

TEACHING ENGLISH TO BLIND AND VISUALLY IMPAIRED LANGUAGE LEARNERS

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Abstract. This article describes the features of working with the blind and visually impaired students and presents some methodological techniques while teaching them English

Key words: blind and visually impaired students, teaching methods, English language training.

Nowadays, the question of inclusive education and social adaptation of pupils with exceptional needs is very problematic. Whereas, most of the teachers do not know ways of working with such students, as well as they are not well informed on adapting materials to learning process. This article presents some methodological techniques blind and visually impaired students of English language training

Each teacher who begins working in inclusive education, it is important to remember that teaching children with high needs requires other techniques, tools and training methods than those used in the daily practice of training normal children. Here are just some of the features that should be taken into account in the organization of the teacher learning process blind and visually impaired students:

- Incomplete and inaccurate perception processes;
- Fragmentation and poverty of the information received;
- Instability of any attention;
- Reduction in cognitive abilities and mental health;
- Increase in the period of study;
- Reducing the rate of transmission of educational material;
- Difficulties in the regulation of behavior;
- Slow reaction of recognition and distinction.

Teachers working with blind and visually impaired students, it is important bear in mind that in addition to the visual impairment in children and can be a number of related secondary abnormalities. These include such as: undeveloped imagination and spatial visualization ability, the pace of movement, minimal social experience and the overall outlook of the learner, the accuracy of violations coordination, problems with speech and hearing impairments, mental disabilities in the development and etc

It is necessary to provide more time for mastery of new material, the formation and development of foreign language skills, awareness events and realities for

the learners who have vision problems. For example, if the conventional student to review the new vocabulary may require from 5 to 20 minutes with increased child needs will need three times longer.

Due to the nature of thinking, attention and memory schoolchildren vision problems, the teacher needs to be repeated several times as new, and has already passed the material, and teachers and educators offer various techniques, forms and types of organization of such activities. The main thing - to provide repetition of the phenomenon being studied, achieved automation necessary actions and avoid of wasting already formed skills.

All foreign-language material which are presented to blind and visually impaired students need to memorize. This is due to the fact that students there is no such kind of memory as a visual, consequently, the teacher is not possible to ask the children quickly review the material, remembering the required information in the classroom. Also at initial stage students cannot write the information they need to make the necessary clarifying notes. Auditory memory is formed of such students not immediately, it takes some time.

For memorizing the material the teacher should use the maximum number of strategies appropriate to individual learning styles (auditory, kinesthetic, and tactile) and age students, kind of audio software to the textbook. If they are absent, the teacher should make a record herself. So students can study up the information they need at home, if they for some reason have failed the class. Using the maximum number of policies will compensate for the lack of view, the information you need to remember, to consolidate the generated knowledge, skills and abilities to create a complete image of the studied phenomenon or object, to form and develop student personality and, as a consequence, facilitate the further process of adaptation and socialization in the society.

When organizing training to blind and visually impaired students' teacher must be prepared for the fact that he will have to use additional clarification and a variety of visual aids. For example, events that are familiar and understandable to ordinary children require further comment for students with vision problems. How to explain to a child who had never seen and did not know what a cloud, cloud, mist? How do they differ from each other? Semantization of similar lexical units is only possible with the help of detailed descriptions and explanations, examples and vivid verbal situations. In other cases, for the organization of the learning process the teacher may require different means of visualization and diverse realities. After all, what the blind and visually impaired students cannot see, they can touch, smell, taste, explore ... At the lesson the teacher may be useful tactile books and cards for learning vocabulary, geometric shapes and sticks Kyuiziner for teaching grammar, cards with inscriptions in

Braille and sound pictures to develop the skills monologue and dialogue speech. Additional explanations and a variety of visual aids to help develop an arbitrary memory and creative thinking of students enrich the inner world; broaden their horizons, to create a vision of the world around, form major foreign-language language skills.

At the organization of foreign language teaching process blind and visually impaired pupils need algorithmization all educational activities. Students must clearly understand the sequence of their actions at every stage, whether working with vocabulary, grammar, phonetics, or actions with audio equipment and computer work. The fact is that ordinary children can easily do it yourself (including the need for a listening text or fragment thereof, to find additional information on the specified master site, etc.), can cause a number of difficulties for students with vision problems.

Algorithmic learning activities should be held consecutively, under the strict guidance and supervision of the teacher. Blind and visually impaired students it is important to explain that following the proposed algorithm, it will be easier acquire the necessary foreign-language skills and abilities; they will be able to avoid errors and inaccuracies. It would also speed up the whole process training, education, adaptation and socialization.

While algorithmization whole process of teaching a foreign language teacher it is important to use clear and logical instructions and explanations that will remove the possible difficulties and misunderstandings among children, organizing the learning process. Gradually, the teacher can give students more opportunities for self-cognition and learning activities. In turn, the teacher is important to remember it was in advance consultation on difficult issues and actions.

At the beginning of foreign language teaching blind and visually impaired students the teacher needs to use the native language in parallel with studied. At the initial stage it is important to use a method relying on physical actions. Its essence lies in the fact that when learning a foreign language simulates the process of mastering the native students language, which is digested in parallel with the implementation of the relevant physical actions. The formation, development and improvement of additional motor skills Blind and Visually Impaired students will allow them to better coordinate the movement and navigate the space and, therefore, faster to adapt to the world around them and adapt in society.

Quickly adapt to life in society and to acquire the necessary this knowledge, skills and abilities will use a variety of adapted to the needs of blind and visually impaired students teaching games. A variety of phonetic, lexical,

grammatical, role-playing games – All to make the process of training and education interesting and memorable, removes a part of the difficulties, including psychological. It increases the motivation to learn in general and the study of a foreign language in specifically. This organization helps foreign language activities socialize students, teaches them how to communicate with the teacher and with peers, allows to recreate real life situations.

All in all, the teaching methods English teaching blind and visually impaired students to help teacher intelligently and logically organize inclusive education process, to take into account characteristics of children with special requirements, create conditions for their adaptation and socialization in the society. Perhaps for some of blind and visually impaired students a foreign language becomes a profession, and therefore, the teacher of a foreign language should be accompanied by force and to use all it's available in the arsenal of methods and techniques for achieving the greatest possible positive results.

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