

TEACHING ENGLISH TO LEARNERS WITH LIMITED OR PARTLY IMPAIRED MENTAL ABILITIES AS WELL AS VISUALLY AND HEARING IMPAIRED STUDENTS.

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ANNOTATION

This article addresses various dilemmas and proposes methodological approaches that teachers should use when teaching English to mentally and physically handicapped students based on different experiences and statistics.

Keywords: general education school, vision and hearing, hearing impaired children, many years of experience, knowledge, general cultural, knowledge of foreign languages is becoming increasingly important, international communication, computer technology, communication tools, Internet, orientation, knowledge of English, social status, basic educational program, adaptation, professional demand, subjects, normal hearing, physical difficulties.

Аннотация

Ушбу мақолада турли хил дилеммалар кўриб чиқилади ва ўқитувчилар турли тажриба ва статистик маълумотларга асосланган ақлий ва жисмоний заиф ўқувчиларга инглиз тилини ўргатишда қўллашлари керак бўлган услубий ёндашувларни илгари суради.

Таянч сўзлар: Умумтаълим мактаби, ко'риш ва эшитиш, эшитиш қобилияти заиф болалар, узоқ йиллик тажриба, билим, умумий маданий, Чет тилини билиш тобора муҳим аҳамият касб этмоқда, халқаро мулоқот, компьютер технологиялари, алоқа воситалари, интернет, ориентация, инглиз тилини билиш, ижтимоий ҳолати, асосий ўқув режаси, мослашув, касбий талаб, таълим фанлари, нормал эшитиш, жисмоний қийинчиликлар.

Аннотация:

В этой статье рассматриваются различные дилеммы и предлагаются методологические подходы, которые учителя должны использовать при обучении английскому языку умственно и физически отсталых учащихся на основе различного опыта и статистических данных.

Ключевые слова: общеобразовательная школа, зрение и слух, слабослышащие дети, многолетний опыт, знания, общекультурные, знание иностранных языков становится все более важным, международное общение, компьютерные технологии, средства коммуникации, интернет, ориентация, познание английского языка, социальный статус, базовая учебная программа, адаптация, профессиональный спрос, учебные предметы, нормальный слух, физические трудности.

INTRODUCTION

Some teachers work as an English teacher in a comprehensive school where, along with ordinary children, children with visual and hearing impairments study. For several years as a

class teacher for hearing-impaired children. Before starting to work with them, they had to review a lot of literature on working with such children, even dig deep into history, since for many, a teacher with a long experience, all the work was completely new to them too. Therefore, one may realize that these are the same children who need to be accepted and loved.

Knowledge of foreign languages determines the horizons and the general cultural level of the individual. Knowledge of a foreign language is becoming increasingly important. A special place belongs to the English language, which has become the language of international communication. The development of computer technologies means of communication, the Internet has led to the fact that knowledge of the English language is necessary not only for many types of professional activities, but largely for orientation in modern everyday life. English proficiency for young people entering life is becoming increasingly important, affecting their social status.

This is also true for people with hearing impairments. Mastering English will contribute to their social adaptation, professional demand. Teaching English in the correctional class of the II type is a very urgent problem. Learning a foreign language for such children is mainly another channel of communication with the outside world.

A foreign language is included in the list of compulsory general education disciplines. The federal basic curriculum for educational institutions of Uzbekistan provides for the compulsory study of English in grades 5-11 3 hours per week. In accordance with these requirements, the programs of educational and methodological complexes were also built. However, hearing-impaired, deaf, children with severe speech impairments, there is clearly not enough time allotted, and for students of grades II of the type, such a subject of the curriculum as English is an almost unattainable peak. What to do? A teacher working with such children needs from the very beginning to choose the right teaching methods that make learning activities as easy as possible. Teaching a foreign language with hearing impairments cannot be carried out in the same way as when teaching people with normal hearing. The reasons for this are much deeper than just the physical difficulties associated with hearing loss or significant hearing loss. Hearing-impaired people perceive speech differently than hearing people; they have other ways of forming verbal speech, mastering the grammatical structure of the language, and developing language generalizations. In deaf children, first of all, speech suffers, in all its forms and manifestations. These are not only and not so much defects in their pronunciation, but the limitations of the dictionary, the inability to independently form new grammatical forms, difficulties in understanding educational and literary texts, violation of the logic and form of speech statements, difficulties in perceiving the oral speech of the interlocutor (teacher) and much more.

The speech experience of a hearing child helps him or her automatically, without thinking, to change the case or gender of a new word, regardless of the grammatical form in which it is introduced. Since the deaf child has no such experience, it is useful to give the terms in the nominative case and only then introduce them in other case forms, and in the relevant contexts. For example, when introducing interrogative words I am sure to explain and children write down all possible translations of the word, for example, "what, which, which, which, which, which, which, by whom", etc.

A very big problem with such children is their unwillingness to read. Why don't the deaf read, if it is, in fact, the only way to get any information from outside, from the very world around them? Because the vocabulary of most deaf people is unusually poor. Any teacher is simply obliged to know the vocabulary of his pupils. Otherwise, everything he explains is like peas against a wall. How can you understand what you don't know?

The main factors determining the content of English language teaching are:

- the actual amount of learning time, the pace of language learning that is accessible to students with a hearing impairment;
- evidence that determines their preferred areas of further use of the language skills and knowledge acquired.

Individual differences in the degree of hearing impairment and speech characteristics of children with hearing impairment should also be taken into account. It is a good idea to divide them into groups. Although our classes are small, English groups should be divided if there are more than five people. The teacher needs to take into account the auditory function of each child, their ability to master the pronunciation and comprehension of spoken language, and other individual characteristics associated with hearing impairment throughout the course.

When teaching a foreign language to deaf or hearing-impaired children, it is necessary to

- greater reliance on visual aids; these can be pictures, diagrams, cards, etc.
- writing; in addition to being a necessary component of English-speaking speech, in this case it represents the most important means of language acquisition, necessary for the formation of the written word image, correction of the learner's oral form.
- Special attention to transcription.

Transcription training. Due to the fact that children do not hear at all or hear poorly, some teachers had to write down the words in Uzbek letters from the very beginning. Transcription of words in Uzbek is an undesirable phenomenon, because not all sounds of the English language can be conveyed using Uzbek letters, and even similar sounds will wear out differently. I had to completely remove the transcription, because, for such children it was very difficult to introduce a third language. And only after some time, the children themselves come to transcription through reading individual words.

Deaf and hard of hearing children show a high interest in language learning, especially at an early stage. Unfortunately, a feature of the second type classes is that the learning process is moving very slowly, it is difficult to observe progress due to the individual characteristics of the children gathered in such a class. The work is carried out in close connection with a teacher-defectologist who monitors children from elementary school and is familiar with their problems, two times a week, children go to classes with a teacher of the deaf, where they work out terms, words, read texts, listen. At the initial stage, when everything is still new and there are no difficulties in memorizing, studying, children are happy to get to work. As soon as the first difficulties appear, a decline begins, moreover, a rather sharp one. Unfortunately, we do not have adapted textbooks. In my opinion, the greatest attention in teaching hearing-impaired children should be directed to the widest possible coverage of everyday vocabulary. A place should also be given to computer vocabulary, in particular, related to accessing the Internet. At the initial stage, teachers often use games. The game is one of the techniques in teaching a foreign language, which is especially often used at the junior level of education. With the help

of the game, a natural communicative game is created that arouses the interest and activity of children, and the element of competition that is constantly present in the game, the desire to win, mobilizes the attention of students, trains their memory. All this contributes to a more solid assimilation of the studied lexical material.

Games are used for a wide variety of purposes. The greatest attention is paid to the study of vocabulary. We write a lot of words in the lesson, insert them into the same structure. When getting acquainted with new lexical material, it should be ensured that each student speaks and reads the word several times. It is very useful to verbally pronounce the words together with the child after reading them correctly many times. Another very important requirement: each new word must be given to the child in writing.

Games one can use in lessons:

- Connect a picture and a word (word and its translation) - by the way, here the teacher can make mistakes (wrong word) to train voluntary attention,
- Divide into separate words a chain,
- Hangman,
- Steps (to repeat vocabulary on the topic),
- Bingo,
- Memorina (find the word and translation paired cards),
- Swan flying (repeating the alphabet and numbers),
- The 4th superfluous word (find and explain the superfluous word)
- Snowball,
- "Letters scattered" - write words on the board, mixing up the letters,
- "Picking mushrooms" – teachers write the words in advance, cut them into parts, usually large ones are put around the class and collected the "mushrooms"

Another game, "associative classics", is to draw classics on a sheet of paper, each with a different category (e.g., animals or sounds). Pupils throw in a chip and they have to say as many words from that category as they can in 20 seconds. There is no time limit, the main thing is to talk.

A group game called "associative triangles" is given when teachers have to work with someone individually or with a group. They cut out triangles from cardboard, write words on all 3 sides and match them with antonyms or associations and make one big triangle.

Teaching grammar:

The teaching of grammar is much more difficult. In the normal course of speech development, hearing children usually learn all the grammatical patterns of their native language by the age of five. This is not the case for deaf and hard of hearing children. Identified specific errors, typical for children with impaired hearing when learning English, are explained by the presence of residual defects in their native speech, deficiencies in the sense of their native language. Hence: we teach grammar in every lesson, starting with the grammar of the mother tongue.

For that we use:

- Choral recitation;
- Repetition of sentences.
- Incorporating vocabulary into familiar sentences. I see a cat etc.;
- Practicing a single structure, e.g. there is/are with different vocabulary;

It is thought we are lucky that there are not as many word changes as in Uzbek or German, for example, plural, few articles, the verb in Present Simple only changes in the 3rd person singular. But still for these children grammar remains a stumbling block as Uzbek grammar is difficult for them. Deaf children are usually good at reading from the lips, but this only works in their native language. In English this does not work. Then they have to write on the board. If they don't understand it from the lips I also use dactyl.

Working with a text:

The hearing-impaired student must also be helped to understand the text he or she is reading. These children have a particular difficulty reading due to imprecise word comprehension and a lack of understanding of grammatical forms. To teach a child to read consciously it is necessary to check their understanding of words, grammatical forms and the text as a whole when reading even the most elementary text. How does it work with a text?

Stage 1 - pre-text, the most time-consuming and voluminous in time.

- Preparation for reading (We look at diagrams, maps, pictures, remember everything we know)
- Analysis of words, phrases and sentences
- You can compose a story from pictures
- Deformed text on pictures and without them.

Stage 2 - text - we read the text, translate

Stage 3 - post-text, we connect parts of sentences, answer questions, etc.

Guidelines for teachers on working with children in grade II.

- Always speak to children while facing them.
- Speak clearly and concisely.
- Seat the children, taking into account their characteristics.
- When asking one child, draw the attention of the others to the respondent with a gesture or words.
- Address children by their first names.
- Keep everyone in sight during the lesson.
- Explain the objectives of the lesson, summarize at the end.
- At each lesson, check homework, after the lesson check students' notebooks.
- Explain new material in an accessible way, using visual aids and technical teaching aids.
- Make independent work an obligatory element of each lesson.
- Provide assistance, show attention to children during independent work.
- Alternate difficult and easy tasks.
- Anticipate possible difficulties in the subject and teach ways to overcome them.
- Create situations of success in the classroom.
- Give feasible homework with mandatory instructions on how to prepare homework, and entry in diaries.
- Praise children in class, punish them alone.
- Maintain rapport with parents.

From a biological point of view, deafness is a lesser disadvantage in terms of the organic development of a person than blindness. However, without hearing the speech of others, a deaf child cannot independently master sound verbal speech. Without special training, a deaf child turns out to be dumb. His specifically human social contacts are disturbed. In addition, here

the teacher should come to the rescue, with his experience, knowledge, and most importantly, the desire to help such a child. Thanks to classes, children's cognitive activity increases, the level of working capacity increases, their emotional state improves, communication skills and skills develop, which leads to better adaptation of such children in a hearing society.

LITERATURE

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