

Samarkand regional pedagogical skill center

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TASKS FOR INCLUSIVE EDUCATION



Samarkand 2025

Tasks for inclusive education, Samarkand -2025, 55 bet

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_____sonida tasdiqlangan.

Introduction

As a teacher, our main priority is ensuring that all of your students have an equal opportunity to access learning materials and succeed in your course. To teach visually impaired or blind students we should modify your teaching strategy, allow for the use of visual aids and assistive technology, and create a safe learning environment.

The basic categories of visual impairments are total and partial blindness. Only ten percent of the visually impaired population may be able to discern light, colors, or shapes to one degree or another. Some may be able to see a whole area but have difficulty with precise visual functions. Some students have diseases that cause their visual acuity to fluctuate. Visually impaired persons are sometimes also mobility impaired because of their visual disabilities.

The major challenge facing visually impaired and partially sighted students in colleges and universities is the volume of printed materials. These include textbooks, syllabi, outlines, class schedules, and tests. Unless recently disabled, students with visual impairments have probably developed their own personal method of dealing with the volume of visual materials by the time they reach college. Students may use readers, Braille books, tape-recorders and computer equipment that give them access to required course material. In addition, some students may be able to use large print books, electronic visual aids or other magnifying devices for readings, and/or a large print typewriter for writing papers.

They may also be able to take their own notes in class by printing with a felt pen. Students may use a slab and stylus which enables them to record notes in Braille. Often students may need the assistance of a fellow student's notes to be copied and enlarged. Many students may prefer to record class lectures to alleviate additional time needed to transcribe written notes shared by a fellow student. This is all a matter of preference.

Students with special educational needs (SEN) follow an adapted general educational program designed to provide secondary general education while considering their psychophysical and speech development characteristics, individual abilities, and ensuring correction of developmental disorders and social adaptation. Most students study under adapted programs of Type 5 or Type 7:

- **Type 5** includes students with varying degrees of oral speech underdevelopment, reading and writing impairments, voice disorders, rhythm and tempo disturbances in speech, and combined speech development disorders.
- **Type 7** is characterized by specific cognitive activity patterns associated with delayed mental development, insufficient formation of cognitive processes, and reduced intellectual and memory productivity. These students also exhibit attention instability, difficulty switching tasks, increased fatigue, distractibility, and susceptibility to external stimuli.

The educational needs of these categories of students depend on their health conditions and manifest in different capacities for mastering the curriculum. They require adaptation, a differentiated approach to selecting educational content, the development and implementation of individualized correctional and developmental programs and assignments, as well as the use of specialized teaching aids.

For **Type 5 students**, subject learning outcomes align with the Federal State Educational Standards (FSSES) for basic general education and are aimed at applying acquired knowledge, skills, and abilities in both academic settings and real-life situations. These outcomes should reflect the development of foreign language communicative competence, encompassing speech, linguistic, sociocultural, compensatory, and interdisciplinary (cognitive-academic) components. This includes proficiency in key language activities (listening, speaking, reading comprehension, and writing), phonetic, spelling, and punctuation skills, proper use of lexical units and grammatical structures, as well as sociocultural and compensatory abilities.

For **Type 7 students**, subject learning outcomes are defined by the FSSES for basic general education and are categorized according to subject-specific learning

outcomes. These detail the knowledge, skills, and methods of action that students with delayed mental development (DMD) acquire through studying the subject.

They also include the ability to obtain, transform, and apply new knowledge in academic, project-based, and social contexts, the formation of fundamental scientific concepts about the subject and social world, and proficiency in academic terminology, key concepts, methods, and techniques. These outcomes are expressed in an activity-based format with an emphasis on the application of knowledge and practical skills, defining the minimum content guaranteed by the state for general education. The results are formulated considering the special educational needs of students with DMD.

The assignments incorporate an adaptive and differentiated approach to the curriculum content and are aligned with the objectives of adapted educational programs. The use of these assignments has shown positive effects in teaching: a high level of absolute academic performance (typically 100%), consistent qualitative success depending on students' disabilities and health issues, and increased engagement in class activities through the use of flashcards, pictures, and interactive elements.

Adapted Assignments for 5th Grade

Read the text. Find all the words related to the topic "Family."

Find all the words in the text that start with the letters: Ff, Ss, Nn.

My family is big. It consists of five people: my father, mother, my brother, sister and me. My mum`s name is Lena. She is forty-one. She is a doctor. My dad`s name is Pavel. He is painter. He is forty-two. My elder sister Nina is nineteen. She is a student. My younger brother Igor is seven. He learns at school. I like to spend my free time with my family.

2. Find odd word

1. father, mother, tiger, brother, sister
2. five, forty-one, nineteen, forty-two, cat, seven
3. Lena, Pavel, John, Nina, Igor
4. painter, apple, doctor, student

3. Read the text and determine whether the statements are true or false.

My name is George. My nick in the Internet is “bike”. My favourite hobby is riding a bike. I love riding my bike. I can see parks and rivers when I am in the country

True or false?

1. My name is George
2. My nickname in the Internet is “king”
3. My hobby is swimming
4. I can see rivers when I am in the country

4. Read and choose correct answer.

I have got a brother and a sister. My elder brother Alex is fond of photography. He takes pictures of everything he sees. He also plays the guitar and sings songs. I like being with him. My little sister Olga likes dolls. She has got a big collection. Some of them are from foreign countries.

1. I have got
 1. a brother b) a brother and a sister
2. My elder brother likes
 1. to take photos b) to swim in the river
3. Alex also
 1. sings songs b) learns Spanish
4. My little sister likes
 1. animals b) dolls
5. some of the dolls
 1. are from different countries b) can move and speak

5. Find the mistake: everyhting, piktures, colecshn, kountries, fotografy

6. Read the text and choose correct answer:

My family is big: dad, mum, me, my brother and sister and 1 ____ cat. My mum`s name is Lisa. 2 ____ is a teacher of French. My dad`s name is Paul. 3 ____ is a pilot. My brother Igor is 7 years old. 4 ____ elder sister Helen studies at the university. Our cat Fabio is red. I love 5 ____ family very much.

1. a) his b) our c) her

2. a) she b) he c) her
3. a) she b) your c) he
4. a) my b) their c) our
5. a) his b) their c) my



Speaking and listening - Pre-intermediate to Upper-intermediate

Let's talk about *EDUCATION*



Conversation cards

Where do (did) you go to school? Do you think it is (was) a good school? Explain.

Do you plan to go to university? (or: Did you go to university?) What will (did) you study?

What is (was) your favourite subject? Why do (did) you like it?

What are the qualities of a good teacher? A good student? (e.g. A good teacher is patient.) (e.g. A good student is hard-working.)

Once you graduate, should you stop learning? Explain. How can you continue to learn?

Which are the best schools and universities in your country? Explain.

How much homework or papers do students need to do? How much free time do they have?

Is studying expensive in your country? What are the costs? Do research and compare.

Do you think it is easier to learn as a child or as an adult? Explain your view.

Does education guarantee a good job? Brainstorm and discuss.

Which languages are taught in school? Is it difficult to learn to speak them well? Explain.

'I'd rather start making money at 16 than continue studying.' Do you agree? Discuss.

'Most of what you learn in school is useless. Also, most teachers are out of touch with the real world.' Do you agree? Discuss.

'You don't need to go to school to be smart. I can teach myself.' Do you agree?

'Going to school is a complete waste of time.' Do you agree? Explain your views.

Which is more important: the skills you learn in school or in real life? Explain.

Would you consider studying abroad? Where? Why? Talk about it.

Are women encouraged to pursue an education? What jobs do they do? Talk about it.

Match

- | | |
|------------------------|---|
| 1. boarding school | a. 2 nd stage in formal education, usually from the ages of 12 to 17 |
| 2. diploma | b. higher education provided by universities and colleges |
| 3. distance learning | c. 1 st stage in formal education, usually from the ages of 6 to 11 |
| 4. mortar board | d. higher education institute that provides distance learning courses |
| 5. open university | e. school where pupils are provided with meals and lodging |
| 6. primary education | f. document that proves a student has earned a degree |
| 7. secondary education | g. courses taken at home, usually online using a computer network |
| 8. tertiary education | h. academic cap topped by a flat square with a tassel |

Quotes:

- What we learn with pleasure, we never forget.
- Practice is the best of all instructors.
- If you can read this, thank a teacher.

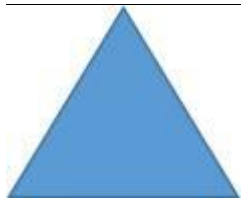
Do you agree? Discuss.

7. Which words are similar with Uzbek?

family, sister, teacher, pilot, granny, university, cat, name, brother

8. Find objects which are similar to triangle?

Watch, tent, door, a piece of cake, house, ring, book, flower, roof, lemon



9. Choose correct answer and fill in the gap:

Cats facts

There are over 500 million domestic 1_____ in the world with 400 breeds (породы). A cat 2_____ for 13-14 hours a day. Domestic cats weigh usually 4-5 kilograms. Cats 3_____ powerful night vision. Cats also have excellent hearing and a powerful sense of smell. Cats 4_____ about 100 different sounds. A cat 5_____ 230 bones in its body. A human has 206. Cats 6_____ 30 permanent teeth, while adult humans have 32.

1. a) crocodiles b) cats c) tigers
2. a) sleep b) sleep not c) sleeps
3. a) have b) has c) has not
4. a) makes b) make c) do make
5. a) have b) have not c) has
6. a) do have b) have c) has

10. Read the text and match (true) or (false)

Bill Howell was suffering from depression. The doctor gave him medicine, but they didn't help. He couldn't work. Then he started to swim with dolphins. "My life changed forever", says Bill. "A dolphin called Simo looked into my eyes and I started to cry. Simo put his head on my chest and stayed very still". After swimming with dolphins Bill Howell says he was back to normal life.

1. The name of the man is Bill
2. The surname of the man is Smith

3. The man was suffering from depression
4. The medicine helped him
5. The dolphin looked into eyes and the man cried
6. The dolphin helped the man
7. The dolphin`s name is Simo

11. which of these statements are similar to colour?:

night, sight, right

back, pack, neck, track

fellow, bellow, marsh mellow

ink, drink, link, sink

due, true, view, new

Ted, head, bread, spread

screen, clean, queen, teen

town, down, crown, clown

12. «Memory game». The winner is who can tell the longest sentence without mistakes

I go, to school, every day, at 7 o`clock

I can play, with a cat, a dog, and a parrot

We have, breakfast, every morning, at 8 o`clock

Koalas eat, leaves, and do not, drink

Insects live, near water, in fields, and forests

You have, a cup of tea, with a bun, and sweets

We do, homework, every afternoon, at 4 o`clock

Tasks for 6th-grade

13. Read the text and choose the correct answer. In the answer use flashcards

The London underground was the 1_____ underground system in the world. It is over 140 years old. The system was opened in 1863 and 2_____ only 4 miles long from the west of London to the city in the east. Steam trains 3_____ used.

The electric railway 4_____ opened in 1890. The Londoners called this system the Tube and it is still a very popular name for the London underground.

1. a) one b) first
2. a) was b) were
3. a) was b) were
4. a) was b) were

14. Match the verb with noun

Verb	Noun
put on	A tent
cook	The Scout club
build	A uniform
join	dinner

15. Read the text, and fill in the gaps with words from bank.:

to, celebrates, watch, wear, important

My name is Helen. I am from Ireland. I am going to talk about an _____ festival in my country. On the 17th of March Ireland _____ Saint Patrick`s Day. On this day people _____ green clothes and colourful hats. There are huge parades and everybody wants to _____ them. Many people come _____ Ireland from other countries to take part in the parades.

16. choose suitable heading:

- 1) Presents 2) Christmas food 3) Paper

We throw out over 7 million tons of food every year. So why not help out in the kitchen and get creative when cooking a Christmas turkey. If you have got a compost bin in your garden you can throw in all those veg peelings. Birds love Christmas leftovers, scraps of fruit cake and mince pies will go down a treat. It will give them energy and help them through the cold winter months.

VOCABULARY - Education

Exercise 1

PUT THE FOLLOWING WORDS IN THE CORRECT PLACE.

Staff - primary school - pupils - learn - start - terms - play school - compulsory - mixed

Bobby's parents decided to send him to a (a) when he was three. They wanted him to (b) to play with other children. In Britain children must, by law, (c) school at the age of five. Education is (d) from then. Bobby's first real school was the (e) There are three (f) a year and holidays at Christmas, Easter and in summer. The (g) are boys and girls together, so it's a (h) school. The teachers on the (i) are young and friendly. Bobby likes the school.

Exercise 2



PUT THE FOLLOWING WORDS IN THE CORRECT PLACE.

Secondary school - take - specialise - state school - pass - private school - fail - subjects - marks

Sally has just started her new school at the age of 11. There are different kinds of school from this age, but the general term for them is (a) Sally's school is a government school, usually called a (b) Some parents pay to send their children to a (c) At first Sally will take a lot of different (d) (history, English, chemistry, etc.) but, after a few years, she'll begin to (e) in things she is good at and interested in. Then she'll (f) some exams. If she can (g) a number of exams with good (h) (A, B, C), it will help her to get a good job. Of course she hopes she doesn't (i)

Exercise 3

PUT THE FOLLOWING WORDS IN THE CORRECT PLACE.

Courses - last - degree - studies - graduate - grant - student - keen - fees

Harry is 21. He passed his school exams with good marks and left school at 19. Now he's at university. He's a (a) and he receives a (b) from the state to help him pay the university (c) and his personal expenses. He is very (d) on his subject, mathematics, and it will be useful to him in the future. He works hard and enjoys his (e) University (f) in Britain usually (g) for three years. After this, Harry hopes to (h) A good (i) will get him a good job.

17. Read the text and find the correct answer:

Steve Jobs was the American businessman. People all over the world use his innovative products. He was born on February 24, 1955. His father worked for a company that made lasers. The father showed Steve how to work with electronics. Later Jobs got a job as a technician. Soon he met Steve Wozniak. They founded Apple Computer in the garage of Job`s parents in order to sell it. It was the first small computer with a user-friendly interface to be commercially successful. Jobs also build the computer on with the World Wide Web was created. Jobs guided Apple and the company was the leader in the digital revolution.

1. Steve Jobs was born in the USA
2. His father showed the son how to work with electronics
3. He founded Apple Computer alone
4. His invention was very successful



Задания для 7 класса

18. Read the text and choose the correct answer. Use flashcards.

Mark Twain was born in 1835 in the USA. When he was 12, his father died. He left school and started to work. When he was 29, he went to San Francisco. Then

he started travelling, visiting Europe and Middle East and gathering material for his writing. In 1876 he published the book “the Adventure of Tom Sawyer”.

1. Mark Twain was born in
 - a) The USA b) Russia
2. When he was 29, he went to
 - a) Boston b) San Francisco
3. He travelled to
 - a) see new places b) gather material for the writing
4. The most famous book of Mark Twain is
 - a) “the Adventure of Tom Sawyer” b) “Alice in Wonderland”

19. Read the text. Are the statements true? Use flashcards

Astrid Lindgren was born in 1907 in Sweden. She spent her childhood with cows. Her books are loved everywhere. “Pippi Longstockings” has been translated into 60 languages. These books are full of humour. Astrid Lindgren died in 2002 at the age of 94.

True/False? (true - верно, false - неверно)

- 1) “Pippi Longstockings” is one of the famous books
- 2) Children smile reading her books
- 3) Astrid Lindgren was born in Great Britain
- 4) This writer lived a long life

20. Read the text and choose correct heading:

- 1) How the word appeared
- 2) Have fun
- 3) Different types

There are hobbies for every personality, lifestyle and budget. Popular hobbies often involve collecting items like coins, stamps, baseball cards, working with your hands like sewing, hiking or bird watching.

21. Read the text and choose correct answer, fill in the gaps.

On the Christmas Eve 17-year-old Juliane Kopcke and her mother took a flight to Peru to see her father working there. The plane flew into dark clouds and started to

shake. The airplane exploded and fell apart. When Juliane came to herself she found herself in the middle of the rainforest. She was completely alone but alive. She remembered the advice of her father on surviving in the wilderness. She must follow water downstream to find people. She did it. After 9 days without sleep, food and shelter, she got to a small house.

1. Juliane went to Peru to.... a) become a vet b) see the father
2. When she came to herself she decided to a) find people b) wait for help
3. It was that later saved her life a) the plane equipment b) her father`s instructions

22. Read the text and fill in the gaps from word bank:

kindness, movement, react, upset

Scientists have developed a robot that can _____ emotionally to the way people treat him relaxing when it feels _____ and showing fear at anger. It has a beating heart, a breathing belly and sensors that react to _____, noise and touch. If you shout at him he will get _____. If you hug him he will melt in emotions.

Tasks for 8th and 9th grades

23. Fill in the gaps from word bank. Use flashcards

The airport is your first 1_____ before leaving on your dream vacation. Generally 2_____ you should arrive at the airport with plenty of time. You can 3_____ your bags at curbside or you might have to go to the check-in counter 4 _____ the airport. After you 5 _____ in, you have to pass through security where they check your ID. You also need to walk 6 _____ a metal detector. After that you can walk to the gate where you can wait 7 _____ your flight.

1. a) stop b) destination
2. a) speaking b) spoken
3. a) check b) take
4. a) behind b) inside
5. a) are checked b) are checking
6. a) through b) over
7. a) flying b) boarding

Let's chat about EDUCATION



Did you know?

- There are 22 countries in which half of the population is illiterate, 15 of which are African countries.
- Kids in Mali spend only 2 years in school. More than half of them start working between the ages of 10 and 14.
- According to randomhistory.com, the word "University" is derived from the Latin term *universitas magistrorum et scholarium* and means "community of masters and scholars."

What do you remember about your teachers? Were they strict? Who was your favorite and why?

Are students required to wear uniforms in school? What are the advantages and disadvantages of having this dress code?

Do you think the educational system in your country is good?

Do you have a degree? In what? What was hard about getting that degree?

What's the worst experience you have ever had in an exam?

What's the best experience you have ever had in an exam?

Are college tuitions in your country reasonable?

Did you study a foreign language in school? Was it taught well?

If you don't take tests, what other ways are there of deciding who should pass a course or graduate?

What improvements does the school system need?

Do the elite in your country attend only one or two universities? Do the elite help or harm your country?

How do you prepare for exams?

Once you graduate from university should you stop learning?

What do you wish your teachers understood about you?

Drop out of school

Match the idiom to its meaning.

Goof off

To complete a lot of material in a class or course

Cover a lot of ground

To fail a course or school

a list of people or students with exceptional achievements

Honor roll

To stop your education

Flunk out

Waste time



24. Read the text and fill in the gaps from word bank.

When Rudyard Kipling _____ the character of Mowgli, CREATE
an orphaned boy who was adopted and _____ by wolves RAISE
in the forests of India, he would have never guessed that
one day there would be a child that would _____ live ACTUAL
a similar life. Meet Tippi Benjamine Okanti Degre, a _____ FRANCE
girl who spent the first ten years of her life in the jungles. In her
case it _____ only the fun adventures and none of the hardship INVOLVE
that Kipling`s young character faced.

25. Read the text. Are the statements true or false?

A totally unique way to travel and see new places is to go in a voluntary camp. People all over the world need your help for many things. This is a way to combine two things: helping others and helping yourself to see and experiment new feelings. From helping endangered species of animals in the jungle to supporting some kind of events.

- 1) A voluntary camp is a good opportunity to travel and see new places
- 2) In a voluntary camp you help only others
- 3) You can help endangered species of animals or support some kind of events

26. Read the text and choose the headline.

1) SHARK DIVING 2) RUNNING WITH BULLS 3) FERRARI
WORLD

Part of the celebration that goes back to the 14th century is now a popular draw for visitors around the world. A group of angry animals are let loose on the streets, where thousands of people run alongside, hoping to get close enough to see the whites of the animals` eyes while avoiding their deadly horns. Many have died during the race.

- 1) The celebration goes back to the 17th century
- 2) The celebration is very popular nowadays
- 3) People run hoping to see the whites of angry animals
- 4) A lot of humans have died during the celebration
- 5) Many citizens of only this country take part in the race

27. Read the text and fill in the gaps.

Millions of people have experience with electronic _____. COMMUNICATE
Every time they have _____ credit card checked, they are taking _____ THEY
part in an electronic communication session. E-mail is only one of many
“tools” that are _____ along the “electronic superhighway”. It is _____ APPEAR
now the _____ way to get to people we want to “talk to” and the _____ QUICK
Information we want to find.

28. Read the text. Choose the right answer and fill in the gaps.

Handouts to the given material.

A) flashcards with names:

My name is George

My nick in the Internet is “bike”

My favourite hobby is riding a bike

I love riding my bike

I can see parks and rivers when I am in the country

B) handouts:





B) cards for the right answer:

A B C

TRUE/FALSE

1. Clothes of winter Clothes of summer

(write words at the pictures and translate into Uzbek) (write words at the pictures and translate into Uzbek)



2. You are writing and reading sentences about your clothes.

My favorite clothes are _____

I like to wear summer clothes _____

I do not like to wear spring clothes _____

I do not like to wear summer clothes _____

I like to buy clothes for autumn _____

3. Point the pictures your favorite clothes 4. Find translate words and write.

Ko'ylak _____

Erkaklar ko'ylagi _____

Shim _____

Noski _____

Kolgotki _____

Shlyapa _____

Palto _____

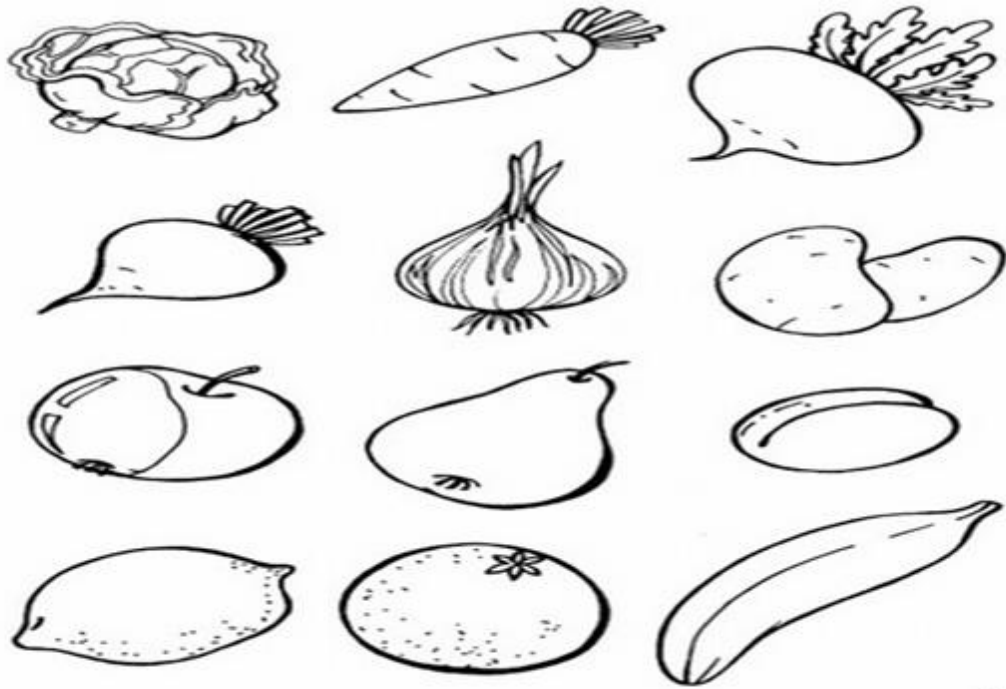
Plash _____

Tufli _____

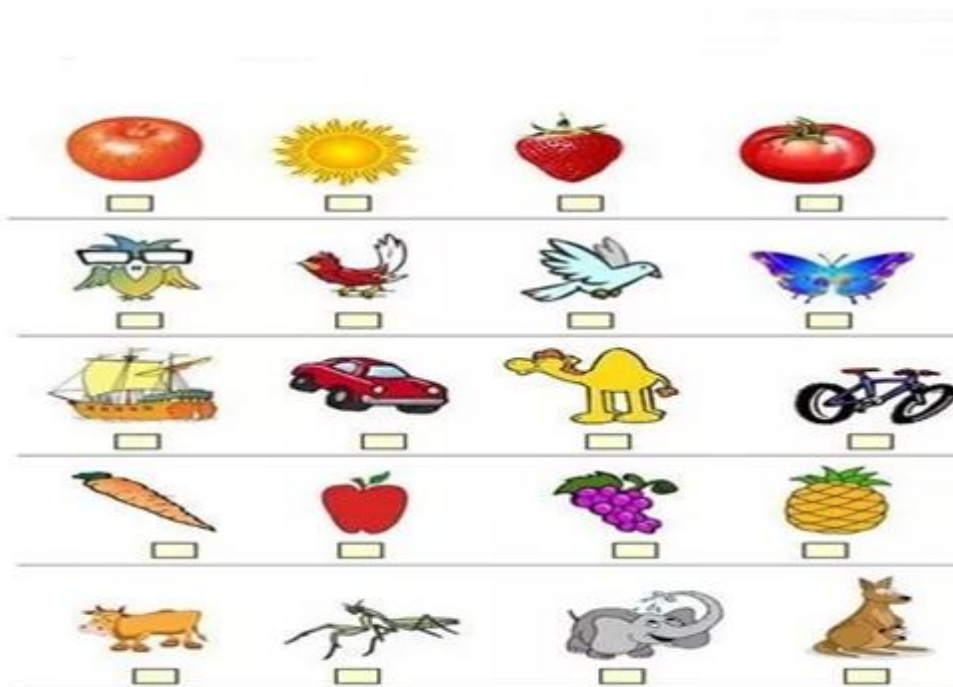
Family name and name_____

Class _____

1. To color the pictures and to write names of vegetables or fruits



1. Choose the necessary word



3. To complete the sentences about vegetables and fruits

I _____ like _____ to
eat _____

I _____ do _____ not
like _____

My _____ favorite _____ fruits _____
are _____

My _____ favorite _____ vegetables _____
are _____

Family name and name _____

Class _____

Составите предложения с названиями животных



wolf



rabbit



fox



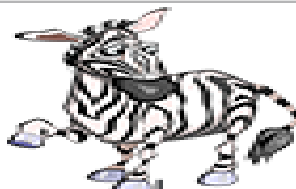
bear



tiger



mouse



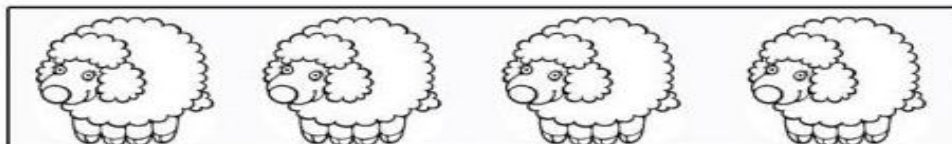
zebra



lion

Раскрась столько предметов, сколько указывает число

1



5

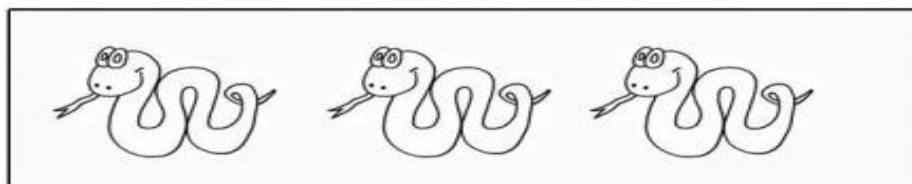


3



Посчитай предметы на картинках и напиши число в пустой квадратик.





Family name and name _____

Class _____

Посмотри на рисунок и обведи правильные слова.



this plane
that plane



this house
that house



this girl
that girl



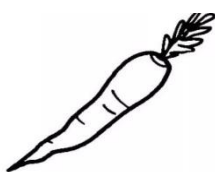
this boy
that boy

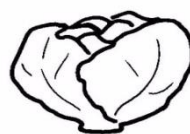
Скажи по-английски, что изображено на рисунках. Обведи рисунок, который начинается с буквы, стоящей в левом столбике.



Colour pictures and write English words into square.









Найди и обведи спрятанные здесь слова. Соедини каждое слово с правильным рисунком.



Education: My Teacher My Students

READING

Teaching is a process that is never simple, always tentative and, at best, intrinsically rewarding.

If you instruct you present someone else's material in a way that is understandable for others. But, teaching is a creative process that is continually evolving. The teacher must create an ongoing sequence of similes, metaphors and alliterations that becomes "learning".

In the beginning I was an instructor, but somewhere along the path I learned the gift of teaching.

I have been witness to a few wonderful teachers and I believe I know now what has made each or some of us "belong" to a teacher.

We remain that throughout the rest of our life and theirs, you become for that a student for good.

"My teacher" a special and unique relationship that allows the two of you to communicate in a new way. You cannot teach Monday through Friday and then quit over the weekend. When you teach you teach all the time. You will know when you are teaching because it will become, simultaneously, work and fun, frustration and joy. The work and frustration will be made easy because of what is happening between you and the student.

Failure is a part of the learning process and it is the teacher that can make failing learning

Some of the greatest regrets that I have are the students that love me but have failed a course. I have failed them... but it was not for the lack of trying. To be a teacher means that you will fail as easily as you succeed. For, you see, failing is a part of education too.

To teach you must be fearless, unafraid to begin a new path down which you cannot see the end, and you must "want" with all your heart to make learning happen.

Some of the words or lines were changed but the ideas in general are the same the way they were published by Stephen J. Schmitz on the internet "essays on education")

There is an ancient Chinese saying that states "if you become a teacher by your students you'll be taught" Thank you very much to all my teachers in life, especially to my teachers-students. **Idbz**

1. The first education is at home" Explain
2. What subject matters would you include and exclude from the syllabus in primary and high school? Why those ones?
3. Tell about your best and worst experiences from primary and high school, or some anecdotes.
4. We all have complexes/ traumas due to experiences. Are you ashamed to speak about yours? Which ones are related to experiences at home? Which ones due to experiences with teachers?
5. "Well educated" people are supposed to like the opera, ballet, reading a lot, serious movies, etc. What's opinion about this? Are they intelligent because of this? Or more intelligent than people who don't do it.
6. What's opinion about the education in **Costa Rica**. Do you think that it is better or worse than the education in other countries? The U.S. for instance?
7. Compare public to private education?
8. Did you have a nickname in school? which one? (don't say it if you do not want to)
9. Do you like math, if you don't, is it because you had a traumatic teacher? How about other subjects?
10. How have teachers influenced you behavior? Your personality? Your ideas?
11. Did you have many boyfriends/ girlfriends in school?
12. How you would define yourself as a student, now and before?
13. Write your own question(s)



Family name and name _____

Class _____

Впиши пропущенные буквы.

__inter

s__mmer

sno__

__pring

a__tumn

rai__

Замени русское слово английским.

1. I like _____ (лето).

2. July likes _____ (осень).

3. We like _____ (весна).

4. Children like _____ (зима) very much.

Выбери одно из слов таблицы и дополни предложения.

winter

rainy

warm

sunny

1. _____ is cold.

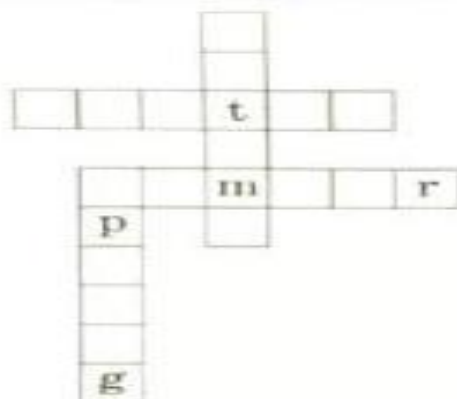
2. It is _____ today.

3. Autumn is _____.

4. Summer is _____.

Впиши в клеточки кроссворда слова.

winter
spring
summer
autumn



Составь слова и запиши их.

E, w, a, e, r, t, h

s, a, o, s, e, n



Family name and name _____

Class _____

Напиши буквами слова, записанные транскрипционными значками.

- | | |
|---------------------|------------------------|
| 1) ['græni] _____ | 9) [tʃeə] _____ |
| 2) ['peərənt] _____ | 10) ['telɪvɪʒən] _____ |
| 3) ['mʌðə] _____ | 11) ['sɑmtaɪmz] _____ |
| 4) ['kʌzən] _____ | 12) ['ju:ʒəli] _____ |
| 5) ['tʃaɪld] _____ | 13) ['ɔlweɪz] _____ |
| 6) ['hʌzbənd] _____ | 14) [wɒtʃ] _____ |
| 7) ['brʌðə] _____ | 15) ['fɑ:ðə] _____ |
| 8) ['dɒtə] _____ | |

Напиши недостающие слова в подписях к картинкам.



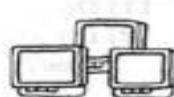
1) a chair



2) four _____



3) a television



4) _____



5) a parent



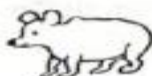
6) _____



7) a child



8) _____



9) a bear



10) _____



11) a mouse



12) _____

Закончи текст о девочке по имени **Brenda**, выбрав нужную форму глагола, и перепиши его.

Brenda

Brenda Ross is from England. She (*live/lives*) with her family in Bristol. Brenda (*go/goes*) to school five days a week. She (*have/has*) no classes on Saturday and Sunday. The girl (*like/likes*) sport. She and her friends often (*play/plays*) volleyball and basketball. In the evening they (*go/goes*) to the swimming bath where they (*swim/swims*). They all (*love/loves*) swimming a lot.

Education Issues: Boardgame

AGREEMENT	PARTIAL AGREEMENT	DISAGREEMENT
<p>I agree.</p> <p>That's absolutely true.</p> <p>That's exactly what I think.</p> <p>That's just how I see it.</p> <p>That's exactly my opinion.</p>	<p>I agree in a way, but...</p> <p>Well, that might be true, but...</p> <p>I am not so sure.</p> <p>Yes, perhaps, however...</p>	<p>I can't really agree with that. I think that...</p> <p>Oh, I don't think so. I think that...</p> <p>I completely disagree. I think that...</p> <p>I think this idea is impossible/impractical/bad.</p>



INSTRUCTIONS: 1. The first player throws the dice. If you throw 4, move your counter 4 squares, etc.

2. Express your opinion on the statement suggested.

3. If everyone in your group agrees, you can stay where you are; if it is not a satisfactory explanation, you must return to where you were on your previous turn.

Promoting diversity and inclusion within the classroom environment is essential to turn kids into compassionate individuals who are happy to have diversity around them and know how to include others without being judgmental or partial. If you are wondering how you can step up your game in creating a more inclusive classroom environment, you're at the right place. Activities are a great way to get kids involved and enrich them with knowledge.

Through this write-up, we want to share fun, interesting classroom activities you can do with your students and help them learn to appreciate the power of diversity and inclusion. So, here it goes.

Fun activities for your inclusive classroom

1. Make a Diversity Tree



A tree has several branches and many leaves. They are all connected to each other, and every single leaf is essential for the tree to grow and survive. Use this idea to conduct this activity in the class.

- Begin by making a large tree on a poster-size sheet.

- Draw several branches and leaves on the tree. There must be enough leaves to represent all students in the class.
- Now, let your student grab a pen and use a leaf to write down how they are different from their peers.

When they're all done, explain to your students how they are similar to tree leaves. They may be having individual existence, but they are all responsible for keeping the tree growing. Removing leaves from the tree will only make it weaker. Therefore, kids must understand that every child in the class is equally valuable and important despite their differences. You can even choose to display the Diversity Tree on a classroom wall to remind kids of the importance of diversity and inclusion.

2. Talk About Your Differences



A classroom is filled with children from different cultural backgrounds and abilities. School-aged kids think it is more important to have commonalities to blend in. To break this chain of thought, conduct a session wherein students must share information about their cultural backgrounds and traditions through oral or video

presentations. It will help students understand how culturally diverse their classroom is and it is in fact rewarding to interact with everyone as you can learn a lot from them.

You can also use this opportunity to encourage students with physical or learning disabilities to share their strengths and challenges with their peers and how they try to overcome them every single day of their lives. Listening to their side of the story will help other kids understand their struggles and motivate them to be nice and kind toward them.

3. Book Read Aloud



Children love reading books, especially read-aloud sessions when all students engage with the same book. Utilizing thought-provoking books about inclusion and mutual respect can build a classroom environment that believes in and practices inclusivity.

- For this activity, pick a few relevant books from your school's library and keep them in your class.

- Every Monday (or any other day you prefer) ask a student to read a book aloud to the entire class.
- When the student finishes reading the book, have a discussion on what students learn about inclusion from the story.
- In the end, they can write down their learnings and a short summary of the story to reflect on their thoughts.

Some of our favorite books on diversity and inclusion are –

- All Are Welcome by Alexandra Penfold
- Strictly No Elephants by Lisa Mantchev
- The Big Umbrella by Amy June Bates and Juniper Bates
- It's OK To Be Different by Todd Parr
- We're Different, We're the Same by Bobbi Jane Kates

4. Celebrate Cultural Holidays and Traditions



Another way to create a sense of belonging in the minds of your students is to celebrate their cultural holidays and traditions. Make a list of holidays depending on

the cultural backgrounds of your students and celebrate them in class. It doesn't have to be too elaborate.

Let students research and write a note on the relevance of the festival, why, and how it is celebrated. They can bring it in on the day of the celebration and share the information with others.

If there's a student who belongs to the culture in the discussion, you can request their parents to provide a special treat for the class to celebrate the day. Most parents would be glad to entertain this request.

Make a relevant holiday craft or read a book related to the festival or culture so kids can learn about it while having a good time.

5. "We are One" Craft Activity



Here is a simple craft activity to build a feeling of oneness in children. All you need is a few supplies to send across a strong message, which is, "We may be different, but we are one." Let's see how you can go about it –

- Find a gender-neutral body outline vector on the Internet and print multiple copies.

- Hand over one copy to each student and let them cut it out.
- Using a variety of craft decorations, students can now decorate the cut-out to make it look like themselves.
- When students are done, collect all the lovely decorated cut-outs and glue their hands together to form a streamer and call it “We are One.”
- Students can also write their names to make it more personalized.
- Now find a bright spot in your classroom to display the streamer kids just made.

6. Use Cultural Greetings



Another sweet way to promote inclusion in the classroom is to give students a chance to learn about diverse cultural greetings. You may be having students of different cultures in your classroom.

- Make a list of students and the cultures they belong to.
- Now assign students different cultures so they can find how people of that respective culture greet one another.

- For a week, students must greet others with “hello” and “goodbye” in the way it is done in the respective student’s culture.

This activity allows students to learn a very important lesson on communication and ensures every student feels they are a part of the classroom community.

7. Fill a Bucket



The main idea of this activity is to let students know that by being kind to others and making them happy, one can raise their own levels of happiness.

- Start this activity by reading the book “Have You Filled a Bucket Today?” by Carol McCloud.
- Discuss why it is important to be a bucket filler and not a bucket dipper. A bucket filler always takes care of other people’s feelings and does things to fill their happiness bucket. Sharing a gentle smile or doing a kind act makes you a bucket filler. Being rude to someone, making fun of others, or excluding them from the group makes you a bucket dipper.

- After the discussion, give your students a week to fill other people's buckets and make a note of what they did to fill their buckets.
- At the end of the week, students can share what they did as bucket fillers.

Conclude by saying that bucket fillers are an asset to the world because they make people feel included, respected, and loved.

8. Poster Making on "Inclusion"



Explain to kids what inclusion means and how they can all contribute to making an inclusive classroom. After a couple of sessions and activities on inclusion, you can arrange this activity to understand how well students have understood its meaning and importance.

- Inform your students a couple of days in advance about the scheduled poster-making activity.
- Students must make a poster on inclusion.

- They can brainstorm ideas and use their creativity to express their understanding of the topic.
- You can display their posters in the school corridor for other school students to see and appreciate the meaning of inclusion.
- You can even offer a reward to the student who made the best poster in class.

In conclusion

The worst feeling a child can go through is the feeling of being excluded. Creating an environment where no child goes through this feeling is the responsibility of teachers. Schools today are filled with a diverse population, and it is more important than ever to teach kids to embrace this diversity and enjoy the joy of learning in an inclusive classroom. If you are a teacher, the above activities can help you build an inclusive classroom that is safe and welcoming. Kids who learn to accept differences and include others are precious, and we must do our best to inculcate these character traits in all children around the world.

Recommendations for Teachers Using This Book

Adapting to Student Needs

- Identify students' individual needs (visual impairments, speech development challenges, cognitive difficulties).
- Use multi-sensory teaching methods (audio, tactile, visual, and kinesthetic materials).
- Provide assistive technology like screen readers, Braille books, and large print texts.

Teaching Strategies

- Use interactive elements such as flashcards, storytelling, role-playing, and group discussions.
- Encourage students to record lectures to help with review and comprehension.
- Offer alternative assignments such as oral presentations, tactile learning activities, or simplified worksheets.

Assessment and Feedback

- Use formative assessments like oral questioning, peer reviews, and project-based tasks.
- Allow for extended time on assignments and tests when necessary.
- Provide constructive and positive feedback to encourage self-confidence.

Creating an Inclusive Environment

- Foster a supportive classroom atmosphere by promoting peer collaboration and teamwork.
- Educate students about disabilities and inclusivity to build empathy and understanding.
- Maintain clear classroom rules and use predictable routines to help students feel secure.

Additional Materials

- Audio Resources: Recorded versions of the reading texts, pronunciation guides, and listening exercises.

- Visual Aids & Interactive Activities: Illustrations, diagrams, digital flashcards, and Braille worksheets.
- Video Content: Demonstrations of inclusive teaching methods, animated stories, and expert interviews.
- Games & Activities: Memory games, puzzles, crosswords, and role-playing exercises.

Example of an Inclusive Lesson Plan

- Lesson Topic: My Family (5th Grade)
- Objectives: Identify and describe family members, use possessive adjectives, and improve reading comprehension.
- Materials: Flashcards, audio recordings, and interactive worksheets.
- Activities: Listening exercise, matching game, sentence formation, role-play, and review quiz.

A list of used and recommended literature

1. Bruner J. In Search of Mind. Essays in Autobiography. Jerome S. Bruner New York: Harper & Row. – 2020.
2. Cameron, L. Teaching Languages to Young Learner / L. Cameron. - Cambridge University Press, 2001.
3. English Teaching Forum [Electronic resource]. – Access mode: <http://exchanges.state.gov/englishteaching/forum-journal.html>.
4. Harmer, J. The practice of English language Teaching / Jeremy Harmer.- Pearson Education Ltd, 2021.
5. Lenneberg E. The Capacity of Language Acquisition [Text] / Eric Lenneberg. – Oxford Univ. Press, 1960/
6. Linse, T. C. (2020). Practical English Language Teaching/ T. C. Linse. - Young Learners. McGraw Hill: NY. Shaaban, K., 2005.
7. McIlvain, A. Teaching English to very young learners: English Adventure [Electronic resource]. / Audrey McIlvain. – Pearson Longman Disney. – Access mode: www.english-adventure.net.
8. N’Namdi, K. A. Guide to Teaching Reading at the Primary School Level/ Kemba A. N’Namdi. – UNESCO, 2005.

Internet resources

1. www.google.com
2. www.studfile.net
3. www.creativestudy.com
4. www.Englishforall.uz