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PECULIARITIES OF TEACHING THE ENGLISH LANGUAGE TO PEOPLE WITH LIMITED OPPORTUNITIES

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Abstract: The author of the article considers the problem of disclosing and analyzing certain aspects of teaching English to people with disabilities. The use of distance education is considered as one of the most effective ways of teaching people with disabilities.

Key words: *people with disabilities, the method, the content of education, the form of education, distance education.*

One of the characteristics of any developed country is the social well-being of those categories of the population that require special attention and care.

Undoubtedly, a significant part of them are people with disabilities. In 1994, the United Nations adopted the standard rules for equalizing the capacity of people with disabilities, one of the areas of implementation of equal whose complicity is education. Getting an education is an important stage in the life of every person.

The way of self-affirmation, self-realization for people with special needs is education. A special approach requires the study of foreign languages.

The teaching methodology takes into account social and individual, psychological characteristics, as well as the relationships of students studying with each other, students with teachers, modern linguistic data and full-scale material and technical means of a new generation (computer classes, multimedia systems, etc.).

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Taking into account the world tendencies concerning personal qualities and abilities of teachers and methodologists, these funds are fully adequate to the difficult and time-consuming tasks that appear in the process of teaching English to people with special needs. Teaching of foreign languages to people with physical development features should be aimed at developing speech skills in situations that reflect communicative activity in its unchanging, natural forms.

"The creation and development of receptive communication in the educational process are based on various forms of objective activity that affect the formation of the motivational and excitatory sphere of the individual, since each language act, both receptive and reproductive, is carried out in a specific setting and for the solution of specific life tasks "

According to psychologists and psycholinguists, it is abstractness, non-subjectivity of educational language activity, lack of interest and motivation for studying foreign languages, that can be obstacles that appear before people with special needs on the way to mastering communication. Fruitfulness and practical value of learning English are achieved only with wide representation in the teaching and educational process of the culture of the people whose language is being studied.

This means that the content of the learning of foreign languages should include the realities of the sociocultural, political, economic and other components of the people's life-the native speaker. Essentially, a sociocultural micro-atmosphere of training should be created in the teaching team in conditions of natural application of the given language as a means of training. The task of the technique is to find means of communication, subject and receptive activity of students with special needs.

The driving force in working with such trainees is, first and foremost, the organization of practical exercises, correct from a scientific and methodological

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point of view, on which communication is conducted on subject activity, where all the necessary components are set: goal, motive, content, form, partners and conditions of assignment. As M.A. Davidova believes, the organization of specific exercises, role games, graphic patterns, the use of specific dictionaries and the latest teaching technologies is a prerequisite for successful learning by people with limited opportunities of the necessary lexico-grammatical information.

In practical classes, it is necessary to maintain a high motivation for learning not only by reminding one of the distant end goal (mastering a foreign language), but also with interesting content, attractive forms and the nature of everyday learning activity.

Creation of an atmosphere of joy, psychological comfort, cooperation and benevolence in classes and other types of organization of the learning process gives the students a sense of success, helps overcome the shyness and the barrier of fear that arise from the illness that is necessary for normal human communication.

Studying the peculiarities of studying English by people with hearing impairments, Z.Kh. Shafikova highlights such moments with regard to improving organizational and scientific-methodological work:

1. Extension of the period of training of students with an increase in the number of hours to learn English.
2. Organization of subgroups of hearing-impaired students in an amount not exceeding five persons.
3. Use of the principle of individual approach to the hearing impaired in teaching English.
4. Use of the international dictionary of mimic-gestural communication.
5. Intensification of the use of the visual channel of perception of information.

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6. Organization of an individual training system for people with hearing impairments.

7. Reliance on the latest technology and modern techniques.

8. Training of teachers who are able to work with this contingent, the installation of certain benefits for them.

One of the tasks that our government faces at the present stage, regarding disabled people, is the development of a mechanism for the realization of their right to higher education. This mechanism should be reflected in a complex of normative legal and regulatory documents that regulate and ensure the organization of the learning process for students with special needs.

It must be noted that the world experience of higher education includes both eye, correspondence, evening forms of study, and distance learning. Distance learning as an integral part of distance education can complement the existing education system and attract such a category of students, as students with disabilities, to it. Consider the functioning of distance education as a way of obtaining higher education by people with special needs.

By distance education we mean a method, a form of training that leads to vocational training, higher education, and combines the use of printed materials, media, other types of educational technology: television, radio, satellite broadcasts, videotapes, audio-visual assistance, computers and so on.

Distance education is characterized by a developed information and technical environment, which makes it possible to conduct training at any distance from the educational organization; flexibility in training; modular principle; new forms of control over training; new functions of teachers and high economic efficiency.

L.I. Loginova distinguishes the following forms of distance learning:

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- 1) teaching-learning;
- 2) teaching-teaching;
- 3) distance education;
- 4) tele-education;
- 5) training using the Internet.

Such characteristics of distance education are especially important for disabled students: Community education, a flexible educational process that can be completely free, contacts with the teacher that are carried out with the help of telecommunications, the transfer of theoretical materials to students in the form of printed or electronic teaching aids, which makes it possible not to come to an educational institution.

It should be noted that insufficient material and technical support impedes the implementation of distance learning in full. For effective educational work of distance students, there are necessary didactic support systems for all training courses in the specialties that are being studied, adequate to the requirements of world educational standards. Didactic support performs the following functions in the distance education system: organizational, educational, corrective, communicative, monitoring and forecasting. These functions are combined into three blocks: information-content, control-communicative and correction-generalizing.

Information-content block includes all the necessary information on this training course: teaching aids, methodical recommendations to teachers and students on the organization of classes and work with computer networks. This unit provides the performance of organizational and educational functions.

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Control and communication unit consists of different types of control and self-control of training, contains a schedule and types of communication between students and teachers.

This unit not only performs educational, communicative, organizational functions and control functions, but also establishes optimal feedback between the participants of distance learning.

Correction-generalizing block contains the final results of the training work of students, their analysis and diagnosis of educational and cognitive activities. This is a kind of database for each student. The block ensures the implementation of organizational, corrective, communicative and prognostic functions.

Consequently, we can note that learning English with people with disabilities requires a special approach. The necessary components of the learning process are a correctly formulated goal, clearly organized practical exercises, appropriately selected methods and forms of training. A great role in teaching people with special needs is played by the personality of the teacher, his ability to find an individual approach to each student.

One way to address the issues of higher education for people with special needs is the use of distance learning. The system of distance education supplements eye and correspondence forms of education, not acting as their antagonist. It integrates into these systems, improving and developing them, contributes to the strengthening of the integration of diverse educational structures and the development of continuing education of citizens.

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