims to explore the theoretical underpinnings and methodological adaptations necessary for effective foreign language instruction in inclusive settings. Constructivism posits that learners actively construct knowledge through experience and interaction. In inclusive language classrooms, this means designing learner-centered activities that leverage students' prior knowledge, learning styles, and cultural backgrounds.



Universal Design for Learning (UDL) provides a framework for creating flexible learning environments that accommodate all learners. Key UDL principles—multiple means of representation, expression, and engagement—are particularly relevant for inclusive foreign language instruction. Vygotsky emphasized the role of social interaction and scaffolding in learning. This theory supports peer-assisted learning, cooperative tasks, and teacher mediation, which are essential in inclusive classrooms where learners’ abilities vary widely. Howard Gardner’s theory encourages educators to design lessons that appeal to different types of intelligences (e.g., linguistic, musical, kinesthetic). This is particularly beneficial for inclusive language classes where students may excel in non-verbal or non-traditional domains. Challenges in Teaching Foreign Languages in Inclusive Classrooms: Diverse Learning Needs: Students may have physical disabilities, learning difficulties (e.g., dyslexia), or language impairments; Limited Teacher Training: Not all language teachers are trained to support special educational needs; Resource Constraints: Inclusive classrooms often lack the necessary technological or human resources; Classroom Management: Balancing group dynamics and maintaining engagement across diverse learners can be challenging.

Teachers tailor content, process, and product according to learners’ readiness, interests, and learning profiles. For example, offering texts at multiple reading levels or allowing students to choose how they demonstrate understanding. Using visual, auditory, tactile, and kinesthetic modalities enhances memory and understanding. Tools include flashcards, songs, gestures, and role-play. Scaffolding Techniques: breaking down language tasks into manageable steps with temporary support promotes gradual independence. Examples include sentence starters, visual aids, and guided writing. Use of Assistive Technologies: speech-to-text tools, screen readers, and language learning apps (e.g., Duolingo, Quizlet) enable personalized learning and accessibility. Cooperative Learning: group work and peer tutoring foster social integration and mutual learning. Mixed-ability groups encourage learners to support one another, reinforcing language use in authentic contexts. Case Studies and Best Practices in Finland: for emphasizing on student autonomy and use of technology to support language learning in inclusive settings. In United Kingdom: as integration of special educational needs coordinators (SENCOs) in language education planning. In Uzbekistan: for recent reforms

supporting inclusive education have introduced pilot language programs integrating UDL principles.

Case Classes and Their Objectives¹

№ Case Classes	Objectives
1 Interdisciplinary	Cadets learn the algorithm for making the most concise professional decision in specific conditions based on a real-life example.
2 Uncertain	The most complex situation is presented, where the problem is not clearly defined and is introduced through public opinion and government evaluation. A specific situation, closely related to the cadets' profession, is presented. For example, military personnel must find a way out of an ambush or legal officers act as judges, legal advisors, or investigators in military courts. Military investigators handle criminal cases involving service members. Issues faced by military judges and investigators are offered for discussion and solution. The objective of this class is to teach rapid professional problem-solving.
3 Practical Exercises	

Types of Cases and Their Descriptions²

№ Types of Cases	Description
1 Strategic	Strategy for a cadet is the art of warfare. When analyzing this type of case, the cadet must follow a sequence of steps: Step 1 – correctly analyze personal potential through discussion and oral questioning, select consensus-based positions with team members, and develop a strategy during a dynamic debate. Step 2 – discuss and develop alternative strategies in group work with experts. Step 3 – prioritize strategic issues and make decisions through active oral discussion of stochastic graphs.
2 Categorical	The cadet, acting as a leader, must make a justified decision under strictly defined conditions. During case analysis, the instructor asks cadets to assume the roles of historical speakers.
3 Complex/Narrative	Several cases are described simultaneously.

Types of Cases by Format (Based on Volume)³

- ¹ Murakaeva Shakhnoza Khayrullaevna Development of oral speech competence by using interactive methods of teaching English to future military lawyers, dissertation, Tashkent-2024, P-123
- ² Murakaeva Shakhnoza Khayrullaevna Development of oral speech competence by using interactive methods of teaching English to future military lawyers, dissertation, Tashkent-2024, P-123
- ³ Murakaeva Shakhnoza Khayrullaevna Development of oral speech competence by using interactive methods of teaching English to future military lawyers, dissertation, Tashkent-2024, P-123



№	Type	Requirements / Page Volume
1	Illustrative/Administrative (Executive) Cases	Up to 2 pages. Used as an illustration of theoretical material to test narrow skills.
2	Thematic Cases	3–5 pages.
3	Full-Scale (Harvard Classic) Cases (in Uzbekistan called Scientific-Research Cases)	20–25 pages.

Types of Cases by Presentation Format⁴

№	Type	Case Presentation Format
1	Printed	Campaign: Situation 1; Situation 2; Situation 3 as reading passages
2	Multimedia	Digital storytelling (multimedia combined with author's audio recordings)
3	Video	Harvard cases
4	Original Animated/Digital	Digital Case Study

Types of Cases by Degree of Interaction with Primary Sources⁵

№	Type	Degree of Interaction with Primary Sources
1	Practical Cases	Widely used on an interdisciplinary level in legal English training, regardless of the country's legal system.
2	Educational Cases	Used in core specialty subjects in universities of countries with constitutional law: Uzbekistan, Turkey, Denmark, India, China.
3	Research Cases	Used in universities of countries with common law systems: UK, USA, Canada.

Nowadays, situational learning based on the Harvard methodology is an intensive training format that involves the use of video materials, computer tools, and software. Harvard University is the leader in the number of hours dedicated to this method of instruction. According to the latest statistics, an average student at Harvard analyzes up to 700 cases during their studies and spends up to 90% of their academic time working on specific situations. According to U.Kh. Mukhamedova, M.Kh. Usmonboyeva, and S.S. Rustamov, the traditional "case study" method is a form of learning based on the study, analysis, and achievement of socially significant outcomes in specific, real or artificially created situations. This method, through the analysis of a particular real or artificially designed problem situation, stimulates professional activity among cadet students. The instructor does not

4. ⁴ Murakaeva Shakhnoza Khayrullaevna Development of oral speech competence by using interactive methods of teaching English to future military lawyers, dissertation, Tashkent-2024, P-123

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simply transfer knowledge or provide ready-made solutions but develops the cadets' skills to search for the most optimal ways to solve problems. The core of this technology includes components that reflect the general essence of solving a specific problem-based situation. These components are: forms of education, teaching methods, learning tools, methods and tools for managing the educational process, research methods and tools for problem-solving, methods and tools for collecting and studying information, methods and tools for scientific analysis, the instructor, methods and means of communication among cadets, and learning outcomes. A necessary action algorithm is constructed.

The algorithm of our actions, as in the work of the researcher U.Kh.

Mukhamedova, includes the following elements:

1. Research objective
2. Case
3. Form of instruction
4. Educational methods
5. Educational tools
6. Methods and tools for educational management
7. Methods and tools for scientific research
8. Methods and tools for information gathering
9. Methods and tools for scientific analysis of information
10. Result.

Recommendations

-  **Teacher Training:** Invest in continuous professional development focused on inclusive pedagogy and second language acquisition.
-  **Curriculum Design:** Create flexible curricula with optional pathways and inclusive assessment tools.
-  **Parental Involvement:** Engage families in the learning process through home-language support and regular communication.
-  **Policy Support:** Ensure national education policies include specific guidelines and funding for inclusive language education.
-  **Research and Evaluation:** Promote longitudinal studies to evaluate the effectiveness of inclusive methods in language education.



Conclusion

Teaching foreign languages in inclusive classrooms is both a challenge and an opportunity. The application of sound theoretical frameworks, combined with innovative and compassionate teaching practices, can make language learning accessible, engaging, and effective for all learners. As inclusive education continues to evolve, educators must remain adaptive and committed to equity and excellence in language instruction.

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