влияющем на установление общественных отношений, принятие политических решений и их реализацию, ключевая роль отводится лингвистическим средствам, составляющим дискурс. Среди таких средств достаточно велика роль фразеологических единиц, характеризующихся образностью, выразительностью, эффектностью и лаконичностью. Выбор фразеологических единиц также определяется прагматическими целями.

Ключевые слова: политический дискурс, политика, дискурс, политические речи, фразеологизмы.

THE CHALLENGES AND SUCCESS OF INCLUSION AND APPLYING UNIVERSAL DESIGN OF LEARNING TO SUPPORT DIVERSE LEARNERS

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Abstract. This article discusses the challenges and success faced by stakeholders in implementing Inclusion and the benefits of applying the Universal Design of Learning, a learning strategy for all students.

Key words: Inclusion, Children with Special Educational Needs, Universal Design of Learning, Pedagogy, Resource Center, Challenges, International.

As our globe continues to expand its boundaries, inclusion acts as the membranes of the body that hold the strength, health and wealth of a thriving global society and culture. Inclusion gives dignity to all people no matter their psychological, mental, or physical needs. In his essay, researcher Robo recognized that in an inclusive society people feel respected, valued, and have a sense of belonging (2020). The practice of exclusion and the devaluing of others keeps society dis-eased and weak. Together we are better, and our differences are the most important renewable resource [Robo, 2020].

International organizations such as UNESCO, UNICEF, USAID, and the United Nations have advocated for inclusive education worldwide. In 1994, the Salamanca Declaration (UNESCO) recognized the need to «restructure educational environments to foster a sense of belonging in all children. In 2007 *The Law of Education* stated that» inclusive education is defined as a process that provides equal access to education for all students considering their abilities and special educational needs. Eurasia has put into place policies to promote inclusion in their school system. In 2008, the president of Kazakhstan ratified the *International Convention for the Protection of Persons with Disabilities.* The president's objective is for a new Kazakhstan that is ready to engage the global economy as well as society. To date only 27% of children with disabilities study in mainstream schools and only 1% in higher education [MOES & National Academy for Education, 2015]. There is still work to be done.

Our global community is made up of individuals of all cultures and races who have unique characteristics such as diverse languages, socioeconomic levels and learning styles [Fiore, 1994]. The international organizations known for spearheading human rights, have been calling on education institutions to implement inclusive education for students with special needs since the 1980's [Walton, 2016]. Inclusive

education is a plan of action to build an inclusive society to eliminate discrimination and remove all barriers to a student's learning [Yilmaz, 2021]. Since that time inclusion has expanded not only to students with physical disabilities, but also to students with specific learning styles, students with different languages and cultures, and students with different mental capabilities. The policies are set in place, but the challenges have made progress slow in implementing in the school system. This study aims to contribute to the literature on inclusion and help develop inclusion in the classroom. For this purpose, answers to the following questions were searched out:

What are the main challenges and successes teachers face when implementing inclusion?

What is Universal Design of Learning and its benefit to students?

Researchers Yilmaz and Yeganeh investigated 20 primary school teachers at various schools. The teachers expressed their lack of clarity about how to relate inclusiveness to instructional practices (2020). The landscape and demographics of the classroom keeps changing, teachers have students with physical and mental disabilities as well as refugee students, gifted students, students of low economics, students with different cultures and family dynamics and hearing, and or impaired vision [Yilmaz, 2020]. The authors listed the following challenges: overcrowded classrooms, infrastructure of the school could not accommodate students with physical disabilities, and the lack of professional development for teachers and teaching resources. A great majority of the teachers stated that there was a lack of support from stakeholders such as administrators and parents [Yilmaz, 2020]. These teachers did their best to offer one on one help, giving extra time, organizing groups, and language support to their students. The findings of the study showed that crowded classrooms, lack of cooperation with parents' inadequate physical accommodations and space and differences in the mother tongue were major challenges for teachers (2020).

In the following essay, researchers Avramidis, Bayliss and Burden investigated a school in England who successfully built an «integration model of inclusive practice» (2002). The experiment lasted one full academic year. The authors utilized interviews with managers, learning support, teachers and staff members that included parents. The authors reveal that though the school was progressing academically with special needs students, there was still work to do in the social aspect of the student's school life. The major findings included that the physical space was insufficient, resources were needed, and a continued need for professional development was required [Avramidis, 2002]. This school served a wide range of students with emotional and behavioral difficulties, and a diversity of physical disabilities. Students could participate in social activities and receive support academically from their Curriculum and Learning Support Department. The researchers interviewed students and teachers and found that overall attitudes toward inclusion were positive. Some of the variables that created this positivity was making sure students were not denied participating in activities, all students were accepted into the normal school schedule, the school organized a department specializing in curriculum and learning support and finally there was sufficient communication between all stakeholders. In the U.K., they continue to develop partnerships between resource centers and mainstream schools that provide additional resources to students in need [Helmer, 2020].

Many European schools such as Malta, Greece, Poland, and Slovenia have adopted the resource centres model to help further Inclusion. This center houses teachers and professionals giving support to inclusive education. Ethiopia and South Africa have also successfully implemented these types of resource centers. Students receive additional support outside of the mainstream school [Helmer, 2020]. Teachers reported that they had the support they needed to understand inclusive pedagogy. «South Africa had a similar framework as Kazakhstan where students with special needs were segregated. Many special education schools repurposed as resource centres (SSRC) to collaborate with mainstream schools. These resource centres were supported by District Based Support Teams (DBTS). This multidisciplinary model enabled all stakeholders to collaborate in supporting individual student needs» [Helmer, 2020]. The authors and researchers note that this model is a work in progress. Resource centres collaborate with mainstream schools to provide support academically and professionally.

The roots of Universal Design for Learning (UDL) started in early civil rights and special education legislation that emphasized the rights of all students to a free, appropriate public education in the least restrictive environment [Hitchcock, 2005]. After the passage of the Americans with Disabilities Act (ADA) in the 1990s, schools and other public buildings were fitted with ramps and other architectural features to provide physical access. Next, they digitized text and created assistive technologies and furthermore, utilized brain research that revealed three networks at work in the brain during learning: recognition network (the «what» of learning), strategic network (the «how» of learning), and affective network (the «why» of learning) [Rose, 2002]. Because this initially started for students with disabilities, it also worked for students with all backgrounds. Everyone benefits.

Author Ralabate identifies that Universal Design of Learning principals accommodate the diversity of student's backgrounds and are designed to help students learn better. Principal one states that students have the opportunity to provide multiple ways of assessing their learning; learners could use a variety of multimedia such as text, visuals, and auditory to show what they learned. Principal two gives students' multiple options for expression and control. Principal three provides multiple options for engagement and motivation [Ralabate, 2011]. Learners with diverse backgrounds and needs are free to express themselves and take control of their learning.

Methodology: Examples of Differentiated Instruction and Activities

Choice Boards or Tic Tac Toe Board is a list of activities students can choose from. Each activity can start from easiest to hardest. Just like the game of Tic Tac Toe, students choose three activities in a row to complete.

Menu project is another format of activities students can do to show their learning. Teachers make a menu of activities labeled drinks, appetizer, main dish, and dessert. Like a restaurant menu, students get to choose the activity from each to help assess their learning. Teachers now have access to a diversity of assessments instead of the old traditional tests. Instead of making several lesson plans, students have one sheet full of activities to choose from in a fun way. Students feel a sense of agency and choice over their learning.

The future classroom has the potential to reshape paradigms and draw on inclusive practices to raise and train the next generation, who are healthier, stronger, and empathetic. These students have the critical thinking to potentially decrease all manner of social ills. As teachers, we do not just have a career; we are contributing to the health and well-being of our nations. What students learn in the classroom goes with them out into the world.

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ПРОБЛЕМЫ И УСПЕХИ ИНКЛЮЗИИ И ПРИМЕНЕНИЯ УНИВЕРСАЛЬНОГО ДИЗАЙНА ОБУЧЕНИЯ ДЛЯ ПОДДЕРЖКИ УЧАЩИХСЯ С РАЗНЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ

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г. Павлодар, Казахстан

Аннотация. В данной статье рассматриваются трудности и успехи, с которыми сталкиваются заинтересованные стороны при внедрении инклюзивного образования, а также преимущества применения Универсального дизайна обучения (УДО) – стратегии, направленной на поддержку всех учащихся.

Ключевые слова: инклюзия, дети с особыми образовательными потребностями, Универсальный дизайн обучения, педагогика, ресурсный центр, проблемы, международный опыт.