THEORETICAL MODEL OF INCLUSIVE ENGLISH LANGUAGE TEACHING: PRINCIPLES, STRUCTURE, AND METHODOLOGICAL GUIDELINES

ТЕОРЕТИЧНА МОДЕЛЬ ІНКЛЮЗИВНОГО ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ: ПРИНЦИПИ, СТРУКТУРА ТА МЕТОДИЧНІ ОРІЄНТИРИ

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ABSTRACT
The article is devoted to the theoretical justification and practical implementation of a model of inclusive English language teaching in higher education. It reveals the essence of the key principles of inclusion – individualisation, humanisation, accessibility of teaching materials and active involvement of students – and proves their interaction in ensuring equal access to the educational process. A structural model of inclusive education is proposed, covering value, cognitive, methodological and technological components, as well as methodological guidelines for the practical implementation of the principles of inclusion in the process of learning English. The article outlines the scientific novelty of the research, which consists in the creation of a comprehensive system of inclusive education that integrates theoretical foundations, structural elements, and practical methods aimed at developing students' linguistic, communicative, and intercultural competences. The practical significance of the developed model lies in the possibility of adapting the educational process to the needs of students with different educational opportunities, ensuring access to digital resources, using universal learning design and active methods of interaction. The model contributes to improving the effectiveness of the educational process, forming an inclusive culture in higher education institutions, and developing the professional and social competences of future specialists. The results of the study can be used by English teachers, methodologists, and researchers to implement inclusive approaches to teaching in the context of European educational standards.
Key words: *inclusive learning, English language, higher education, universal learning design, communicative competences, methodological guidelines.*

Introduction. The modem higher education system is increasingly focused on ensuring equal access to education for all categories of

students, including those with special educational needs. This is due to both Ukraine's international obligations to implement the principles of inclusion and national strategic documents, in particular the Concept of Higher Education Development, which emphasizes the need to create an accessible educational environment [2, p. 15]. Inclusion in higher education involves not only physical access to classrooms and resources, but also the creation of pedagogical, psychological, and methodological conditions that allow students with different educational needs to effectively assimilate the learning material.

Inclusive English language teaching is particularly relevant, as it develops the linguistic, communicative, and intercultural competences necessary for professional activity in a global context. Teachers are faced with the need to adapt materials, methods, and forms of assessment to the diverse needs of students, which requires a systematic approach and a theoretically sound model of inclusive education [3, pp. 18–22].

Despite numerous studies on inclusive pedagogy, the issue of creating a comprehensive theoretical model of inclusive English language teaching in higher education remains underdeveloped. Existing practices are mostly limited to the partial implementation of adaptive methods or differentiated tasks, which does not always ensure the systematic formation of students' competencies and the development of an inclusive culture [1, p. 44].

The purpose of the study is to substantiate a theoretical model of inclusive English language teaching that integrates the principles of humanistic pedagogy, universal learning design, and a communicative-activity approach, creating conditions for equal access to the educational process and the development of students' key competencies. To achieve this goal, a number of tasks have been identified: analysis of the key principles of inclusive teaching, definition of the structural components of the model, and development of methodological guidelines for the practical implementation of the principles of inclusion [6, p. 15; 8, pp. 18–22; 1, p. 44].

Research Methods. A set of theoretical and applied methods was used to achieve the goal. Theoretical analysis allowed us to study modern approaches to inclusive education and identify the key principles of inclusion [6, p. 75–83]. Modeling was used to create a model structure consisting of four interrelated components: value, cognitive, methodological, and technological [3, p. 18–22]. Synthesis and systematization ensured the integration of scientific data and practical experience, as well as a logical connection between the principles and components of the model [15, pp. 116–123]. Analysis of practical experience made it possible to identify effective inclusive teaching techniques and technologies for supporting students with different educational needs [4, pp. 44–50].

The combination of these methods allows us to form a comprehensive theoretical and methodological model that integrates the principles of inclusion, structural components, and methodological solutions, ensuring effective inclusive learning and the development of student competencies.

Results and Discussions. The study identified four key principles that are fundamental to organizing effective inclusive English language teaching in higher education. Their implementation ensures that the learning process is adapted to the diverse educational needs of students and creates an environment conducive to the development of linguistic, communicative, and intercultural competencies. Each of the principles is interrelated with modem pedagogical concepts such as humanistic pedagogy, universal design for learning (UDL), and the communicative-activity approach.

Individualization involves adapting the learning process to the characteristics of students, including their abilities, pace of learning, learning styles, and individual needs [5, p. 18]. The use of differentiated tasks, flexible assessment criteria, personalized learning paths, and interactive online platforms helps to engage students, increases their motivation, and stimulates the development of language competence [3, pp. 18–22]. This approach allows students to take responsibility for their learning outcomes, supports autonomy, and promotes the development of independent learning skills, which is particularly important in higher education.

Humanization aims to create a psychologically and socially safe environment where every student feels accepted, supported, and motivated to learn [6, pp. 75–83]. It includes a culture of mutual respect, tolerance, support for students with special educational needs, and the development of social interaction skills.

The accessibility of learning materials ensures equal access to resources for students regardless of their physical, cognitive, or linguistic characteristics [5, p. 31]. It is implemented through the adaptation of educational texts, the use of audioand video materials, multimedia platforms, digital tools, and interactive applications [2, p. 15].

Active engagement involves integrating students into the learning process through group projects, discussions, role-playing, and other interactive activities [15, pp. 116–123]. It promotes the development of critical thinking, communication skills, social interaction, and the ability to learn independently.

The integration of these four principles forms a comprehensive system of inclusive English language teaching, where each component interacts with the others. Individualization provides personalized support, humanization creates psychological safety, accessibility of learning materials ensures equal opportunities for learning, and active student engagement stimulates the development of competencies through interaction.

This comprehensive approach meets the current requirements of Ukraine's educational policy regarding inclusion and the formation of professionally competent, socially responsible graduates [6, p. 15; 12, pp. 116–123]. The implementation of these principles ensures the systematic formation of linguistic, communicative, and intercultural competencies, increases student motivation, and contributes to the creation of an inclusive culture in higher education.

The theoretical model of inclusive English language teaching in higher education is a systematic concept that combines value, cognitive, methodological, and technological components, providing a comprehensive approach to teaching students with different educational needs. Each component of the model performs a specific function, but their integration creates a synergistic effect that promotes the development of linguistic, communicative, and intercultural competencies, as well as the formation of academic responsibility and social empathy in students.

The value component of the model is aimed at developing tolerance, respect for diversity, empathy, responsibility, and willingness to cooperate in students [3, pp. 12–19]. Its implementation involves the introduction of pedagogical strategies that ensure psychological safety, the development of moral and social values, stimulate internal motivation, and form an inclusive culture.

The cognitive component is aimed at developing critical thinking, analytical skills, and language competence in students [8, pp. 18–22]. It ensures the integration of theoretical knowledge and practical skills, promotes the systematic acquisition of lexical and grammatical structures, the development of academic writing, oral speech, and the ability to apply knowledge in professional and intercultural contexts.

The methodological component involves the use of adapted and differentiated teaching methods that meet the different educational needs of students [6, p. 15]. It implements the principles of universal design for learning (UDL) and ensures the practical application of value-based and cognitive components.

The technological component of the model includes the use of digital tools, multimedia platforms, online resources, and interactive applications [7, p. 15]. It ensures the accessibility of materials, flexibility of learning, and supports students with different educational needs, creating conditions for independent and interactive learning.

The systematic interaction of all components of the model allows for the implementation of a comprehensive approach to inclusive English language teaching, ensures the academic success of students with different educational needs, and contributes to the formation of an inclusive culture in higher education that meets modern international educational standards [6, p. 15; 12, pp. 116–123].

For the practical implementation of inclusive English language teaching in higher education, it is advisable to apply a set of methodological guidelines that ensure the adaptation of the educational process to the diverse educational needs of students, the development of their language and communication skills, and the formation of an inclusive culture.

Differentiated tasks involve adapting the content, level of difficulty, and forms of completing educational tasks in accordance with the individual needs of students [5, p. 18].

The use of multimedia resources, digital platforms, video and audio materials ensure the accessibility of educational resources for all students [13, p. 31]. Multimedia resources effectively combine the technological and cognitive components of the model, increasing student interest and the quality of knowledge acquisition.

Group forms of learning, in particular project activities, discussions, and role-playing games, contribute to the active involvement of students in the learning process and the development of communicative and social competencies [10, pp. 44–50]. Group work integrates the value, cognitive, and methodological components of the model, ensuring the comprehensive development of students.

Systematic monitoring and formative assessment are necessary to track student progress and make timely adjustments to the learning process [12, pp. 116–123]. Regular monitoring ensures the integration of all components of the model and creates the basis for a personalized approach to learning.

The implementation of these methodological guidelines ensures synergy between the principles and components of the theoretical model of inclusive teaching. Differentiated tasks combine individualization and cognitive development, multimedia resources implement technological and accessible components, group work supports values and social skills, and regular monitoring and assessment provide effective feedback and formative regulation of the learning process [6, p. 15; 12, pp. 116–123].

This approach creates a comprehensive system of inclusive education that promotes the academic success of all students, the development of their competencies, and the formation of an inclusive culture in higher education institutions.

Conclusions. Effective inclusive teaching of English is based on four key principles: individualization, humanization, accessibility of materials, and active student engagement, which allow the educational process to be adapted to different needs, create a safe and motivating environment, and promote the development of linguistic, communicative, and intercultural competencies.

The theoretical model integrates four interrelated components: value, cognitive, methodological, and technological. The synergy of these

components combines the theoretical foundations of inclusion with practical methods and technologies.

The scientific novelty lies in the creation of a comprehensive system of inclusive education that combines principles, components, and methodological guidelines, ensuring equal access to education and the formation of an inclusive culture in higher education institutions. The practical significance lies in the ability to adapt classes to different categories of students, apply innovative technologies, and stimulate active interaction, which increases the effectiveness of material assimilation and the development of key competencies.

Further research may include empirical testing of the model in Ukrainian higher education institutions, assessing its impact on academic performance and social activity of students, as well as developing interactive digital platforms for scaling inclusive education at the national level.

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__АНОТАЦІЯ__

Статтю присвячено теоретичному обґрунтуванню та практичній реалізації моделі інклюзивного викладання англійської мови у вищій школі. Розкрито сутність ключових принципів інклюзії – індивідуалізації, гуманізації, доступності навчальних матеріалів та активного залучення студентів – і доведено їхню взаємодію в забезпеченні рівного доступу до освітнього процесу. Запропоновано структурну модель інклюзивного навчання, що охоплює ціннісний, когнітивний, методичний і технологічний компоненти, а також методичні орієнтири для практичної реалізації принципів інклюзії у процесі вивчення англійської мови. У статті окреслено наукову новизну дослідження, яка полягає у створенні комплексної системи інклюзивного навчання, що інтегрує теоретичні засади, структурні елементи та практичні методики, спрямовані на розвиток мовних, комунікативних і міжкультурних компетентностей студентів. Практична значущість розробленої моделі полягає у можливості адаптації навчального процесу до потреб студентів із різними освітніми можливостями, забезпеченні доступу до цифрових ресурсів, використанні універсального дизайну навчання та активних методів взаємодії. Модель сприяє підвищенню ефективності освітнього процесу, формуванню інклюзивної культури у закладах вищої освіти та розвитку професійної й соціальної компетентності майбутніх фахівців. Результати дослідження можуть бути використані викладачами англійської мови, методистами й науковцями для впровадження інклюзивних підходів у навчанні у контексті європейських освітніх стандартів.

__Ключові слова:__ інклюзивне навчання, англійська мова, вища освіта, універсальний дизайн навчання, комунікативні компетентності, методичні орієнтири.