

PECULIARITIES OF TEACHING ENGLISH LANGUAGE TO BLIND AND VISUALLY IMPAIRED LEARNERS



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Abstract

The article is devoted to understanding the ways of teaching the blind in the modern English society, the features of people with visual impairment, projects, approaches, and teaching methods are considered. It is proved that people with visual impairment have no less opportunity than people with good eyesight.

Keywords: Teaching methods, project, blind and visually impaired, techniques of teaching, teaching features, passive, active and mediated forms of feeling.

КЎРИШ ИМКОНИЯТИ ЧЕКЛАНГАНЛАРГА ИНГЛИЗ ТИЛИНИ ЎРГАТИШ

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Аннотация

Мақолада замонавий инглиззабон жамиятдаги кўриш имконияти чекланган кишиларни ўқитиш йўлларини тушунишга бағишлиланган. Кўриш имконияти чекланганларни ўқитиш методлари ва ёндашув вариантлари кўриб чиқилган. Кўриш имконияти чекланган ўрганувчилар соғлом ўрганувчилардан кам бўлмаган имкониятларга эга эканлиги асослаб берилган.

Калит сўзлар: таълим усуллари, лойиҳа, кўриш имконияти чекланган, ўқитиш методлари, ўқитиш хусусиятлари, пассив, фаол ва воситачилик асосида идрок этиш шакллари.

ОСОБЕННОСТИ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ СЛЕПЫХ И СЛАБОВИДЯЩИХ

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Аннотация

Статья посвящена пониманию путей обучения слепых в современном английском обществе, рассмотрены особенности людей с нарушениями зрения, варианты подходов и методов обучения. Показано, что люди с нарушениями зрения имеют не меньше способностей, чем люди с хорошим зрением.

Ключевые слова: методы обучения, проект, слепые и слабовидящие, методы преподавания, характеристика преподавания, пассивные, активные и опосредованные формы восприятия.

According to the World Health Organization, there are 246 million people with poor eyesight and about 39 million blind people worldwide. Due to some reports, the number of blind and visually impaired people in Uzbekistan is almost 40 thousand people, of them totally blind – around 20 thousand. Of this number, 22% are young people of working age. Here, we need to think about the question:

Is it worth talking about the need to train blind people, when almost every fifth blind person can get a job with some help and preparation?

However, accurate statistics are almost impossible to find. Various experts claim that the blind are in fact much more. For example, patients with diabetes mellitus often go blind, but do not rush to go to the blind category, because if they get this status, they will stop receiving insulin for free. Many people spend their whole lives in small settlements, not knowing about the existence of a blind society.

Classification of the blind and visually impaired: The blind include people whose visual acuity is in the range from 0% to 0.04%. Thus, people who are completely devoid of vision or have residual vision (from light sensations to 0.04%) are considered blind.

Children with visual acuity ranging from 0.05% to 0.2% fall into the category of visually impaired and can work using vision (3).

Physiological features: In the absence of vision, the most effective sense organ by which the blind can determine an object or object at a distance is hearing. In studies, it is noted that in most cases blindness stimulates the development of hearing. The ability to use the auditory analyzer is the main task in training. With due diligence and assistance from teachers and environment, you can achieve impressive results.

Trained blind perceives city noise as an audio landscape. By the sounds that surround him, he can understand what a group of people is on the sidelines, whether there are any moving objects in front of him, where the transport is approaching, etc. At home, without asking anyone, for the same numerous sounds and pauses the person can imagine who does what. If a person lost sight at birth, then he probably retained visual images and spatial representations, respectively, it is easier for him to recreate the picture of the surrounding world.

Due to the variety of tactile perceptions, the blind person receives extensive information. The touch reflects the shape, magnitude, direction, hardness, weight and temperature of the object, how far it is removed, whether it moves. Thus, touch is often perceived by more signs than by sight, but with the help of the touch of the

blind, often gets a fragmentary view of the subject, and only thanks to thinking and imagining a person recreates the correct image of this object.

There are three forms of touch: **passive, active and mediated**.

Passive form of touch gives only a schematic image of the object - weight, temperature, extent. If two objects of the same weight and size are placed on the palm of the blind, then he can hardly name these objects and determine the difference.

To make the schematic image of the subject more complete, an **active feeling** of the object is necessary. It allows you to determine the shape and size of the object isolate its individual contours, find out the physical properties of the thing. With the help of this type of feeling, a holistic view of the subject is formed and the spatial relationship between objects is indicated. This form of touch cannot be replaced by orientation in a small space.

Instrumental (mediated) sense of touch is such a form of touch, in which the procedure of feeling occurs with the help of some instrument, for example, tapping with a walking-stick. This method reflects all the properties of objects, with the exception of temperature. According to the accuracy of perception, the mediated touch is inferior to the active one, although the cane or other instrument acts as an elongated hand, thereby expanding the possibilities of orientation in space (2, p. 116).

The process of education and upbringing takes into account the age characteristics, level of vision and psychophysical capabilities of students. The teacher has the following tasks: to create skills that will help to organize and organize the behavior of children; teach skills that allow them to coordinate movements, navigate in space; to teach you how to define objects with the help of safe analyzers.

In the early school age tendencies for imitation are noted, it is of fundamental importance to build an example of correct actions in the form of a teacher's work, which will become the basis for independent work and creativity. For blind children, we apply the hand-to-hand method of work and the commented control. Tiflopedagogists pay special attention to the substantive teaching of the fundamentals of science, the peculiarities of labor education, vocational guidance, and the preparation of students for work in the work available to them.

It is necessary to improve the acquired skills of educational activity, to develop abstract thinking, to strengthen moral and volitional qualities, supporting interest in learning. A valuable assistant is the use of ICT technologies: online testing, the use of specially programmed sites, Internet simulators, etc. Totally blind schoolchildren can also be helped in the era of technological progress - various voice programs are offered. It is very important to show the example of great people, public figures, scientists, writers, poets, musicians who had visual impairment, what

a person can achieve, if he is purposeful, hardworking, believes in his own strengths and capabilities.

There are the following auxiliary tools for training people without vision: optical magnifiers (magnifiers, special glasses, lenses); walking stick straight, folding cane; dictophones, sounded books, sound computer programs, sound calculators; Braille display, Braille books and magazines; special paper, compasses and rulers, centimeter with notches, stuffed birds and animals, relief maps (1, p. 83).

When teaching English, teachers use the same material as in other lessons - audiobooks, devices to increase the text. A blind person can have enough audio recordings of English speech, audio lessons, lectures and other audio material recorded on any kind of media. Classes with tutors and conversations with native speakers will also be effective.

Specialized books for teaching English can not be found. Therefore, many people ask themselves - is it worth trying to teach people with eye diseases?

The ability to communicate in another language allows you to expand the circle of communication, before people with knowledge of a foreign language, new perspectives, including work, open up. Such a person will be more likely to be hired, despite his lack of visibility. Summarizing the above, it can be concluded that knowledge of the language contributes to the socialization of the blind. A blind person feels that he is competitive, he feels himself a full-fledged person.

Numerous studies have shown that the study of foreign languages contributes to an overall level of intelligence. At the same time memory, attention and thinking in the study of the language are constantly improving.

English can help the integration of the blind and the visually impaired in the information space. For example, in the Internet, English is one of the main ways of communication. Listening to information in English with audio programs, a blind person will be able to receive a lot of new knowledge that is not available in Russian. With the help of special programs and devices it is possible to communicate with foreigners who can help with socialization and offer their help in organizing life.

In connection with the foregoing, it can be noted that learning English is extremely important for the visually impaired of all ages. The sooner the methods of teaching English to such people are revealed, the easier it will be for them to adapt to life and, accordingly, become a full-fledged part of the society.

As we know the project Light by knowledge is already started to deal with some reasonable results of teaching Blind and visually impaired learners of Uzbekistan. As an example we may take extracurricular events like “Spelling competition”, “Believe You” with the learners of special school for blind and visually impaired in Tashkent city and designing special braille books “Grammar in Braille”, “Seven Wonders”, “Light up”. While designing the project members trialed

some techniques with Blind and visually impaired learners and satisfied with positive results:

- BVI leaners can easily manage with filling gap, matching, true/false techniques

- Their abilities of guessing is well developed due to their limited ability

- They could imitate the native speakers accent very perfectly

- Their open-minded and imaginative learners

- Trainers should be careful while training them because if they dislike the situation or the attention to them they can be covered to the special atmosphere and do not let to come in to others

- However, the majority of them are motivated and want to learn special book in Braille in order to develop their knowledge

- Many are familiar with the idea of the electronic poster. He tells the pupil as to use him: how to switch on and off what button needs to be pressed for passing an examination. It is simple to look at the table and to try to learn it — less effectively, than to look and listen at the same time. Volume of sound can be regulated that occupations of the child didn't disturb people around. With the table it is possible to be engaged at home and at school, the table has a moisture protective surface, and her it is possible to arrange both on a table, and on a board.

- Exist also the English "the speaking alphabet" which gives the chance to study a transcription and pronunciation of sounds and letters of English as independently, and with the teacher. During training process the child learns what organs of speech are involved in pronunciation of the English alphabet, then will learn to distinguish ringing and deaf sounds, learns that there are long, short sounds and diphthongs. And also he learns about existence of the letters having two options of reading. All sounds are illustrated with pictures with the correct arrangement of the organs of speech involved at their pronunciation (4).

- But yet there is no such table for blind children. Today, scientists of the world has already suggested to create two versions of such electronic poster:

1. The table with use of a font of Braille to which letters and words instead of illustrations will be written.

2. The table with use convex English letters. As it has been revealed earlier, at blind and visually impaired the sight is compensated by sensitive hearing and increased feeling of touch. Perception of information will be given much easier if to combine palpation of the table with sound comments. The child "reads" letters, and the poster at the same time pronounces sounds and pronounces words which begin on this letter. Thus, there is a fast training in the alphabet, and with this knowledge it is possible to pass to other ways — audiobooks, use of magnifying glasses when reading texts and communication with native speakers. Whereas both versions of

tables are not practiced in Uzbekistan yet, because of lack of practices and there is no international experiment exchange. However, the members of Young Researchers hope to implement it into the practice soon.

On the other hand, found out another way of developing kinesthetic style of learning with BVI. They have designed 3D pictures of shapes and animals in order to increase the awareness of touching and understanding of BVI. They used authentic materials, like fur, cotton, feather, shapes and designed teaching materials. Additionally, learners were highly impressed and motivated by these materials and enjoyed the lessons.

Drawing a conclusion from what has been written; it can be argued that people without vision have some opportunities for successful learning and a happy life. With developed skills, a person will feel that he is competitive, will consider himself fuller, accordingly, will become happier.

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