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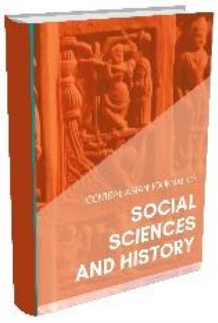

Difficulties in Teaching a Foreign Language to Students with Visual Impairments and Without

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Abstract:
The article deals with the problems in teaching English to students with disabilities, namely, visually impaired. Particular attention is paid to the organization of classroom classes, the technical support of the educational process, as well as the socialization and professionalization of the personality of a student with disabilities. An adaptive method of teaching English using information technology is presented. The inclusion of new teaching methods will make the educational process for students with special educational needs personally significant, in which each student will be able to fully reveal their creative potential, show their abilities.

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The last decade is characterized by an increase in the attention of the pedagogical community to conducting research in order to determine the possibilities for implementing inclusive education for people with disabilities at all levels of education. The fundamental principle of inclusive education is the exclusion of any discrimination against schoolchildren and students and, at the same time, the creation of special conditions for students with special educational needs. Supporters of inclusive education believe that everyone has the right to receive a full-fledged education.

When considering in this article the experience we have gained in the implementation of inclusive education, we will limit ourselves to describing the organization of classroom classes in a foreign language, taking into account the participation of students with visual impairments.

The need for a scientifically based approach to the organization of inclusive education. The topic of

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inclusive education has sounded in full voice relatively recently and has become relevant. It should be noted a relatively small number of publications on this topic, their authors share their own experience, primarily in the organization of classroom activities.

At the same time, it is necessary to note the relevance of this problem Murodov B.D. , Rocheva N.I. , T.Kh. Kudratov express the opinion that in terms of intellectual development, the blind and visually impaired are no different and in no way inferior to people with ordinary vision, but nevertheless, their limited perception of the world from the point of view of the senses undoubtedly affects their perception of the picture of the world as a whole. [2].

In recent years, Uzbekistan has largely turned to face people with disabilities, has become much more tolerant and tolerant towards them, but one sympathetic attitude is not enough, specific actions are needed, moreover, science-based actions in education. The attentive and sensitive attitude of the teacher to students with visual impairments is, of course, an important condition for the success of the educational process. Such an attitude liberates the student, allows him to better reveal his personal potential. However, one should not forget that a student with disabilities is in the same classroom with ordinary students and is involved in the traditional educational process, which makes its own demands on students. The teacher needs to plan each lesson and academic semester, as well as the practical implementation of the tasks of the university curriculum as a whole. The teacher should pay attention to each student during classroom work.

It should be noted that the problems of inclusive education of people with visual impairments at the university are little studied and little developed both in theoretical and practical terms. Universities are ready to accept such students, but there are no specific methods for integrating them into the educational process. A full and structured analysis of teaching activities in connection with the inclusive education of students of this type of health restrictions was not carried out. Teachers are forced to go literally to the touch, since each specific case is difficult, situations in the course of training can be special and require an individual approach. Many more detailed studies are required.

Within the framework of this article, we list a number of publications of the last decade, which contain the results of some studies related to the problems of inclusive education, and which contributed to our understanding of these problems and the acquisition of our own practical experience in organizing classroom classes that take into account people with visual impairments.

Inclusive education presupposes both the organization of the learning process and the thoughtfulness of forms of control, as well as the presence of a simple human approach to students with disabilities during the educational process. This process affects both the relationship in the “teacher-student” plane and the interaction of a student with disabilities with students. The teacher plans the full participation of "special" students in the educational work in the classroom, their performance on an equal basis with sighted students of tests, passing tests and exams.

Inclusive education should provide a student with disabilities entry (integration) into society and full participation in social and professional life, which means giving him the right and real chances to participate in all types and forms of not only academic activities, but also in professional and social life on an equal footing and in interaction with other people [3].

Thus, integrated education is the result of a multi-stage painstaking teaching work to adapt to the real life of a person with disabilities, including such a difficult task as the ability to make such a “special”

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student competitive in the professional field in harsh market conditions, because the real labor market and professional services, as you know, does not give indulgence to anyone. It is important not only to instill self-confidence in a student with disabilities, but also to develop the necessary professional skills and abilities in him or her, surveys on the development of inclusive education were also discussed at other scientific and practical conferences, which stated the need to change public consciousness in relation to people with disabilities. The conferences touched upon the issues of technical equipment of educational institutions where people with disabilities study, the problems of developing special methods and training programs for an inclusive school [3]. School teachers exchanged research results, practical experience and best practices in the field of inclusive education. The first teaching aids for the implementation of this type of education are being developed, attempts are being made to solve its problems, etc. in modern Russian higher educational institutions.

In 2021, in all universities of Uzbekistan, students with visual impairments (with complete loss of vision) were admitted. In order to organize the training of these students in the discipline "Practical course of a foreign language, English, zero link", teachers of English (the authors of this article) began to study the problems of inclusive education, participated in their discussion at meetings of the department of English as a second foreign language and completed a large preparatory work to ensure the educational process. In connection with the organization of inclusive education, teachers identified and performed the following tasks:

- select educational materials that correspond to the academic program, but nevertheless adapted for blind reading;
- develop a system of homework and ways to check them;
- develop a convenient form of final control of acquired knowledge;
- find the best electronic resources to solve all of the above problems;
- to provide maximum assistance to students in the process of their adaptation to the educational conditions and to the social life of the university.

Mastering by students of the above discipline was carried out during the first and second courses. Students with visual impairments took part in classroom lessons together with other (sighted) students of their study group. In these classes, visually impaired students used specialized technical means of receiving and transmitting information in an accessible form, as well as electronic educational resources.

The most common way of reading and writing for the blind is Braille, invented by the Frenchman Louis Braille in 1824. This is a tactile reading system for the blind, consisting of six-point signs called cells or cages.

Braille exists in many different languages and is used by the blind all over the world. Due to the limited speed of braille writing, most classrooms today use a computer, as well as specialized technology based on braille [1].

Computer typhlotechnologies - the general name of a set of tools that provide blind and visually impaired people with the opportunity to independently use a personal computer and programs of technical devices.

The possibility of independent use of computer typhlotechnologies by persons with visual impairments is one of the important directions in the process of inclusive professionally oriented training of

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students.

Students with visual impairments (blind) have the following programs of technical devices installed on the computer:

- ✓ a screen reader program that reads everything that happens on the user's monitor (for example, Jaws for Windows, NVDA);
- ✓ a program that converts digital information into oral speech, which is read by a screen reader (for example, Jaws, NVDA).

For the NVDA program, there are also specialized speech synthesizers (additional voices that allow you to work with foreign languages). They are installed separately [2].

In the process of working at the lesson, the technical device for speech access reproduces everything that is written on the computer screen. In the presence of special synthesizers, this technical device recognizes the language in which the text is written and pronounces it in compliance with the rules for reading this language (Russian, English, German, etc.). Students with visual impairments (blind) perceive information by ear through a headset, which allows them to read books, work with textbooks, and use the Internet.

Nevertheless, even when using modern electronic means, students with disabilities sometimes experience some difficulties. For example, these students find it quite difficult to simultaneously concentrate on the text that is reproduced by a specialized computer program and on the teacher's explanations, which are also perceived by them by ear. The teacher must take this into account, especially since the work takes place in a group where there are other students.

Thus, a tactile Braille display, a specialized device that connects to a computer via a USB connection or via Bluetooth, can be used in the classroom. This device, if the specialized program JAWS or NVDA is installed on the computer, displays the information displayed on the computer screen on a Braille display. Thus, it becomes possible to read information with your fingers (tactilely), and in this case, the need to use an earpiece disappears (the earpiece can be used just for safety). Consequently, the blind person has the opportunity to both read and write using the Braille display, using letter combinations of dots (in Braille). This greatly facilitates the work of visually impaired students, since they can read the Braichev letters with their hands (tactilely) and in this case they do not need to simultaneously listen to both the teacher and the speech access program implemented by the technical tool [4].

In the course of the educational process in the classroom, students with visual impairments were provided with educational materials selected by the teacher in audio format:

- ➢ materials of the textbook / study guide in PDF format;
- ➢ tests, tests, examination materials in Word format.

During classroom lessons, students with visual impairments answer the questions of the teacher, participate in dialogues with him and other students of the study group, as well as in the performance of all tasks and exercises that contribute to the formation and development of speaking skills in English.

The teacher checked the written homework assignments, tests of visually impaired students with the

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help of a computer. Students handed in work on a USB flash drive. When an error was found, the teacher took it out of the sentence-statement in brackets (for the purpose of tactile reading by a blind student), if necessary, the teacher gave a comment that helped the visually impaired student to comprehend and correct his mistake [3].

In teaching English, more attention has recently been paid to communication - the ability to speak English. Very important in learning English is speaking, namely communication with native speakers, with each other. Involving native speakers in the learning process will serve as a motivation for students. An effective method is the "speaking alphabet" method, which makes it possible to study the transcription and pronunciation of the sounds and letters of the English language both independently and with a teacher. During the learning process, the child learns which organs of speech are involved in the pronunciation of the English alphabet, then learns to distinguish between voiced and deaf sounds, learns that there are long, short sounds and diphthongs. And he also learns about the existence of letters that have two reading options. All sounds are illustrated with pictures with the correct arrangement of the organs of speech involved in their pronunciation. The availability of modern equipment adapted for use by blind and visually impaired students: an interactive whiteboard, multimedia tools, equipment with voiced screen access for the blind, sound and printed dictionaries in relief-dot type, special voiced multimedia games, audio programs - allows you to fully use all of the above methods , while the teacher has the opportunity to devote more time to communicative language learning, listening, which contributes to more effective assimilation of the material, especially for blind and visually impaired children. It is well known that a person receives most of the information through the organs of vision, and a person deprived of vision or having a small remainder does not have the opportunity to receive non-verbal information, i.e., a blind and visually impaired child can receive maximum information through safe analyzers, for example, auditory or residual vision, by enlarging the font and kinesthetic by touch.

Conclusion. Using computer technologies in teaching English to blind and visually impaired children, the teacher can select computer programs for the lesson, didactic material and individual tasks, assist students in the process of work, evaluate their knowledge and development. The use of ICT makes it possible to make an informed choice of the best learning option. At this stage, in the absence of the necessary educational material for blind and visually impaired children, the use of ICT in English lessons with the use of special text enlargement programs, speech access is the only accessible and effective method of learning a language, increasing motivation to learn a foreign language. It is information technologies that can make the educational process for a blind and visually impaired student personally significant, in which each student will be able to fully reveal their creative potential, show their abilities, imagination, creativity, activity, independence, as the main problem of the blind is overcome - limited access to information and isolation from the outside world and, most importantly, inclusion in the general socio-cultural environment.

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