



TEACHING ENGLISH AS A FOREIGN LANGUAGE TO DISABLED STUDENTS

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ABSTRACT

This article examines the teaching of English as a foreign language to students with disabilities, currently more and more attention is being paid to such people. The subject of English has just such an opportunity, since it helps to develop the personality of the student. Language acquisition for a student with disabilities is not only a means of communication, but also a method of learning about the world, another culture, and mentality.

Studying the personal capabilities of students helps the teacher plan goals, tasks and time, as well as the main directions of language teaching that meet the goal of maximizing students' independent activity. In addition, the teacher has the task of developing their interest in learning such a complex subject as the English language. Initially, you should set yourself clear, thoughtful goals for this. Students are required to know and understand why they are performing a certain task or studying specific rules [1].

It is also worth taking into account the variety of tasks offered. Each assignment that is given to students must be carefully and carefully selected by the teacher. Equally important during training is visibility. The student needs to have in front of him a clear example or a rule, which he subsequently instantly assimilates. An English teacher who does not have special training in working with such students should become familiar with the experience and knowledge of the work of other teachers. With the help of this, we can come to the conclusion that teaching students with disabilities is realistic when setting the goal not of practical language proficiency, but of the overall development of children. In the first place it is worth putting the task of developing thinking, memory, speech, intensifying their cognitive work, enriching them with knowledge about the world around them, which the English language helps like no other subject.

Practical mastery of a language is considered not a goal, but a method for solving a given problem. Corrective work can be carried out within the framework of a holistic approach to the education and development of students. Because of this, such work must focus on general development, and not on training specific processes and abilities in the mental plane of students. The plan is not so much to achieve a certain result, for example, to learn all the words on a specific topic, but to create conditions for the development of the student.



Students with disabilities experience some difficulties during the acquisition of lexical material, syntactic structures and their application in oral speech. It is quite difficult for them to perceive certain categories of grammar and use them in practical terms. Such children have problems while listening to audio of oral speech, especially connected texts, dialogic speech, since they will experience difficulties in analyzing sounds in phonemic hearing. In the teacher's own work when planning a lesson, it would be advisable to use the following techniques:

1. Reduce the amount of lexicology studied (it is worth selecting only the most widely used and significant units of vocabulary).
2. Select for study easy-to-remember grammatical vocabulary constructions.
3. Select fairly adapted texts for reading and listening to audio.
4. Try to evaluate students not so much by the results achieved during the learning process, but rather by personal and cognitive successes, that is, the efforts and efforts of students, personal advancement, success and much more [2].

In addition, other entertaining exercises and techniques are also required to be present in classes. Game tasks so designated can help students relax, but at the same time, any such task can have a clear goal. When using didactic games, various structures and phonetic, lexical, grammatical, and speech skills are trained, which is of great importance in practical application.

In order to make the learning process more attractive, exciting and effective, it is recommended to highlight several stages in each lesson. First of all, it is worth assessing the involvement of students in the learning process. From the first minutes of the lesson during the period of speech exercises, the student begins to speak English. Questions: "How are you?", "What's the weather like outside?", "What day of the week is it today?" are close to everyday communication and often will not be able to cause any difficulties. Due to this, immersion into the language environment is achieved. When a student cannot answer a certain question, which occurs quite often, several answer options are provided with illustrations instead of translations or with supporting expressions [3].

At the second stage, you can carry out phonetic exercises, as well as speech exercises, which will help you get ready for work in an English lesson. At this stage you can use small rhymes, sayings, and proverbs. Frequent training, for example, sound training, is carried out on the basis of children's rhymes. You can download a presentation where students from different countries are presented who spoke the phrase, including a native speaker who needed to be recognized based on phonetics. The child immediately tries to repeat the necessary phrase as close to the original expression as possible. Such exercises can overcome the language barrier and develop the skills of proper communication in English, among which rhythm and intonation are of the utmost importance. This can help a child with disabilities develop abilities in every direction, help develop the speech apparatus, and overcome embarrassment. Students become most motivated if they are shown a short video.

The main stage is effective practice. With the development of each type of speech activity (speaking, hearing, reading and writing). The study of grammatical, lexical and phonetic fundamentals must be carried out jointly. Here, it is especially important to create a situation for the student's success, while realistically adhering to the simplest scheme "from



simple to complex.” It is best to dilute exercises from various textbooks with search work in a dictionary or Internet resources, and small online quizzes [4].

The use of information and communication technologies helps students with disabilities learn English with pleasure. During teaching, the teacher is also recommended to use illustrations and audio material; interactive simple tasks and situations of success are needed in any subject, so that a student with disabilities can feel the joy of a small but well-done task. Teaching the lexical side of speech is carried out in mutual connection with grammatical teaching. The semantics of new vocabulary is accomplished in several ways:

1. By showing pictures, objects, actions.
2. Through direct translation into native language [5].

This makes it much easier to learn active vocabulary. Teaching grammar structures and phenomena is based on the principle of familiarity and recognition in the text. During the training, the principles of relying on the student’s experience in his native language are maintained; the explanation will be accompanied by grammatical modeling of the primary rules and grammatical tables. The student is able to use these models and tables while performing independent assignments. It is necessary to present the material being studied piece by piece. For example, grammar such as articles and demonstrative pronouns are introduced only for the purpose of becoming familiar with them.

It is also worth recommending that teachers in English lessons for students with disabilities designate a “Relaxation Corner” with sensory materials, games and other items where the student can spend time when he is in a “non-working” state. The introduction of such a “Corner” can help reduce nervous and mental tension and increase the ability to independently regulate, as it is popular among students [3].

Taking into account the huge number of students with disabilities, one relaxation corner cannot help in all cases. You can introduce musical accompaniment during the completion of some tasks. The teacher should turn on calm music to help students regain balance and get into the right mood for work. In addition, you can use the music of popular musical groups and musicians from the countries of the target language, thereby creating social and cultural competence and expanding the horizons of students.

You can also use computer typhotechnologies - the general name for a set of tools that provide blind and visually impaired people with the opportunity to independently use a personal computer and technical device programs.

The possibility of independent use of computer typhotechnologies by persons with visual impairments is one of the important directions in the process of inclusive professionally oriented training of students.

Students with visual impairments (blind) have the following vocational schools installed on their computers:

- a screen access program that reads everything that happens on the user’s monitor (for example, Jaws for Windows, NVDA);
- a program that converts digital information into spoken language, which is read by a screen reader (for example, Jaws, NVDA).

There are also specialized speech synthesizers for the NVDA program (additional voices that allow you to work with foreign languages) [1]. They are installed separately. During the



lesson, the technical speech access device reproduces everything that is written on the computer screen. If there are special synthesizers, this technical device recognizes the language in which the text is written and pronounces it in compliance with the rules of reading a foreign language (Russian, English, German, etc.). Students with visual impairments (blind) perceive information by ear through an earphone, which allows them to read books, work with textbooks, and use the Internet.

However, even when using modern electronic means, students with disabilities sometimes experience some difficulties. For example, it can be quite difficult for these students to simultaneously concentrate on the text, which is reproduced by a specialized computer program, and on the teacher's explanations, which are also perceived by them aurally. The teacher is obliged to take this into account, especially since the work takes place in a group where there are other students. Thus, a tactile Braille display can be used in a classroom lesson - a specialized device that is connected to a computer using a USB connection or via Bluetooth. This device, if the specialized JAWS or NVDA program is installed on the computer, displays the information displayed on the computer screen on a Braille display. Thus, it becomes possible to read information with your fingers (tactilely), and in this case there is no need to use an earphone (the earphone can be used simply for backup). Consequently, a blind person has the opportunity to both read and write using a Braille display using letter combinations of dots (Braille). This greatly facilitates the work of students with visual impairments, since they can read Braille letters with their hands (tactilely) and in this case they do not need to simultaneously listen to both the teacher and the speech access program implemented by a technical means.

Thus, by applying all of the above, the teacher and students can achieve the following results:

1. Students remember the material much better while they are working.
2. They learn to communicate with each other, because team work often takes place, and taking into account the fact that students with disabilities actively join the team from different schools, such team work will help in a kind of prevention of interpersonal conflicts in the classroom.
3. Students' work is often successful, which is considered the key to a favorable attitude towards the learning process, and, accordingly, success in creativity will be obvious. This result inspires students and creates a favorable attitude toward the subject of the English language [2].
4. Students are more pleased to see the productivity of their own work, looking at it, or applying it, it is much easier for them to reproduce the material.
5. Creative work and material completed by students during their studies have a positive effect on the development of brain functions, mental work, and long-term memory of students with disabilities. In addition, thematic works can be placed in the office, and it will be much easier for students to remember a certain topic by looking at their own works [1].

The advantages of the above-mentioned work methods are quite obvious. It is worth taking into account the characteristics of each student during the period of work as a teacher, since the methodology of working with each student may be different.



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