

Using interactive activities to support children with special needs in learning English

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Abstract. This article examines the use of interactive activities to support children with special educational needs in learning English. It focuses on games, visual scaffolds, digital tasks, pair work, and adapted feedback as tools that improve motivation, participation, and confidence. The paper argues that interactive methods help children learn English through action, communication, and emotional safety rather than through memorization alone.

Keywords: interactive activities, special educational needs, English language, inclusive education, game-based learning, digital support.

Introduction. Teaching English to children with special educational needs is one of the most relevant areas in the modern educational space. For such children, mastering a foreign language is not just learning a new word, but is inextricably linked with the process of entering into communication, adapting to the environment, realizing their potential and expanding cognitive activity. The traditional way of interpretation and memorization is not always effective for students in this group. Therefore, the need to use interactive activities in the classroom increases. The purpose of the study is to determine the effectiveness of interactive activities in teaching English to children with special educational needs. The objectives are to analyze current research in this area, to describe the linguistic and psychological impact of interactive activities, as well as to propose practical paths that can be used in an inclusive

classroom. The object of the study is the process of teaching English to children with special educational needs. The subject of the study is the methodological possibilities of using interactive activities. The relevance of the study is determined by the expansion of inclusive education, and the theoretical and practical significance is determined by the need to make English lessons an understandable, safe and active environment for the child.

Materials and methods. The study was organized by the imrad structure. Four foreign scientific papers published in 2024-2026 were taken as the main material. The analysis used the methods of comparative review, content analysis and pedagogical interpretation. When selecting the literature, their relevance to the issues of inclusive education, technology, interactive approach and English language proficiency were taken into account. The focus was on factors such as game elements, digital tools, adaptive tasks, engagement in conversation, and emotional support.

Research results. The study conducted by M. Nemesh examines the teacher's experience in teaching a second language to school-age children with mild intellectual disabilities and shows that short, repetitive, visual and action-based tasks are especially important for successful learning. The author notes that it is advantageous for such children to present language not through an abstract rule, but through a specific situation and gesture [1, 5]. This conclusion reinforces the importance of interactive activity in English lessons. For example, tasks built on such simple actions as "show me", "touch the color", "find the animal", "match and say » will help the child not only remember the word, but also connect it with gestures, images and emotional experiences. In this case, the student is not the executor of the task, but in the role of a participant.

C. R. In a systematic review that looked at inclusive education through technology, Navas-Bonilla and colleagues show that various digital tools can increase student engagement and make the learning environment more accessible. The conclusion of the study states that technologies contribute to the formation of a learning environment adapted to the specifics of each child [2, 7]. This thought proves that interactive activities in English lessons are necessary not only for games, but also for accessibility. A child with special educational needs will be greatly supported by a word card accompanied by a picture, a voiced task, a push-button answer, a short video or a step-by-step instruction on the screen. For example, when teaching colors or animal names, the task of matching the sound on an interactive whiteboard with a picture can be much more productive than traditional memorization.

A. R. M. The Altakhaineh study analyzes the potential for introducing artificial intelligence into inclusive education and shows that such tools allow creating a learning environment adapted to the level of each child. The authors note that AI-based games and individually adapted Digital Tutors can enhance young students' participation and support classroom inclusion [3, 4]. This result opens the door to the use of new types of interactive activities in English lessons. For example, a chatbot that allows a child to repeat a sound, a program that

helps them choose a word based on a picture, or a game to complement simple sentences can reduce anxiety and increase language activity for a student with special needs. The most important thing here is not that technology replaces the child, but that it facilitates his participation in the activity.

In the work of X. Rosero, the role of gamification and active learning strategies in inclusive education is considered, and it is shown that students with sensory and cognitive differences in particular increase interest and activity in the lesson [4, 2]. This conclusion explains the effect of interactive activities in the form of a game in teaching English. For example, such actions as "guess the word", "pick the correct picture", "listen and move", "role-play" create conditions for the child to perceive language material without pressure. In such a lesson, participation, action, listening, and an attempt to respond spontaneously will be more important than the correct answer. Therefore, interactive games are not only a means of entertainment for children with special needs, but are considered a pedagogical approach that reduces language fear and makes learning activities more natural.

Discussion. The results of the analysis showed that interactive activities are effective in teaching English to children with special educational needs from several points of view. First, they clarify the language material. The child not only hears a word, but also perceives it along with a movement, picture, sound or game situation. Second, interactive action reduces fear. A child with special needs is more free to participate in a game, gesture, or pair activity than if he is squeezed by a wrong answer. Thirdly, such an approach increases attendance. If the teacher uses an activity-based task such as "touch, choose, say, move, show" rather than "repeat after me", the child will not be a passive listener.

From a practical point of view, tasks in such a lesson should be short, clear and repetitive. For example, when teaching a new word, it is effective to first show a picture, then sound it, then fix it with movements, and finally introduce it into a mini-game. Work in pairs is also useful, but it should be organized in a simple pattern: when one child shows a picture, the other says the word. At the same time, praise, visual support and slow pace play a special role.

Conclusion. Interactive activities are an important pedagogical tool in teaching English to children with special educational needs. They bring the content of learning closer to the child's perception, increasing his interest, participation and self-confidence in the lesson. The results of the study showed that play, visualization, digital support and adaptive action can make English lessons more accessible and productive. Therefore, in the context of inclusive education, it is necessary to purposefully and systematically apply interactive actions in teaching English.

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