**ЕНДИБАЕВ Жанболат Утебаевич,**

**№21 жалпы білім беретін мектебінің ағылшын тілі пәні мұғалімі.**

**Түркістан облысы, Келес ауданы**

**INCLUSIVE EDUCATION IN A BLENDED LEARNING**

**Annotation:** This article is about how inclusive educationcan be taught in a blended learning. It gives a detailed information about the 4 most common models of this type learning which are the greatest tools of successful learning process involving unintentionally learners with different abilities.

**Key words**: inclusive learning, blended learning, inverted classroom, rotation, flexible learning.

Inclusive education is education in which all children, regardless of their physical, mental, intellectual and other characteristics, are included in the general education system. The term itself has a Latin origin: "include" – "I conclude, I include". Within the framework of inclusive education, it is not the child who has to adapt to the learning process, on the contrary – the nature and pace of learning are adjusted to the needs of the child.

Blended learning, on the other hand, is a form of knowledge acquisition, in which standard teaching methods and computer technologies are used. Some subjects are studied in the classroom with the help of teachers, others remotely with the help of computer programs and applications, video and audio materials.The most common 4 models of mixed learning are inverted education or inverted classroom; rotation of laboratories; rotation of stations; flexible model.

The first model of effective blended learning is considered to be the most advanced. It was developed by the availability of high-speed internet. The teacher gives tasks to students using electronic devices. All information is recorded in a special training application, which the teacher controls remotely. This technology of mixed learning is a departure from the standard educational regime, where the main part of classes falls on studying new themes and homework analysis. Practice, interactive methods of preparation and interaction with students are conducted in the classroom. Together with the teacher, students perform experiments, calculations and solve problems in practice. The advantage of inverted education is that the teacher is able to create a scenario for future practical classes based on the results of studying homework using a learning platform.This saves time on checking assignments and creating practical classes tailored to the needs of each student. An accurate report system on the studied material allows you to create groups, each of which will study understandable and accessible material for them. The teacher can help students learn and understand the task in a separate order. The inverted classroom is a simple model of mixed learning, but its implementation requires a high level of computer literacy of the teacher. The system is more often offered for young teachers. Educational organizations conduct additional training for teaching staff so that they can learn the system. Despite the effectiveness of the model, training is always a complex scheme, where the competence of the teacher should be supported by his practical knowledge.Also, for effective interaction of the teacher with students, a high level of computer literacy of all students is required. Otherwise, the student should study computers, tablets and other systems for productive work.

Station rotation is a model used to influence the perception channels of studentscomprehensively. As a result, the student is able to capture and use more information. The learning process using the proposed model allows you to work even with people with attention deficit disorder. Often, three groups are required for station rotation, each of which will be engaged in different activities. But after the specified time, the groups change places and continue the lesson with the help of other tools, knowledge and capabilities. Often, for the successful conduct of the educational process, students are separated from each other by the following stations: collective education; online education; with a teacher. During the lesson, everyone should visit three stations in order to fully study the proposed material. Also, the teacher has the right to change the composition of the groups, if this is required by the pedagogical task. With the help of the proposed model, you can save money on computers and other electronic devices. If there are 3 groups of 5 people for such a mixed learning system, you need to purchase only 5 computers, tablets and other electronic devices. For a standard method, it would be necessary to provide a technique for each student, which is less beneficial for an educational institution. Groups are made up according to various unifying factors: readiness for classes; success in completing the task; interest in the proposed topic, and so on. Each of the stations was created to achieve certain goals of the educational process: Online education. The station was created to develop the skills of independent work of each student. To do this, there should be enough information in programs and applications so that the student can independently filter out and find the necessary information. He can also study additional topics in order to move faster on the topic of the lesson or get acquainted with new data. The online learning station offers various interaction technologies, where there are video materials, audio files and other types of content. The student can independently choose the complexity of his studies. For example, he has the right to perform one task of high complexity, or two tasks of medium complexity. Interaction with other students to find answers to questions is not prohibited within the station. Collective education station. The educational process is based on the interaction between students. They can solve problems together, find answers to test questions, or take the initiative in conducting an experiment.The increased frequency of interactions between students allows you to study the topic of the lesson more deeply. There are also several ways to explore the topic. For example, such a model of mixed learning is characterized by the use of board games on the topic under study, conducting experiments, observations, and so on. Debates on the topic may be held. Often students are divided into groups to defend one of the proposed positions. The main purpose of this station in the proposed learning model is to establish communication between students. A station with a teacher. In the learning process, feedback from the teacher is important. The division into groups allows you to get better acquainted with the results of each student and suggest a suitable way to solve the problem. Also, the teacher's feedback is a way of motivating further completion of the task.

Laboratory rotation is a model that has similarities with the previous one. But the main difference is that the group does not move between stations within the audience. In the rotation of laboratories, all students first study in a regular office or classroom according to a standard system. After completing the lesson, they go, for example, to the online classroom as a group, and consolidate their knowledge independently. Thus, the blended learning of the presented model allows you to develop independence, leadership and communication skills. A similar method can be used for students of any courses. It is assumed that additional classes in the computer classroom are a sufficient measure for full assimilation of the material. Therefore, the use of computers and other equipment at home is not expected. The advantage of the method is that the teacher can track progress in an online system. As a result, each student can receive separate assignments from the teacher.Also, the method can be used by two or more teachers at once. Students will be able to regularly repeat knowledge from different subjects, memorizing them better and

for a longer period of time allowing better comprehension and its further practical usage. .   
A flexible model can be used for blended learning. In the center of the room there is an "office", where everyone has a tablet or computer with which he searches for the information required for the lesson. After the material is found, you can find out more information about it from the teacher. It is also not prohibited to share data with other students. To implement such a mixed learning model, space will be required. Therefore, classes are held in spacious classrooms or classrooms. In small offices, the use of the proposed model is difficult. Upon completion of the search for material, it is recommended to conduct experiments, tests and other collective activities for a full study of the topic. Also, for a flexible learning model to work, there must be access to a recreation area in the classroom or classroom.

In inclusive learning, teachers use a combination of methods of group and individual work. Joint group learning involves students working together in small groups, helping each other to complete individual and group tasks. This is an effective strategy for teaching students with special educational needs in groups of "mixed abilities". When students work without constant supervision from the teacher, it becomes possible to devote more time to individual students, or to any group. But this does not mean that students can do whatever they want, and that in groups they can be "on their own". The teacher should not allow this. The task of the teacher is to guide and monitor the joint work of all students. In group learning, students should work as a group, not in a group. The fundamental idea of working in groups in inclusive learning includes four components:

• interdependence: all members of the group strive to achieve a common goal and help each other in achieving it;

• individual responsibility for the overall result: each member of the group is responsible for mastering the learning material and the success of the whole team depends on his success;

• collaboration: students discuss, solve problems and interact with each other; • assessment: students analyze and evaluate teamwork.

Inclusive learning in groups is a "natural" way of learning. This way of teaching can have an impact on existing traditions in the classroom and school or on the climate in the classroom, creating values such as help and care. Collaborative group learning can contribute to community consolidation and fostering respect for diversity.The most common form of group work is working in "small mutual support groups". An important component of it is that able members of the group provide assistance to less able students. Tasks for this form of training are designed in such a way that they must be performed individually, but if necessary, group members can receive or provide assistance to each other. All members of the group must participate in achieving a common goal. And this requires a certain dependence, which can be in one or more forms: interdependence from the goal: a single goal is formed for the group; interdependence on the form of encouragement: the whole group receives encouragement for achieving the goal; resource interdependence: each member of the group has different resources (knowledge or materials) that must be combined to perform a common task; role interdependence: each member of the group has its own role (group leader, speaker, etc.)It means that group learning is based on the suggestion that each student, including children with special educational needs, has something special. The group loses or wins depending on whether all its members individually contribute to the solution of a common task.

In conclusion, we can state that inclusive learning can be taught successfully through a group work combined with blended learning where anyone with different abilities can learn being totally involved.

**Bibliography**

1. <https://informburo.kz/cards/inklyuzivnoe-obrazovanie-kak-v-kazahstane-uchat-detey-s-osobymi-obrazovatelnymi-potrebnostyami.html>
2. <https://nastobr.com/articles/smeshannoe-obuchenie-novyy-format-obrazovaniya>
3. <https://infourok.ru/rabota-v-smeshannih-gruppah-pri-inklyuzivnom-obuchenii-1300794.html>
4. “The school's step into blended learning”Andreeva N.V. Rozhdestvenskaya L.V.,YarmakhovB.B.
5. 1. Agavona E.L., Alekseeva M.N., Alyokhina S.V. Readiness of teachers as the main factor of success of the inclusive process in education // Psychological science and education No. 1: Inclusive approach and family support in modern education. Moscow, 2011.