

capacity to implement AI-driven tools. Additionally, teachers may require specialized training to effectively incorporate AI, which can be time-consuming and costly. There are also concerns about students' data privacy and the ethical implications of monitoring their learning progress. Furthermore, AI tools might lack the understanding necessary to address individual emotional or cultural needs, potentially impacting students' engagement and fostering the influence of affective factors.

Integrating AI in English language teaching within secondary schools enhances students' engagement and lesson clarity, facilitating immediate feedback. This approach stimulates students' intrinsic motivation for learning, activates their cognitive abilities and communication skills. AI also aids in supports individualized learning, fosters learners' autonomy and intensifies the teaching-learning process through independent engagement with digital resources.

The prospects for further research lie in the in-depth study of implementing AI tools in teaching English to primary school students.

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THE IMPORTANCE OF FOSTERING A SUPPORTIVE ENVIRONMENT IN THE INCLUSIVE CLASSROOM

Nowadays, the education of children with disabilities is one of the most controversial and widely-discussed areas in modern education. Recognizing every child's right to education, the entire educational system has undergone prominent transformation to meet the needs of students with Special Educational Needs (SEN).

Concerning a person's performance, special educational needs means a restriction in the capacity of the person to take part in and reap the benefits of the educational process due to physical, sensory or mental health disorders as well as learning disabilities or any other conditions, creating educational barriers and posing serious obstacles in learning.

In order to ensure equal access to quality education and create an amicable environment for all learners, inclusive education, which emphasizes personalized teaching methods and highlights accommodating individual learning needs within a framework grounded in democracy, humanism, and justice, has been implemented into mainstream schools.

Primary approaches to understanding inclusion for individuals with disabilities include the medical and social models.

Social model:

- Recognizes every learner as unique, without labeling them as flawed.
- Emphasizes each individual’s strengths alongside challenges.
- All participants work together to support inclusion and celebrate diversity.
- School-based support services available to all, not isolated from regular programming.
- Schools and society evolve to meet individual needs, fostering an inclusive learning community.

Medical model:

- Learners are seen as needing diagnosis, treatment, and categorization.
- Interventions focus on making the learner adapt to societal norms.
- Specialized schools and services treat needs separately from mainstream education.
- Experts determine and address the learner’s needs, often isolating them.
- The problem is perceived within the learner, not requiring systemic adaptation. [2]

For the personal growth and education of children with special educational needs (SEN) in integrated settings, several key concepts are considered to be vital. First of all, general education authorities must be in charge of the inclusion of SEN students, providing learners with specialized staff in regular schools. Secondly, engaging parents and disability organizations in learning processes enhances support, fostering social and cognitive development of such students. Thirdly, the development of inclusive education relies on teachers, who are responsible for designing tailored learning plans ensuring all students engage meaningfully in the learning process. That means teachers require extensive knowledge of inclusive teaching methods, subject mastery, and skills to support diverse learners effectively since a teacher’s expertise and sensitivity significantly impact students' personal growth and comfort within an inclusive setting.

Moreover, ICT tools are essential to use in inclusive education so as to support the growth of children with special educational needs (SEN). It helps create adaptive opportunities for students with disabilities, allowing for enhanced communication, compensatory support, and the integration of alternative communication devices. Educators can also use ICT to facilitate visual and interactive learning, adjust for sensory needs, and design personalized lessons [1].

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