

TEACHING FOREIGN LANGUAGES TO STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN HIGHER EDUCATIONAL INSTITUTIONS OF UZBEKISTAN

Usmanova Nasiba Mahmudovna

Senior teacher of the Samarkand State

Architectural and Civil Engineering Institute

mail; rahmatova1867@mail.ru

tel; (998-90-212-91-06)

Annotation: The article describes methods of didactic learning support and effective teaching techniques that help improve foreign language teaching for students with special educational needs in higher education institutions. The need to use wellness technologies in teaching foreign languages in universities is also discussed.

Key words: psychological barrier, mobilization, barrier-free environment, inclusiveness, adaptation.

1. Introduction: In the context of globalization, the labor market needs specialists who speak a foreign language [2]. This applies to all categories of students, including people with disabilities and people with limited health capabilities, since “ensuring equal access of young people to genuine, high-quality education that matches their interests and inclinations” reflects the requirements of modern society for professional education. Training helps to overcome psychological barriers when communicating in a foreign language [1, p. 123], getting to know a foreign language culture, reading professional literature without a dictionary, participating in conferences and internships abroad, increasing the likelihood of finding a well-paid job and making a successful career. The decree of the President of Uzbekistan dated December 1, 2017 “On measures to radically improve the system of state support for persons with disabilities” provided for the provision of preferential rights to people with disabilities when entering national universities. That is, the government compromised the principle of equality for all applicants and applied positive discrimination measures based on disability. Satisfying the educational needs of students and students with disabilities requires “intellectual and psychological mobilization,” which is possible thanks to a tolerant social environment in an inclusive university environment, including students, teachers and management; their joint work in the special educational environment of the university contributes to the socialization of the individual; in the course of joint work, “not only the self-realization of this group occurs, but also the formation of equal partnerships with other social groups.” In this case, it is advisable to introduce the principle of the three Cs: “participation, empathy and assistance” [6, p. 73], the observance of which ensures professionally oriented foreign language communication among university students, taking into account their special educational needs.

The special educational needs of people with disabilities and people with disabilities are often identified by society as a barrier to mastering a foreign language. Limitations in listening, thinking, speaking and writing skills, as well as the lack of “ability to quickly acquire study and work skills” require appropriate teaching methods that take into account the individual educational needs of the

student. Despite the general opinion that learning a foreign language is difficult for these people (hereinafter referred to as students with special educational needs) and that they are limited in their ability to master language activities in their native language, their interest in foreign languages is growing. Their interest is determined by their intellectual, professional and personal development and is associated with their potential for socialization “within the framework of cooperation and communication” [2, p. 327], which leads to subsequent employment. In this regard, in the theory and practice of teaching foreign languages in higher education, it is important to find ways of professional orientation for such students.

Necessary conditions for teaching students with special educational needs are the creation of a barrier-free environment and the introduction, if necessary, of adapted educational programs. They not only regulate the receipt of education by these individuals and compensation for deficiencies in the development of the cognitive sphere, but also correct their developmental disorders, and also contribute to the social adaptation of these individuals in the inclusive environment of the university. Thus, we are talking about meeting the educational needs of this category of students, in connection with which updated methods of professionally oriented foreign language teaching in the process of inclusive education at a university come to the fore. These methods involve a combination of organizational forms of training and accessible didactic materials, taking into account the age characteristics and diverse educational needs of university students, taken into account when introducing effective educational technologies. It requires the presence of qualified personnel who are ready and able to work in inclusive foreign language education, adapting the content of training to the needs of students through the design of individual educational trajectories.

Despite the available scientific and methodological support for inclusive education in Russian universities, it is necessary to select those methods, the use of which will meet the needs of students with visual, hearing and musculoskeletal impairments, who often master foreign language speech activities in one study group. The latest developments of Russian researchers on the introduction of effective methods in professionally oriented foreign language education at universities cover mainly one category of students, which requires systematization of the student learning experience taking into account various health disorders. Accordingly, the question of choosing optimal organizational forms and effective technologies for professionally oriented teaching a foreign language to students at a university, taking into account their diverse educational needs, is still debatable.

2. Experimental methods

I would like to consider some teaching methods: didactic support for teaching foreign languages is based on the use of visual aids and didactic materials that take into account the diverse educational needs of university students and contribute to a better perception of educational information relevant to their future professional activities. In this regard, alternative media provided by audiovisual materials can provide visibility and stimulate the work of students being taught. [1]. This work is stimulated by the mandatory semantization of professional lexical units based on a multisensory approach. At the same time, it is necessary to control their assimilation through vocabulary dictations, as well as analysis of grammatical structures, followed by a schematic design of grammatical rules, which makes it possible to detect the interrelationships of the phenomena being studied and identify special cases [2].

Thus, individualization of the process of mastering a foreign language contributes to a more effective organization of professionally oriented training in the inclusive environment of a university, which is labor-intensive without understanding how best to combine organizational forms of teaching a foreign language at a university and select didactic materials taking into account students' health impairments.

The stages of designing an individual educational trajectory regulate the change of organizational forms of training (frontal, paired, group, individual) in a classroom lesson with a clear structure, in which students with different educational needs will work in accordance with their capabilities. It is advisable to use multi-level tasks in accordance with the individual abilities of students [5], which are reproductive tasks characterized by multiple repetitions and the use of lexical supports. It is also required to include tasks to ensure reproductive activity based on the presented sample and creative tasks [4], which are professionally oriented in nature.

In the process of teaching students with special educational needs, it is not expected to reduce thematic sections, in contrast to the volume of lexical and grammatical material, which requires a significant reduction due to the "low practical significance and complexity that it represents for them" [6, p. 58]. The emphasis should be on commonly used constructions used in professionally oriented foreign language communication. It is advisable to study a familiar topic frontally, and the involvement of students with special educational needs in active cognitive activity is possible on the basis of a multisensory approach. A multisensory approach to teaching such students various types of foreign language speech activities involves the use of visual, auditory and kinesthetic teaching methods. With their help, they ensure the teaching of a foreign language in a logical sequence, regular practice and repeated repetition of what has been learned, continuous interaction between students and the teacher [3], which contributes to the reproduction of situations of professionally oriented foreign language communication. At the same time, dosing of the educational load is achieved [5] in order to ensure the health of students, which must be observed during their further employment.

A multisensory approach to learning determines a change in organizational forms of learning, reflecting the characteristics of foreign language interaction between different categories of students, and individualized didactic support, taking into account different forms of transferring educational material to them. The interaction of different categories of students during pair and group work contributes to the development of practical language skills of students with special educational needs, necessary in their future professional activities. At the same time, the group form of work contributes to the activation of the cognitive activity of all students in the lesson [8], who will benefit from teamwork, typical of professionally oriented foreign language communication. In pair work, it becomes possible to identify and adjust activities that are consistent with individual needs [7], accordingly, an additional opportunity appears in the practice of foreign language speech activity. In the course of individual work, the use of the audiolingual method promotes the development of speaking skills through repeated listening to audio recordings and enrichment of students' speech with lexical and grammatical patterns [6]. It is proposed to perform exercises to consolidate grammatical skills, use a new group of words in sentences, and use graphic visualization to improve writing skills [7]. To do this, the teacher must first train students to work with audio recordings and lexical and grammatical material and

subsequently monitor the correctness of the exercises in order to organize foreign language interaction of students in groups and pairs.

It is important to attract students with special educational needs to participate in extracurricular activities in the university environment, where they undergo professionally oriented training. These include joint listening to musical works and watching films in a foreign language, representing professionally oriented situations, followed by a discussion of their dramatization content, “staging plays in a foreign language” [6, p. 74], in which situations of professionally oriented communication are played out. Educational games, known as quests, are also gaining popularity, which allow you to use territory or information resources to solve a professionally oriented problem that implements educational tasks according to a route predetermined by the teacher [5]. In addition, events at the city, regional, all-Russian and international levels are valuable. Such events that promote the practice of foreign language speech include foreign language competitions (quizzes, translation competitions), foreign language olympiads for professional purposes.

3. Development of oral speech skills

Reliance on the speech experience of students with visual impairments and specially developed didactic materials are designed to involve them in the practice of foreign language speech activity. During classes, the teacher should comment on what is written on the board, as well as duplicate tables and diagrams in printed form. Such a presentation of the material presupposes the teacher’s ability to convey foreign language information of a professionally oriented nature to different categories of students.

For students with visual impairments, there are special requirements for materials that must be offered in the form of an audio file, an electronic document, a printed document, including in Braille. However, such documents may be inconvenient due to the peculiarities of the presentation of raised dotted font, which reduces the speed of reading texts, or impossible, since some students do not speak this font [2], so resorting to materials in Braille should only be done in certain cases [8]. Accordingly, preference is given to electronic textbooks and audiobooks [2; 6]. The text of a printed document in a foreign language must be presented in a sans-serif font size of 20 pt, double-spaced; The use of italics is not advisable, but bold and highlighting of key terms is possible.

The increased work time of students with special educational needs is associated not only with the peculiarities of the work of these compensatory means and the presentation of material, but also with the individual characteristics of students’ perception of foreign language information. Such features include “artificial room illumination from 500 to 1000 lux”, dosing of visual loads, changing types of activities, which together allows different categories of students to be involved in the joint practice of speech skills and abilities. At the same time, tasks that allow the development of spatial orientation abilities [6] are suitable for students with visual impairments, since such situations await them not only in the process of professionally oriented training, but also in the course of further employment.

4. Activity monitoring

For students with hearing impairment, the practice of foreign language speech activity is built on the basis of joint activities with all categories of students and the use of visual material. At the same time, it is important that students with special educational needs sit in such a way as to “see

all participants in the discussion” [1, p. 123], since this is necessary for them to acquire new social experience and perceive complex professional terms.

Involving a sign language interpreter who “facilitates the interaction of students with the outside world” [8, p. 515], allows the studied students, if possible, to cope with the difficulties that arise with understanding speech by ear and reproducing their own speech. This is facilitated by the teacher’s sign language in foreign language classes, and “assistive technologies to improve speech intelligibility and audibility (for example, wearing a transmitter with a microphone for an FM system)” [1, p. 123]. All these resources are necessary to ensure that the students under study feel confident and safe in mastering practical language skills in the classroom, since existing hearing impairments do not allow them to fully hear and reproduce a foreign language professionally oriented text.

Printed and electronic materials for students with hearing impairments must necessarily contain a graphic form of their presentation, for example, “the use of supporting notes, diagrams, diagrams, drawings.” These features should be taken into account in specialized teaching aids, the specific structure of which allows students with special educational needs to both schematically represent the material being studied and systematize it.

Free memorization techniques can help in perceiving and understanding a read foreign language professionally oriented text. This will be facilitated by the teacher’s use of handout cards explaining lexical units and grammatical structures, and computer presentations. Also, the effective use of dictionaries to work on lexical and grammatical structures and control their assimilation and use in foreign language speech [1; 8] allow students with hearing impairment to master types of foreign language speech activity. Professionally oriented audio and video materials with subtitles will also be useful [1].

Students with musculoskeletal disorders are characterized by an insufficient level of perception of information, the volume of which should be reduced and be visual [4]. It is important to have a structured presentation of the material, which illustrates the key terms necessary for professionally oriented foreign language communication. In this case, “presentations (including those created by the students themselves), videos, educational films, video clips, excerpts from animated films and feature films, various electronic applications and podcasts are used” [8, p. 341], which contribute to meeting the special educational needs of students.

5. Conclusion

And so, the use of a multisensory approach to learning will allow the studied students to overcome difficulties associated with the perception and presentation of foreign language information, with the implementation of professionally oriented written tasks. Compensatory learning tools are special input devices and special software, along with communicators and speech synthesizers, which are a priority for students with musculoskeletal disorders [2]. The need to use simulators using standard and special input devices is noted. Such software allows you to activate the oral and written speech of students through the presentation of professionally oriented material in printed form, an audio file, or an electronic document. Nevertheless, it is important to use this material in doses in order to assimilate it in the best possible way and prevent student fatigue.

Thus, taking into account the specifics of the cognitive activity of people with disabilities and people with limited health capabilities, which involves meeting their individual educational needs in the course of professionally oriented foreign language communication at a university,

allows us to design their individual educational trajectory. In this regard, it is necessary to change the organizational forms of training (frontal, paired, group, individual) in the classroom, which determine the interaction of different categories of students in order to develop the practical language skills and abilities they need in their future professional activities.

LITERATURE

1. Averchenko M.V. Recommendations for foreign language teachers when working with hearing-impaired students / M.V. Averchenko, A.I. Mansurova, Yu.V. Pavlovskaya, D.M. Sayfulina // Personal development in the context of digital transformation: materials V international scientific-practical Conf.: Kopeisk, January 31. 2020. Chelyabinsk, 2020. pp. 122–125.
2. Asanbaev A. Z. Teaching English to people with disabilities through computer-innovative technologies and electronic textbooks for the purpose of integration into the world space / A. Z. Asanbaev, T. Zh. Kutebaev, G. M. Akhmetova // International Journal applied and fundamental research. 2015. No. 6-2. pp. 327–329.
3. Galeeva T. I. A creative approach to teaching foreign languages to students with disabilities is an important factor in increasing their motivated interest in learning / T. I. Galeeva, E. A. Yanova // Features of the formation of motivation to study foreign languages and cultures in conditions inclusive higher education / [under general. ed. N.V. Belozertseva, S.N. Bogatyreva]. Moscow, 2019. pp. 67–85.
4. Gorskaya I. A. Problems of blind, deaf and visually impaired students when learning a foreign language / I. A. Gorskaya // Art, design and modern education: materials of the international scientific-practical conf. Moscow: Publishing house “Scientific Library”, 2015. pp. 511–517.
5. Lyubavina N.V. Vocational education of persons with disabilities: features of the organization of educational activities / N.V. Lyubavina // XXI century: results of the past and problems of the present plus. 2015. No. 6 (28). T. 1. pp. 126–131.
6. Mikheeva S. A. Features of teaching English to visually impaired and blind students / S. A. Mikheeva // Research potential of young scientists: a look into the future: collection. materials XV region. scientific-practical conf. undergraduates, graduate students and young scientists: Tula, February 19–21. 2019. Tula, 2019. pp. 222–228.
7. Nasonova E. A. Educational quest in regional studies: features of organization in the conditions of a university of inclusive education / E. A. Nasonova, N. V. Belozertseva, M. P. Fomicheva // Person. Society. Inclusion. 2018. No. 3 (35). pp. 97–104.
8. Nigmatov Z. G. Inclusive education: history, theory, technology / Z. G. Nigmatov, D. Z. Akhmetova, T. A. Chelnokova. Kazan, 2014. 220 p.