роботи можуть відбуватися й у спеціальних навчальних закладах, й у навчально-реабілітаційних центрах, й в інклюзивних групах, класах.

Необхідність корекційної роботи та її обсяг визначає команда фахівців. Фаховий супровід (психолога, логопеда, дефектолога тощо) в інклюзивних класах здійснюється за рахунок державних цільових субвенцій, які надаються закладу. Інформація про індивідуальні особливості дитини з порушеннями, її анамнез, характеристики, динаміку розумової працездатності має бути зафіксована в індивідуальній програмі розвитку. Враховуючи рекомендації психолого-медико-педагогічних консультацій, обирається навчальна програма для дітей відповідно до виду порушення та адаптується до індивідуальних потреб і можливостей дитини.

Проводячи спостереження у інклюзивних класах можна виокремити основні рекомендації з удосконалення подальшого розвитку системи інклюзивної освіти, як на рівні законодавчого забезпечення, так і на рівні кваліфікованості працівників, що пов'язані з навчанням дітей з особливими потребами.

Важливим є розвиток гуманістичних якостей у майбутніх вчителів, які будуть працювати в інклюзивній системі освіти. Залучення консультантів для проведення бесід з людьми, що оточують дітей з інвалідністю, стосовно правильної поведінки по відношенню до дітей, що потребують особливого ставлення до себе допоможе більш розвинути культуру та рівень толерантності населення.

Підсумовуючи можемо рекомендувати створення соціального середовища, в якому «особлива» дитина не буде відчувати свою відмінність.

Для контролю усіх рекомендацій може бути розроблена ідея створення проекту, спрямованого на проведення інспекцій, надіслання звітів місцевим органам самоврядування.

Проблема у впровадженні інклюзивної освіти є, виходом якої ми бачимо створення інформаційних депозитаріїв щодо дітей та створення служби моніторингу.

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SPEAKING SKILLS DEVELOPMENT

This article deals with speaking as the most complex and challenging type of activity.It aims at describing different stages of teaching speaking activities; shows probable results after applying them. How to make a student to be a confident speaker is written in this article. Key words: language learning, speaking activities, practice, speaking skills, stages.

Introduction. The ability to talk fluently a foreign language is a big benefit in our today's society. A great variety of students have the desire to upgrade their knowledge and skills. Speaking clearly poses a problem for learners. Teachers all over the word seem to have the same types of difficulties with speaking activities. Students don't want to speak to express their opinion;they lack required vocabulary; they're afraid of making errors; they speak their native language in groups or pairs. Sometimes it takes time to convince the learner to take part in a discussion by using some tricks. Setting up speaking activities in stages and including planning time can help. Taking a bit more time at the beginning can make speaking activities go more smoothly.

Methodology.Descriptive and analyzing methods have been used to write about speaking skills development.

Results and discussion.Students regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.Here are some ideas for staging your speaking activities:

1. Review useful grammar and vocabulary before the task even if students have already had a lot of practice in the target language. A model conversation can work well for this. It isn't very useful to read the conversation but is useful to go through the conversation to highlight relevant grammar and vocabulary that students need for the task.

Another good idea is to mainly use words connected to the target structures so as not to overload the students with unnecessary language.

2. Brainstorm the ideas as a class. Students often need help with thinking of an experience or topic to talk about. Thus, it is a good idea to do a short class brainstorming session and write the ideas on the board.

3. Provide a framework such as topic-related questions for students to answer. Plan what they are going to say. This can be something as simple as a short list of questions or notes to complete, such as: What happened (When/Where)? Who was there? What happened it the end? [3]

This provides thinking and planning time. It is very difficult even in our native language to talk about something without having time to think about what we're going to say. This is the opportunity for you to help students with individual vocabulary questions. They are all talking about different topics so they will need slightly different vocabulary. Of course, this approach takes time, but students are doing much more than speaking activity. They reviewing grammar, vocabulary and useful phrases and maybe pronunciation too. They are doing a brainstorming activity; they are getting practice in making notes. And when they do the speaking activity these are the probable results:

1. Students feel more prepared for the task which build confidence.
2. Students will take a more personal interest in the topic.
3. They will learn vocabulary that they really want to know.
4. They will do the task more efficiently and there will be less use of the native language.

Through speaking students can:
- develop their conversational competence and soft skills;
- become more proficient in the use of appropriate rather than just accurate language; interaction changes when you are dealing with different people, contexts and purposes.
- deepen their understanding of difficult concepts;
- expand the analytic abilities; students are evaluating and analyzing in real time in response to the information that is being presented to them in the class.
- push each other beyond their current individual capacities;
- learn to play with language and take risks with it; when students struggle with speaking it can impact on other aspects of their learning.

At the same time, teachers can:
- develop those skills and language;
- see time for speaking as time for learning;
- exploit varied interaction patterns including near peers purposefully and with reason;
- use learner centered content to engaged and personalize learning;
- deliver thoughtful and eclectic use of feedback;
- expose learners to relevant and varied language;
- when teaching speaking, think more deeply; teach conversation, public speaking, interview skills [1].

Near pear-role models can result in immediate benefits to motivation excitement risk-taking and the amount of English (or any other foreign language) used. In stressful contexts students can offer each other support and reassurance and they can often give a feedback that teachers cannot such as the perspective of someone who has recently taken a language exam.

Conclusion. Students not only practice language when speaking but learn it. Speaking needs to be prioritized. Although it is complex and composed of consideration of time, task types and learner centeredness, peer-interactions and feedback, speaking can allow students to immerse themselves in relevant and personal language that can facilitate and simplify language learning. Focusing on varied uses of language can make this more accessible and be particularly valuable.

In the end you've had a well-rounded lesson and ended with a successful speaking activity. If teacher is relaxed, the students will feel more inclined to participate.

Good planning and stage building may help you to overcome students' fear of taking part in different speaking-based activities.

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