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Kismetova Galiya, Makhanbetalina Gulim*

M.Utemisov West Kazakhstan University, Uralsk, Kazakhstan

***Corresponding author:** makhanbetalina@bk.ru

E-mail: galiyanagimovna@gmail.com, makhanbetalina@bk.ru

PRACTICAL ASPECTS OF USING DIGITAL PLATFORMS FOR INCLUSIVE ENGLISH LANGUAGE TEACHING

Annotation. The rapid adoption of digital technologies in education has fundamentally changed the way inclusive English language teaching is taking place both physically and cognitively, providing new pedagogical possibilities for learners with different learning needs and abilities. This study sets out to explore the practical side of the use of digital platforms to promote increased accessibility, engagement, and language development in inclusive classrooms. For the study, a mixed-methods approach was used which included observing classrooms, interviewing teachers and analyzing the feedback of students to determine the pedagogical effects of using digital platforms, such as Google Classroom, Moodle, Kahoot, and Zoom.

Findings from the study suggest that digital platforms contribute to differentiated instruction, enhance learner motivation and engagement, as well as promote collaboration between teachers and students. Learners in classrooms where interactive tools, gamified activities, and more personalized learning options were implemented were able to experience a flexible, learner-centered environment that helped them meet their educational needs. In addition, the accessibility features incorporated into the digital platforms where text-to-speech support, subtitles and visual supports, provided opportunities for students with physical and cognitive difficulties to participate in a way that did not make them feel different to their peers.

The findings also highlight how teachers' digital literacy, methodological proficiency, and capacity to create pedagogically sound lessons that combine online and offline interaction are essential for the successful integration of digital technologies in inclusive English language instruction. Practical suggestions are made for maximizing the use of educational platforms in light of the study's findings in order to guarantee fair participation, long-term motivation, and uniform language development for every student. These results support the larger objective of creating an innovative, inclusive, and accessible learning environment while also advancing inclusive digital pedagogy.

Keywords: inclusive education; digital platforms; English language teaching; blended learning; accessibility; online learning tools; Moodle; Zoom; Kahoot; Google

Classroom; differentiated instruction; student engagement; teacher training; adaptive learning; inclusive pedagogy.

Introduction

The rapid digitalization of education is one of the more important global phenomena of the 21st century, helping to determine the quality, accessibility, and equity of learning experiences across the globe. Digital technologies are no longer simply pictorial representations of efficiency or convenience; they are now seen as potent means of ensuring equitable access to and participation in educational opportunities. In regards to English as a Foreign Language (EFL), digital platforms have transformed traditional forms of instruction by engendering flexible, adaptive, and interactive environments in ways that cater to the needs of varied learners [1, p.45].

Inclusive education, by definition, tries to create circumstances in which all learners, regardless of physical, cognitive, linguistic, or socio-economic differences, can engage and participate in the educational process in a meaningful way. To do this will require a combination of pedagogical flexibility and technological infrastructures that facilitate differentiation, feedback, and collaborative processes. If integrated properly, digital platforms can provide multimodal materials, accessible communication channels, and feedback respectively based on the speed and needs of learners' individual differentiated learning abilities [2, p.63].

In Kazakhstan, the topic of digital inclusion in education has become increasingly relevant in the context of national modernization efforts and the implementation of the State Program for the Development of Education and Science (2020–2025). Kazakh researchers such as A. Yeskendirova, G. Abildina, and Zh. Kairzhanova emphasize that inclusive education should not be viewed solely as the inclusion of students with special needs, but as a broader pedagogical paradigm that ensures active engagement for all learners through the integration of modern technologies [2, 63 с.]. S. Mukasheva notes that digital competence of teachers directly affects the success of inclusive teaching since it allows educators to personalize learning, diversify assessment forms, and maintain motivation among heterogeneous student groups [3, 51 с.].

At the same time, challenges remain. Many teachers in Kazakhstan and beyond lack systematic training in inclusive digital pedagogy. The absence of methodological support and technical infrastructure limits the effective use of platforms such as Moodle, Zoom, and Google Classroom. This gap highlights the need for research that focuses not only on theoretical justifications but also on practical strategies and technological solutions for inclusive EFL instruction.

Russian scholars, including E. V. Polat, N. V. Bordovskaya, and A. A. Kuznetsov, have explored how digital technologies expand the methodological toolkit of teachers and help achieve learner-centered approaches in diverse classrooms [4, 87 с.]. They argue that the integration of interactive platforms facilitates immediate feedback, peer collaboration, and flexible assessment. Furthermore, Russian pedagogical studies stress the social role of digital education - fostering communication, empathy, and collective learning in heterogeneous groups [5, 115 с.].

Foreign researchers contribute significantly to the development of this field. For example, J. C. Richards identifies digital technology as a transformative force that redefines language learning environments, enabling autonomy and reflection among students [6, 102 с.]. H. Wang considers digital inclusion as a prerequisite for equitable education, emphasizing that access to technology must be combined with pedagogical innovation to achieve meaningful inclusion. Meanwhile, R. Anderson highlights that adaptive digital systems-such as gamified tasks and AI-based feedback-have proven effective in increasing engagement and self-efficacy in language acquisition [6, 102 с.].

Thus, the convergence of these studies demonstrates that the use of digital platforms in inclusive English language teaching is not merely a technical enhancement but a pedagogical transformation. It redefines the roles of teachers and students, shifting the focus from content transmission to interaction, collaboration, and personal development. Despite these advancements, the question of how digital tools can be optimally applied in real inclusive settings remains open, particularly in multilingual contexts such as Kazakhstan.

The purpose of the present research is to analyze the practical aspects of integrating digital platforms into inclusive English language teaching, focusing on their pedagogical, methodological, and technological dimensions. The study aims to determine how these tools contribute to accessibility, student engagement, and academic achievement. The central hypothesis is that a systematic, pedagogically grounded, and context-sensitive integration of digital technologies will lead to improved inclusivity, learner motivation, and collaboration among diverse groups of students [7, 53 с.].

The significance of this study lies in its contribution to the theoretical and practical development of inclusive digital pedagogy. The findings are expected to help teachers and educational policymakers design more effective instructional frameworks that combine traditional teaching principles with the affordances of digital environments. Moreover, the study provides methodological recommendations for enhancing teacher training programs in Kazakhstan to ensure that digital literacy and inclusivity become integral components of professional competence.

By bridging the gap between theory and practice, this research seeks to advance both the scientific understanding and practical application of digital tools in inclusive English language teaching, aligning with global trends toward equality, accessibility, and innovation in education.

Methods and Materials

The research took place as an applied pedagogical intervention to determine the functional applicability of digital platforms in English inclusive education. This study was done during the 2024–2025 academic year at the Regional Complex "Boarding School-College" School for Children with Intellectual Disabilities of the Department of Education of the Akimat of the West Kazakhstan Region."

The participants of the study included 50 students from Grades 4 and 5. The sample was divided into 10 groups: five Grade 4 groups and five Grade 5 groups, each group consisting of 8-10 students. Students with mild intellectual disabilities and those who have general learning difficulties were placed in integrated mixed ability groups. The selection of study participants, of course, reflected the true realities of the inclusive

education experiment and included a number of groups with purposively selected students.

Research Methods

In order to achieve the objectives of this study, a combination of complementary research methods was employed. Each method was chosen with the aim of obtaining both quantitative and qualitative data that could provide a holistic understanding of how digital platforms influence the inclusivity and effectiveness of English language teaching.

1. The method of observation. Using digital platforms like Google Classroom, Kahoot, and LearningApps, students' behavior, engagement, and interaction were observed in a systematic manner during the experimental period. The observations centered on the responses of students with varying learning capacities to interactive, visual, and auditory materials. Instructors kept track of responses, participation rates, and examples of peer cooperation. By using this approach, the researchers were able to pinpoint particular patterns of behavior and ascertain whether or not digital tools helped students become more motivated and communicate more effectively.

2. A questionnaire and survey. Questionnaires were distributed before and after the experiment to get direct input from the students. Motivation, accessibility, usability, and the emotional impact of digital lessons were all covered in the survey. Students' attitudes and self-evaluations of their educational experience were recorded using both closed-ended and open-ended questions. The answers made it easier to assess how the use of digital tools affected students' confidence and motivation. To learn more about their opinions on digital inclusivity and the real-world difficulties they faced throughout the experiment, teachers were also polled.

3. An educational trial. The study's main focus was a pedagogical experiment intended to gauge how well digital platforms can help students with intellectual disabilities learn English. The study was divided into three phases: (1) pre-test, which evaluated students' prior knowledge and involvement; (2) intervention, which involved incorporating specific digital resources into English classes for eight weeks; and (3) post-test, which assessed students' growth in vocabulary, comprehension, and involvement. The researchers were able to identify quantifiable improvements in classroom inclusion and student achievement by comparing the outcomes before and after the intervention.

4. Analysis of statistics. Statistical techniques were used to process quantitative data obtained from tests and questionnaires. Student performance was compared before and after the experiment using descriptive statistics, such as mean scores, percentages, and standard deviations. Relationships between increases in motivation and learning outcomes and the frequency of using digital tools were found with the aid of correlation analysis. It was feasible to present unbiased proof of the educational value of digital platforms in inclusive classrooms through the application of statistical methods.

5. Analysis that is qualitative.Teachers' reflections, observation notes, and open-ended questionnaire answers were interpreted using qualitative analysis to supplement the numerical data. Recurring themes like self-expression, accessibility, engagement, and communication patterns were found using thematic coding. Deeper understanding of how digital tools impact classroom dynamics and student emotions was made possible by this approach. Practical elements that cannot be adequately conveyed by statistics alone, such

as time management, technological difficulties, and emotional support, were also disclosed in teachers' reflective journals.
All things considered, the integration of these research techniques allowed for the acquisition of a thorough and multifaceted image of how digital platforms can facilitate inclusive English language instruction. By combining quantitative and qualitative methods, the study's results were guaranteed to be reliable and valid, offering a solid empirical foundation for future pedagogical suggestions.

We divided the research procedure into a series of stages, one after the other, to allow for systematic and reliable data collection. The complete experimental procedure took place for two academic months (approximately eight weeks) at the Regional Complex "Boarding School-College" School for Children with Intellectual Disabilities of the Department of Education of the Akimat of the West Kazakhstan Region." The experiment was organized around 50 students from 4th and 5th grade, who were split into ten inclusive groups.

The research project was structured in three main stages, each with its objectives and activities. Teachers and researchers collaborated to plan how to incorporate digital platforms into English language instruction at the start of the study. With an emphasis on inclusivity and accessibility in digital learning, a methodological guide was created. With an emphasis on differentiated instruction and interactive resources appropriate for students with intellectual disabilities, teachers received training on how to use educational platforms like Google Classroom, Kahoot, and LearningApps. To ascertain the students' starting level of digital familiarity and English proficiency, a diagnostic evaluation (pre-test) was also administered. To create a baseline for comparison, motivation questionnaires and observational checklists were given out [8, 45 c.].

During the second stage, the experimental teaching began and lasted for eight weeks. Each group participated in two English lessons per week that included digital components.

- *Google Classroom* was used for distributing assignments, vocabulary exercises, and short reading tasks;
- *Kahoot* provided interactive quizzes to test comprehension and maintain motivation through game-based learning;
- *LearningApps* allowed for individualized practice in grammar and word recognition.

Teachers incorporated visual aids, audio recordings, and short videos to enhance understanding for students with limited cognitive skills. Researchers observed lessons, noting how students interacted with digital content, how quickly they responded, and how confident they were when working online. Each week, progress was monitored through short quizzes and teacher observations [9, 63 c.].

Throughout the implementation process, teachers kept reflective journals describing classroom dynamics, students’ reactions, and any technical or pedagogical challenges they faced. These qualitative notes later helped interpret the numerical data more accurately.

At the conclusion of the investigation, the students participated in a post-test that was similar in structure to the initial diagnostic test. The post-test addressed vocabulary

Learning, sentence construction, and listening comprehension. Questions that measured motivation and engagement were also re-introduced to identify any change in students' attitudes toward the digital lessons.

Comparative data between the results on the pre- and post-tests indicated a positive learning effect of digital learning. Several students exhibited increased attention, rapid vocabulary retrieval, and a heightened interest in their English tasks. Teachers also reported that students who were less engaged and more passive in class were heightened in both engagement and communication [3, 51 c.].

In order to check for reliability of the conclusions drawn from the data, all data collected were coded in preparation for statical analysis of the descriptive and correlational data. Data from the observation logs were evaluated qualitatively as behavioral typologies, emotional response, and teaching strategies contributing to success.

The overall process was planned to foster the real, inclusive learning environment where digital technologies complemented cognitive growth and emotional engagement. Organizing the work into the stages of planning and preparation, implementation and evaluation offered clear methodological alignment and therefore, more reliable pedagogical conclusions .

Results and Discussion

The pedagogical experiment's findings show that incorporating digital platforms into inclusive English language instruction has improved student motivation, engagement, and academic performance in a positive and quantifiable way. Diagnostic pre- and post-tests, as well as surveys gauging motivation and accessibility perception, provided quantitative data. Classroom observation notes and teachers' reflective journals were the sources of qualitative data.

Quantitative Outcomes

According to the pre-test results, many students started the experiment with low motivation, trouble focusing, and a limited vocabulary in English. Students' performance and participation rates significantly improved after eight weeks of using digital tools.

Table 1 – Comparative results of students' English achievement before and after digital tool integration (n = 50)

Indicator	Before Experiment (%)	After Experiment (%)	Improvement (%)
Vocabulary comprehension	46	78	+32
Listening comprehension	41	74	+33
Speaking confidence	38	70	+32
Motivation and engagement	50	82	+32
Active participation in group tasks	44	80	+36

As shown in Table 1, all key indicators increased by an average of **32–36%**. The greatest improvement was observed in *motivation* and *active participation*, suggesting that interactive, visual, and game-based tasks significantly enhanced learners' attention and enjoyment.

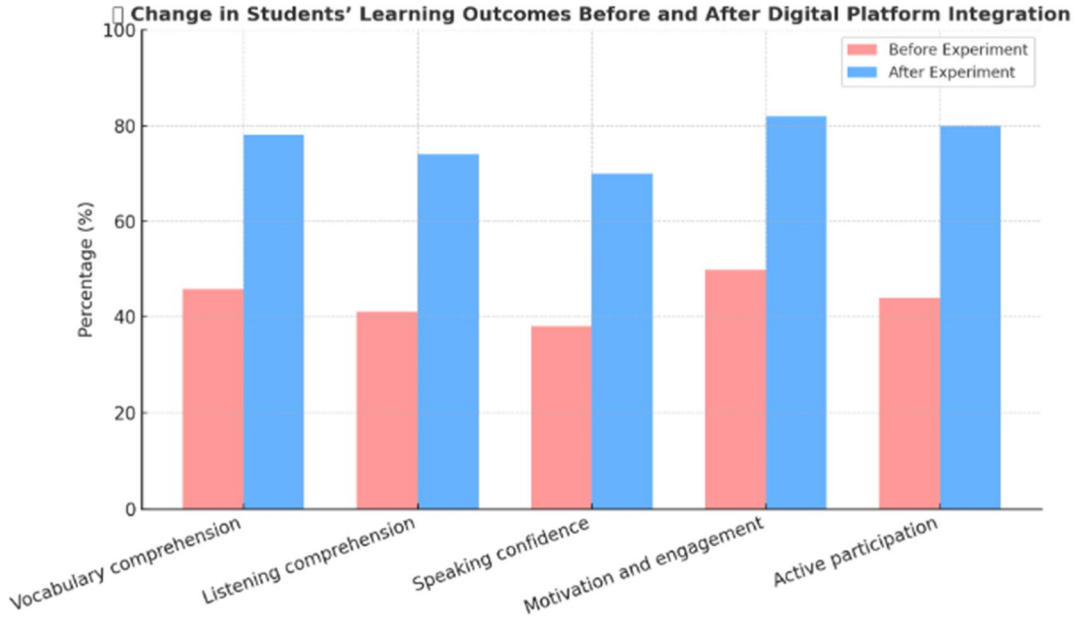

Figure 1 – Change in Students' Learning Outcomes Before and After Digital Platform Integration

The findings shown in Figure 1 unequivocally demonstrate the beneficial pedagogical effects of incorporating digital platforms into inclusive English language instruction. Constructivist learning theory (Piaget, 1970; Vygotsky, 1978) holds that interaction and active participation are essential to the creation of knowledge. A dynamic learning environment that encouraged participation and self-expression among students with varying learning abilities was produced through the use of interactive tools like Kahoot, Google Classroom, and LearningApps.

According to digital pedagogy (Polat, 2018; Richards, 2021), digital environments support differentiated instruction and learner autonomy by offering multimodal content-visual, auditory, and kinesthetic stimuli-that align with each learner's unique cognitive style.

In this study, such approaches proved particularly effective for students with intellectual disabilities, as visual cues and immediate feedback supported their comprehension and retention.

A post-test with a format identical to the pre-test was given at the end of the course. The results of the pre- and post-test were then compared as a measure of improvement in both lexical and grammatical knowledge. The statistical analyses were performed using SPSS Software (Version 27). Measures of descriptive statistics, such as

mean scores, percentage improvement, and standard deviation were assessed to determine the general pattern of improvement among students in the different groups. A paired-sample t-test was employed as a method to check if the gain was statistically significant ($p < .05$).

Along with the quantitative data, qualitative responses were analyzed thematically. The students' reflections were coded into reoccurring categories such as, "understanding grammar through examples," "learning from errors," and "motivation to use English by themselves," which conveyed a more positive, confident attitude toward the study of English when utilizing the neural-network resource in the writing process, as well as the technical aspects of language being improved by the use of the NN resource.

The qualitative data from classroom observations and teacher interviews identified several important trends that directly demonstrate the influence of digital platforms on students' emotional involvement, communication, and inclusion in the learning process.

1. Increases in motivation and interest: Throughout the study students showed a clearly higher level of engagement and energy for digital-based lessons, most especially during Kahoot and LearningApps activities. Thus, the use of technology helped to reframe the learning process into a playful engaging activity which helped to alleviate the fear of failure and anxiety in the classroom. The gamification of the lessons aided in student's active participation, positive emotions, curiosity and a sense of accomplishment from each task.

2. Improving communication and social interaction: Collaborative tasks conducted through technology significantly improved students' levels of communication. Team-based assignments required students to discuss their answers, support one another, and celebrate success as a group. Students who were typically passive or unsure started to leader (volunteer), and this ultimately gave them the confidence to start speaking. When visual elements were added to the task, peer support also helped lower-achieving students feel they belonged and were valued as group members.

3. Improved the teacher-student interaction:Teachers commented that digital tools created a new dynamic in communication with students. Timing feedback on interactive quizzes and class assignments means the teachers can get instant information about learning progress, and adjust tasks to meet students' individual needs. Instant communication created a more reactive and supportive classroom atmosphere. Students felt recognized and supported in their learning journey, which helped establish trust and collaboration between teacher and learner.

4. Increased accessibility and inclusion: Digital platforms were particularly advantageous for students with intellectual disabilities as they allowed them to learn at their own pace. The use of visual instructions, sound prompts, and a simple interface facilitated understanding and memory. These accessibility features eliminated cognitive load and increased self-direction. As a result, all students, regardless of ability, were able to engage actively in the lesson, which is central to inclusive education.

In sum, qualitative evidence corroborated digital technology as a means of supporting not only cognitive development but also emotional and social development. By addressing motivational, communicational and accessibility factors, the experiment

demonstrated how inclusive digital environments can change educational experiences for all learners.

Discussion

The results of this research clearly indicate that a deliberate approach to integrating digital platforms into inclusive English language instruction results in positive, observable academic and socio-emotional outcomes for students. These results, along with other studies, provide further evidence to support that technology can assist with learner motivation and engagement and accessibility to learning. The research discussed here provides further evidence, in the context of inclusive education in Kazakhstan, for students with intellectual disabilities.

An important finding of this research was how digital tools convert the learning environment to be interactive and student-centered. In traditional classrooms, learners with cognitive difficulties can be passive, as there may be stigma associated with incorrect responses, or they may become frustrated because a communication barrier prevents them from responding to questions. However, the learners are notably less afraid of failure when the lessons were structured using digital platforms Kahoot and LearningApps, and significantly more verbal in each of the contexts. Hence, the game-based structure of lessons increased involvement without pressure in accordance with Vygotsky's sociocultural theory, which states that social constructs, along with emotional safety, are essential for cognitive development.

The research also affirms the principles of constructivist learning theory which suggests that knowledge is constructed, not delivered, through meaningful experiences. Digital platforms allow learners to negotiate understanding through multimodal materials such as text, sound, images, and animation that support their individual learning styles. These resources create an inclusive environment that exemplifies Richards's (2021) and Wang's (2020) concept of "adaptative digital pedagogy," where technology acts as a medium and bridge to communication among learners of varied capabilities[9, c34].

Another key point of discussion concerns the role of the teacher in digital inclusion. Technology may afford opportunities for engagement, but the teacher's digital competence and pedagogical agility dictate if these opportunities actually create inclusion features. Educators within this study learned to adjust the complexity of content, the visual load, and the frequency of feedback, based on students' individual needs. This is reflected in Abildina's (2020) and Mukasheva's (2019) notions of inclusive pedagogy which describes the teacher's role in facilitating, supporting, and guiding [3, 51 c.].

The outcomes indicate technology can realize inclusivity while providing multiple means with represent, engagement, and expression, which is a fundamental premise of Universal Design for Learning (UDL). Students who had difficulty completing text-based activities were able to demonstrate their understanding using visual matching, voice recording, and interactive quizzes. This opportunities for flexibility began to level participation in the classroom and affirmed that the concept of inclusive learning is not about lessening learning tasks, but about providing options and opportunities [4, 87 c.].

Most importantly, the emotional aspect of learning must be considered as well. Observation data and teacher reflections indicated that students were happier, less anxious, and more socially engaged while participating in the digital artifact lessons. The

gamified engagement was a source of decreased anxiety and collectively built community; being part of a community is generally considered a basic tenant of long-term learning, according to Polat (2018). In inclusive classrooms, a psychological need for belonging can provide a powerful impetus for students' social engagement and academic success.

In summary, the discussion highlights that the effectiveness of digital platforms in inclusive English language teaching stems from three interconnected factors:

1. Pedagogical design – thoughtful planning of digital lessons tailored to learners' cognitive and emotional needs;
2. Teacher competence – professional preparedness and flexibility in using technology adaptively;
3. Learning environment – emotional safety, accessibility, and peer collaboration.

When these elements work together, digital platforms become not just technical tools but genuine instruments of inclusion, empowering every student to learn, communicate, and succeed. The outcomes of this study reinforce the view that inclusive digital pedagogy should be at the core of future educational strategies in Kazakhstan and beyond.

Conclusion

The use of gamified activities, visual and auditory materials, as well as interactive tools, provided both flexibility and individualization in the learning process. These solutions not only fostered greater engagement among all participants, but also significantly reduced anxiety and social isolation among students with intellectual disabilities.

Survey results and analysis of teacher reflections revealed that educators noted an increased capacity for differentiation, prompt feedback, and emotional support for learners owing to digital resources. Group work, student autonomy, and confidence all improved substantially.

The experiment confirmed that the successful integration of digital platforms into inclusive education is unattainable without a high level of teachers' digital literacy, strong methodological competence, and an emotionally supportive classroom atmosphere. In Kazakhstan, systematic efforts aimed at improving teachers' digital and inclusive skills are being implemented through national educational programs and professional development initiatives, thus ensuring the sustainable advancement of inclusive education in the country.

Thus, digital educational platforms serve as an effective tool for the modernization of inclusive language education, create a flexible, open, and accessible environment, and facilitate the professional development of teachers and the full realization of each student's learning potential.

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Кисметова Галия , Маханбеталина Гүлім

ИНКЛЮЗИВТІ АҒЫЛШЫН ТІЛІН ОҚЫТУДА ЦИФРЛЫҚ ПЛАТФОРМАЛАРДЫ ҚОЛДАНУДЫҢ ПРАКТИКАЛЫҚ АСПЕКТІЛЕРІ

Аңдатпа.Білім беру жүйесіне цифрлық технологиялардың жедел енуі инклюзивті ағылшын тілі оқытудың тәсілін түбегейлі өзгертті. Бұл үдеріс әртүрлі оқу қабілеттері мен қажеттіліктері бар білім алушыларға жаңа педагогикалық мүмкіндіктер ұсынды. Зерттеудің мақсаты – инклюзивті сыныптарда цифрлық платформаларды қолданудың практикалық аспектілерін анықтап, олардың қолжетімділікті арттыруға, оқушылардың белсенділігін дамытуға және тілдік құзыреттілікті жетілдіруге ықпалын талдау болып табылады.

Зерттеу барысында аралас әдіс (mixed-method) қолданылды: сабақтарды бақылау, мұғалімдермен сұхбат жүргізу және оқушылардың пікірлерін талдау арқылы *Google Classroom*, *Moodle*, *Kahoot*, және *Zoom* сияқты платформаларды пайдалану нәтижелері зерттелді.

Зерттеу қорытындылары цифрлық платформалардың сараланған оқытуға мүмкіндік беретінін, оқушылардың уәжін (мотивациясын) арттырып, мұғалім мен білім алушы арасындағы өзара іс-қимылды жақсартатынын көрсетті. Интерактивті құралдар мен ойын элементтеріне негізделген сабақтар оқу үдерісін икемді, оқушыға бағытталған ортаға айналдырып, әрбір білім алушының жеке қажеттіліктерін қанағаттандыруға жағдай жасады. Сонымен қатар, мәтінді дыбыстау, субтитрлер және көрнекі материалдар сияқты қолжетімділік функциялары физикалық және когнитивтік қиындықтары бар оқушылардың сыныптағы тең қатысуына мүмкіндік берді.

Зерттеу нәтижелері мұғалімдердің цифрлық сауаттылығы мен педагогикалық әдістемелік құзыреттілігінің маңыздылығын да айқындады. Онлайн және оффлайн өзара әрекетті тиімді үйлестіре алатын педагогикалық тұрғыдан негізделген сабақтарды құра білу инклюзивті ағылшын тілі оқытуда цифрлық технологияларды сәтті енгізудің басты шарты болып табылады. Зерттеу нәтижелері негізінде барлық оқушылар үшін тең мүмкіндік пен ұзақ мерзімді уәжділікті қамтамасыз етуге бағытталған практикалық ұсыныстар берілді. Бұл зерттеу инклюзивті цифрлық педагогиканы дамытумен қатар, қолжетімді және инновациялық білім беру ортасын қалыптастыруға өз үлесін қосады.

Кілт сөздер: инклюзивті білім беру; цифрлық платформалар; ағылшын тілін оқыту; аралас оқыту; қолжетімділік; онлайн оқыту құралдары; Moodle; Zoom; Kahoot; Google Classroom; сараланған оқыту; оқушының белсенділігі; мұғалімдерді даярлау; бейімделген оқыту; инклюзивті педагогика.

Кисметова Галия , Маханбеталина Гүлім

ПРАКТИЧЕСКИЕ АСПЕКТЫ ИСПОЛЬЗОВАНИЯ ЦИФРОВЫХ ПЛАТФОРМ В ИНКЛЮЗИВНОМ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация. Быстрое внедрение цифровых технологий в систему образования радикально изменило подход к инклюзивному обучению английскому языку, предоставив новые педагогические возможности для учащихся с различными образовательными потребностями и способностями. Цель исследования — изучить практические аспекты применения цифровых платформ для повышения доступности, вовлеченности и уровня языковой компетенции в условиях инклюзивного обучения.

В исследовании использовался смешанный метод (mixed-methods approach), включающий наблюдение за учебными занятиями, интервью с преподавателями и анализ отзывов студентов. В качестве объектов изучения рассматривалось применение таких платформ, как *Google Classroom*, *Moodle*, *Kahoot* и *Zoom*.

Результаты исследования показали, что цифровые платформы способствуют дифференцированному обучению, повышают мотивацию учащихся и улучшают взаимодействие между преподавателями и студентами. Использование интерактивных инструментов, игровых элементов и персонализированных форм обучения позволило создать гибкую, ориентированную на обучающегося среду, которая отвечает индивидуальным образовательным потребностям. Кроме того, функции доступности — такие как озвучивание текста, субтитры и визуальная поддержка — обеспечили возможность полноценного участия студентов с физическими и когнитивными ограничениями наравне с другими обучающимися.

Результаты также подчеркнули значимость цифровой грамотности преподавателей и их методологической компетентности. Способность педагогов создавать методически обоснованные занятия, сочетающие онлайн- и офлайн-взаимодействие, является ключевым условием успешной интеграции цифровых технологий в инклюзивное обучение английскому языку. На основе полученных данных предложены практические рекомендации по оптимизации использования образовательных платформ для обеспечения равного участия, устойчивой

мотивации и развития языковых навыков всех обучающихся. Проведенное исследование способствует развитию инклюзивной цифровой педагогики и формированию инновационной, доступной и инклюзивной образовательной среды.

Ключевые слова: инклюзивное образование; цифровые платформы; обучение английскому языку; смешанное обучение; доступность; онлайн-инструменты обучения; Moodle; Zoom; Kahoot; Google Classroom; дифференцированное обучение; вовлеченность студентов; подготовка педагогов; адаптивное обучение; инклюзивная педагогика.