

true of speech formulas, clichés, idioms. The meaning of these expressions is not always determined by the meaning of the words included in them.

In the learning process, it is necessary to pay attention to the development of all these types of listening. Students should learn to independently choose the strategy of perception of the text, depending on the communicative intention/communicative task and the characteristics of the audio text. Also, in the structure of skills and abilities that ensure the mastery of various types of listening, along with specific skills and abilities, there are skills common to all types (for example, probabilistic forecasting, the ability to distinguish basic information from secondary, etc.).

It is important to note that mastering listening is one of the most difficult tasks in learning a foreign language. This requires purposeful, systematic work and a lot of experience in auditory comprehension. Only the constant inclusion of listening tasks in the educational process can give real results.

When working with audio materials, students develop the ability to work on several speech skills at the same time. Thus, listening is an independent type of speech activity, during which the intensive work of all mental processes takes place, and it is necessary to purposefully train this type of speech activity, taking into account its specificity and complexity of mechanisms.

## **THE ROLE OF PARENTS AND TEACHERS IN INCLUSIVE EDUCATION**

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Annotation. This study discusses the vital role of parents and teachers in inclusive education, the impact of parents on inclusive development of students and

the importance of teacher's attitude; it highlights challenges such as acceptance and different perspectives. research supports collaborative efforts to ensure positive integration and better outcomes for inclusive students.

**Introduction:** inclusive education aims for all children, regardless of abilities, to receive a full-fledged education and to be brought up as a perfect citizen.

**Purpose:** presenting the necessity of involvement of school teachers and parents in receiving inclusive education.

**Methodology:** Based on various master's theses, a source analyze.

**Results:** the study showed that due to low awareness, less importance is given to understanding one's own role in providing inclusive education; non-involvement of teachers and parents is a sign of low awareness.

**Keywords:** inclusive education, teacher, parent.

**Introduction.** Inclusive education is a universally accepted pedagogical principle. it went through a rather long and complex path in order to establish itself in the current reality. inclusive education required full involvement, and this is where the role of parents and teachers in inclusive education originates. however, single-minded involvement still remains an actual problem, because modern approaches are diferent, which creates a big problem in inclusive education, and the reason is the non-uniform attitude (positive/negative) of the mentioned parties towards inclusive education. and heterogeneity creates an imbalance between the teacher, parent and inclusive student.

**The purpose of the study:** is to reveal the importance of parents' and teachers' involvement in inclusive education and how their involvement is reflected in the learning-educational process of an inclusive student. in the process of analyzing different sources, we formulated two sub-questions.

1. What role does parental involvement play in inclusive education?
2. What role does teacher involvement play in inclusive education?

**Research methods:** in order to study the issue in depth, various sources, analysis of other studies and examples related to the existing issue were used during

the research, which creates a real picture of the research topic for the reader and provides complete information about the existing problem.

The role of the parent in inclusive education is very important. In my opinion, the parent should become the main support of the child in the process of receiving inclusive education, which will contribute to the development of the student in the future. However, there is a part of parents for whom even the recognition that their child needs specific help to adapt to the educational environment is a certain barrier from the parent's side. It is this approach from the parent's side that causes all the other problems, which sometimes becomes a future barrier for the inclusive student. Every parent should clearly see and perceive their child's abilities and respect him; the parent should adapt to the role of an observer, he should not deny the existing problem of the child, but see and appreciate it as realistically as possible, so that in the end he can promote the child's development in the right direction. This issue is addressed by Mariam Kozolashvili and Lia Bagdoshvili in their master's thesis, where they used an interview of a parent of an inclusive student. "I don't understand why something like this was invented, what was necessary. I don't like it, but I have no other choice if I drink the baby at home. The teacher talks to me about things, but he knows more about my son than I do. He neither made friends nor learned anything from that school (Bagdoshvili, Kozolashvili 2019, p. 10)". From this interview it can be seen that a parent ignores the necessity of inclusive education and considers it useless for his child. I think the source of this attitude is less awareness. Part of parents, for this very reason, do not consider it necessary to be involved in the school life of an inclusive child. This attitude of the parents will hinder the development of the inclusive student and will result in his demotivation follows.

I believe that the positive and supportive involvement of parents is the most important part in the life of an inclusive student. "The parent is the person who has to act. Parent may see the behaviors, difficulties, and needs, but does not yet know how and with whom to talk about these issues, It is often the case that people working with children avoid starting a dialogue on this topic, hoping that the child will "get

over" these difficulties. we must remember that helping parents, finding the necessary supporting resources, is one of the most important goals. (Barkaia, 2019, p. 142)".

The most important actor of inclusive education, along with the parent, is the teacher. The teacher's positive involvement, loyalty, creating a tolerant environment, care, acceptance and recognition are crucial attitudes for an inclusive students."teachers help the student to master this or that habit and help to stimulate the development of skills; The accumulated experience in the field of special education showed us that it is very important to take into account the individual skills and abilities of each child, which was recognized in 1995 with the adoption of the Copenhagen Declaration of Social Development. (Falavandishvili, .2020, p. 16)".

However, research has shown that teachers' attitudes toward inclusion and general acceptance of students' involvement in the classroom process vary, depending on their age and experience. according to teaching experience, which affects teachers' attitudes, mentioned in several studies: "Claufmad Lindsey (1991) found that teachers with less experience than young support inclusion more than teachers with more years of experience. they found no significant differences in attitudes toward integration among teachers, they did not find significant differences in the approaches to integration between the teachers whose teaching experience was four, five and nine years. In Roberts and Lindsay's (1997) study, teachers who taught students with disabilities in their classrooms were more positive in their attitudes than teachers who had no inclusion experience (who did not have an inclusive experience (AL-Zyoudi, 2006, pg.56)". I think that such a sharp difference in attitudes leads to a lack of support, non-acceptance and discrimination towards the inclusive student, which ultimately even leads to the violation of children's rights.

**Conclusion.** In conclusion, this study highlights the key role of parents and teachers in inclusive education; promoting positive cooperation between them is essential for the success of inclusive education; promoting acceptance and working towards positive integration can lead to better outcomes for inclusive students, ensuring their development and future prospects.

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## **LANGUAGE TEACHING OF FOREIGN STUDENTS IN A MULTILINGUAL EDUCATIONAL AND SOCIAL ENVIRONMENT**

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The use of more than one language - polylingualism - is becoming an increasingly widespread phenomenon in the educational and social environment. This issue is increasingly attracting the attention of scientists and linguists, not to mention specialists working in the field of education.

Multilingualism is a common phenomenon, first of all, in those places where more than one ethnic group lives, or in regions that are located on the border with a foreign-speaking country. As a rule, we are talking about countries that have one official language. But the situation with two or more state languages is also common.

Also, a multilingual environment arises in large cities, where people from different countries and regions have come to study and work. Therefore, a person immerses himself in such an environment where he hears up to 5 different languages every day and communicates in several international languages, if he knows them (for example, English, Spanish or French).

This is how a situation arises when a foreign student uses one language in everyday life, and another during studies. Or one language can be used during study