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The Best Methods of Teaching English Blind and Visually Impaired

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ANNOTATION

The article reveals the basics of an innovative methodology for teaching English for the blind and visually impaired, which has been tested in the process of teaching visually impaired people; a theoretical substantiation of two organically complementary audio-lingual and conscious-comparative methods is given and approaches to their practical implementation are revealed through the use of a complex of various means, including interactive techniques, audio recordings, computer and game technologies and other means that have positively proven themselves in the learning experience blind and visually impaired English.

KEYWORDS: innovative technique, audio-lingual method, conscious-comparative method, listening, technology.

In connection with the development of inclusive education and the emergence of relevant state documents regulating education of this type, the problem of developing effective methods of teaching people with disabilities, in particular the blind and visually impaired, arises in higher education [3, 5]. For many years, in the education system of Uzbekistan, there were specialized and correctional educational institutions for students with special educational needs, which are understood as persons with disabilities - disabilities. Starting from the Salamanca Declaration, adopted in Spain in 1994, and in accordance with the Law of the Republic of Uzbekistan "On the Education of Persons with Disabilities (Special Education)", the terms "inclusion" and "inclusive education" have appeared in Uzbekistan, which are currently being actively comprehended the pedagogical community, are filled with content and are gradually being tested in educational practice [1].

Inclusion in education (French *inclusif* - including, lat. *include* - I conclude, English *inclusion* - inclusion) is understood as an innovative approach - a step towards a person with disabilities, the implementation of a truly humane educational practice. Hence, inclusive education is a process of developing general education, which implies its accessibility and the creation of conditions for joint humane education of people with disabilities and their healthy fellow citizens. It is also important to note that in the modern global educational space, inclusive education is part of the educational policy of the member states of the UNESCO international

community, which declares a positive attitude towards people with disabilities who have the same rights as other citizens to receive a full and high-quality education, taking into account their individual features.

Thus, inclusive education is a form of education for persons with disabilities in the optimal pedagogical conditions of the educational environment, the most important requirement of which, both in international and domestic educational practice, is the high quality of education for all. However, today the implementation of inclusive education is associated with a large number of very different problems. As Nurmatov K. notes, joint “inclusive” education also requires redevelopment of classrooms in accordance with the needs and requirements of all disabled people without exception; and adjustment of educational practice related to the preparation of students of educational organizations for interaction with students with disabilities [2]. In addition, their education requires a special system of measures and specific didactic materials necessary for learning a foreign language, in particular English. We can agree with K. Nurmatova that such a practice will naturally have a beneficial effect on the socialization of these people, thanks to their maximum immersion in the everyday life of ordinary society. As A.V. Gordeeva emphasizes, the educational environment with the current attitudes towards a respectful, tolerant and understanding nature of the educational relationships of education participants with different health characteristics contributes to the creation of an environment that most favorably meets the educational needs of students with disabilities [2].

As you know, vision is one of the dominant senses of human knowledge of the surrounding world. It is vision that plays the leading role in the sensual reflection of objects of the surrounding reality. It is no coincidence that among people the largest number of those whose leading channel of cognition is vision, which is why the eyes can be considered the most important organ, on the health of which depends on the completeness of a person's feeling of life. In psychological development, visually impaired people, B. Zarubin notes, have a number of “features”: weakness of abstract-logical thinking; limited perception of knowledge; a small amount of sensory experience; general slowness; poor development of motor activity, motor skills, spatial orientation [5].

In this regard, the main educational goal is to achieve a high level of learning and readiness for visually impaired students to continue their education at the next levels without special support by ensuring the maximum development and automation of all visual functions. The essence of these principles is formulated as follows:

- ✓ the value of a person does not depend on his abilities and achievements;
- ✓ every person is able to feel and think;
- ✓ every person has the right to communicate and to be heard;
- ✓ all people need each other;
- ✓ genuine education can be carried out only in the context of real relationships;
- ✓ all people need the support and friendship of associates;
- ✓ for all learners, progress is more likely to be in what they can do than in what they cannot;
- ✓ diversity enhances all aspects of human life.

The use of these principles in working with groups of the blind and visually impaired ensures, firstly, the implementation of inclusive approaches in education, secondly, allows students to master at least an elementary level of foreign language proficiency, and thirdly, gives them a chance to socialize in modern

society, which ultimately reduces the number of socially unadopted, "dropped out" of the educational structure of people.

Teaching English to the blind and visually impaired in the framework of our methodology is carried out in the process of active communication between students. In this case, three features of this technique can be identified. First of all, this is the receipt of all educational information through listening in connection with the physiological characteristics of students, whose hearing, due to the lack of vision, is the leading sense through which they receive information about the world around them. Secondly, the use of computer technologies and programs for the blind and visually impaired (Jaws, Windows for Jaws), which reproduce in audio mode electronic texts, individual words and phrases both from works of fiction and from personal electronic correspondence with foreign friends, as well as special logistical equipment (special keyboard, headphones, special speakers). A variety of modern Internet technologies allow solving a number of didactic tasks: replenish students' vocabulary, form a stable motivation to communicate in English, create conditions for direct communication with native speakers, etc.

Both frontal and individual forms of work are used as organizational ones: multiple choral repetition of clichéd phrases after the teacher or speaker - answers to the teacher's questions, different types of speech greetings, complements, questions, etc., which students then use in their monologue and dialogic speech [5].

As a result, students, so to speak, interactively master foreign language speech - actively articulating not only aloud, but due to the activity of motor memory, simultaneously perceiving their voice with internal hearing, performing direct learning tasks containing specific situational information of various kinds and levels of complexity. The second specific feature of our methodology is the organic combination of two methods of teaching a foreign language: audiolingual and conscious-comparative. The audiolingual method, developed by R. Lado and C. Freese [3], provides for the use of only the auditory channel for the perception of foreign speech and repeated reproduction of what is perceived by ear, repetition of language units, phonemes, phrases, colloquial phrases after the teacher, as a result of which learners form memorized speech "automatisms", and the English language acts as a means of oral speech communication. The conscious-comparative method, as noted by L. Shcherba, provides students with awareness of the phonetic, grammatical and lexical patterns of a foreign (in our case, English) language and ways to implement them in the process of speech communication [1]. The use of the conscious-comparative method allows students to understand lexical, grammatical differences in the construction of statements with the same meaning, in the formulation of the same thoughts in their native and foreign languages, which ultimately contributes to the formation of their respectful attitude towards other peoples and their culture, one of the carriers of which is native speech. The implementation of these methods within the framework of our methodology is provided through a complex of various techniques: advanced learning, algorithmization of speech activity, reception of a game dialogue. Let's consider them in more detail.

The method of advancing learning lies in the fact that speech communicative practice is ahead of the explanation of theoretical grammatical and lexical material. For example, the task "listen to the dialogue and identify a new grammatical phenomenon, structure, or guess the meaning of lexical phrases in English on a new topic from the context." After the answers of the students, they are given the correct translation and the construction of the English sentence is explained, etc. Another task: "listen to Uzbek sentences, translate them into English and count the number of mentioned new seasons, weather types, clothing items, numerals, etc.". At the same time, among the English words in a number of well-known ones there are those that are still unknown to listeners. The signs of advancing learning also include the volume of sounding of Uzbek speech,

which is used in the classroom in a dosed manner, only to explain the grammatical and country-specific phenomena of the English language. The method of algorithmization of speech activity makes it possible to clearly structure and complicate the practical orientation of classes in the logic of learning: heard, repeated, spoke (reproduced), realized, remembered, independently applied. At the initial stage, communicative audio supports are used as an algorithmic basis, the so-called vocabulary box of speech phrases from various audio materials that students encounter during the entire learning process, namely: logical-syntactic schemes: "I would like to ..", "but , unfortunately, ... ", "the fact is that ... ", "in my opinion "; supports for expressing one's own point of view: "you are wrong, because.", "otherwise ...", "everything depends on." etc. The algorithm is also phonetic charging, which is built on the principle of dynamic complication of audio samples, which are first worked out by repeated repetition of individual sounds, syllables, words, phrases (phrases) and whole sentences. In order to gradually complicate the tasks, as the level of English proficiency increases, musical situational short English-language rhymes to music (jazz), light poems, sayings and proverbs are practiced, which are repeated from lesson to lesson, memorized and subsequently used in the feasible dramatization of their own dialogues. To complicate the task, thematic song or text grammatical and lexical material is offered to listeners in the form of audio texts (gap texts) with pauses and missing elements, during which students, while listening to a song, prose or poetic text, pronounce their version of the missing words or text fragments, and then independently or, in agreement with other students, correct the proposed options or supplement them.

The reception of the game dialogue allows you to include listeners in the plot-role-playing communication, thanks to the reproduction in the game of various social, cultural, domestic and other situations, when the teacher sets the students a game situation, in the process of speech deployment of which they use the vocabulary and experience they currently have foreign language speech interaction. The use of such gaming technologies contributes to the effective development of normative educational material. Teaching a language through gaming technologies accelerates the pace of its development and has a positive effect on the development of the personality of students, since their activities are aimed at a specific, and, importantly, conscious result. The game as an activity of the participant, aimed at the process, limited at the same time by the established rules and roles of the participants, corresponds to their natural communicative needs and, thanks to this, contributes to the activation of the development of cognitive processes: attention, memory, thinking, as well as creative abilities. As a result, language and psychological barriers are overcome, interest in the English language increases, attention is focused on mastering speech skills in the process of natural communication, but in game situations. As our experience shows, when mastering dialogic speech in educational game situations that replicate situations of everyday communication, people with special educational needs at the initial stage conduct an elementary dialogue of a motivating nature: they ask, indicate, give orders, offer types of activities, evaluate the results obtained, correct the speech process. communication, clarifying and supplementing the spoken meanings.

As the level of foreign speech proficiency increases, competition games, role-playing games with reincarnations that require intensive speaking in English are quite effective: "Interview with an applicant for a job in a foreign corporation in London", "Recognition of a famous person". For example: in the topic "Clothing", one student in the role of mother gives advice to another teacher, acting as a child, to dress for the weather, and "son" expresses unwillingness to follow the advice of "mother". For such exercises, we select various dialogue and textual audio materials of the initial level of complexity, which are connected logically and gradually become more complex lexically and grammatically. According to E. Melnikova, the periods of development and learning of the blind do not coincide with similar periods of development of the sighted,

differing in longer duration [4], therefore, in each lesson, we use all kinds of audio technologies, for example, verbalization of the sounds of the world, when students determine by hearing the sounds he offers for perception and call the sources of these sounds in English.

So, for example, when studying the topic “Seasons”, students listen to a sound recording with the sounds of nature and in English name the sounds they hear. In addition, they are invited to identify and name the season for which these sounds are typical, and also, using adjectives, give them an emotional assessment. At an advanced stage, in order to achieve a full-fledged result, we use not only complexes of audio-sound materials specially selected by us, including audio-illustrative material, but also various thematic tangible objects that, when felt, can suggest to students the topic and direction of the dialogue statement and lexical content. For example, in the topic “Seasons”, students are offered audio recordings of the noise of the wind, the singing of various birds, the sounds of a babbling stream, howling wind, a stormy waterfall, light rain, the rustling of leaves, etc., by which students recognize the season; and in the “Clothes” topic, they feel different objects or things by touch: a scarf laid out in front of them, gloves or a baseball cap, which gives them the opportunity to understand what advice to give a friend about clothes, according to the weather and season).

Thus, students are involved in creativity. At a more advanced level of English proficiency, we allow the emergence of informal communication situations that are distinguished by the spontaneity of situations invented by the students themselves, within which they enter into natural speech interaction on a given topic (“You are in the park”, “You are in a minibus”, etc.). As our experience shows, this approach contributes to the intensification of learning, increasing the level of their communicative activity, deep and solid assimilation of lexical and grammatical material. Students become active participants in the process of mastering the English language, and they are motivated to quickly expand their linguistic horizons.

The effectiveness of the intensive method of teaching a foreign (English) language that we have tested for the blind and visually impaired is ensured by

- ✓ firstly, based on the principles: 1) from simple to complex, 2) advanced learning, 3) concentric construction of meaningful material, when the same speech constructions are periodically repeated, but at a new level of complexity - with the addition, complication of their design, or in a new dialogue situation, etc.; And,
- ✓ secondly, by observing the organizational conditions that we have identified to achieve the optimal result: 1) creating a benevolent psychological climate in the classroom through the constant approval of students, which implies the rejection of censure and criticism, and stimulating them to succeed and effectively achieve the learning outcome (as our study shows). experience, the lack of negative foreign language experience in communication among students makes it possible to fearlessly detect their speech errors and effectively correct them, since a favorable atmosphere of communication in the classroom has a positive effect on the productive speech skills of students with disabilities); 2) refusal of compulsory homework, but at the same time stimulating their desire to record the material studied in the lesson on a dictaphone for the purpose of its subsequent repetition at home; 3) the maximum intensification of speech activity in English during classes by activating all the internal resources of students based on the creation of a favorable microclimate in the group and situations of success that contribute to their motivation for active communication and expansion of their language capabilities.
- The indicated elements of our methodology contribute, firstly, to the adequate personal development of the blind and visually impaired;

- the emergence of their confidence in the possibility of successful integration into the modern educational environment and full-fledged social adaptation, including in a foreign-speaking society;
- mastering the ability to establish and maintain business relations and contacts with various citizens of English-speaking countries, including those with visual impairments (in particular, with the Canadian Center for People with Disabilities);
- gaining experience in independent modeling of situations of interpersonal communication in English;
- regular control cuts by including students in audio mode in mini-dialogues in order to develop their auditory self-control skills;
- dosed issuance of educational material to students and its rational and uniform distribution over time;
- frequent change of activities, interspersed with phonetic exercises-pauses, which ensures the safety of both vision and health in general, and also contributes to a health-saving attitude towards oneself and others. Thanks to this, in a short period of time - five months of training - optimal results were achieved in mastering the blind and visually impaired English.

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