



STRATEGIES N TEACHING FOREIGN LANGUAGE IN INCLUSIVE EDUCATION (WITH THE EXAMPLE OF VISUALLY IMPAIRED STUDENTS)

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Annotation. *This article outlines some challenges that foreign language teachers may face while working with blind pupils in English classes. It also suggests several solutions to those problems mentioned related to collaborating with blind pupils.*

Keyword: *blind pupils, visually impaired, vision, visual learning, tactile learning, tips for teachers*

Аннотация. *В этой статье описаны некоторые проблемы, с которыми могут столкнуться преподаватели иностранных языков при работе со слепыми учащимися на уроках английского языка. Он также предлагает несколько решений упомянутых проблем, связанных с сотрудничеством со слепыми учащимися.*

Ключевые слова: *слепые учащиеся, слабовидящие, зрение, визуальное обучение, тактильное обучение, советы учителям.*

Annotatsiya. *Ushbu maqolada chet tili o'qituvchilari ingliz tili darslarida ko'zi ojiz o'quvchilar bilan ishlashda duch kelishi mumkin bo'lgan ba'zi qiyinchiliklarni ko'rsatadi. Shuningdek, u ko'zi ojiz o'quvchilar bilan hamkorlik qilish bilan bog'liq bo'lgan muammolarni hal qilish uchun bir nechta yechimlarni taklif qiladi.*

Kalit so'zlar: *ko'zi ojiz o'quvchilar, ko'rish qobiliyati zaif, ko'rish, vizual o'rganish, taktil o'rganish, o'qituvchilar uchun maslahatlar.*

Introduction

Teaching a foreign language seems both exciting and challenging at the same time. The number of blind pupils in the classes throughout Uzbekistan has increased recently because of the opportunities that have been created for the learners in educational settings. It is true that working with pupils who have special needs require teachers a lot of effort and hard work.

The target of the paper is to inform about significant and practical tips for foreign language teaching with special emphasis on children who have disabilities with their visuality. The article presents how to overcome barriers associated with visual disability and achieve success in foreign language acquisition. The paper can support teachers and provide them the skills and qualities required every instructor. Also, it points out advanced learning technologies for inclusive teaching of a foreign language to blind pupils.



In this global world, our century requires us to learn languages and speak fluently at least two or three languages. That is why everyone is at the process of learning foreign languages. But what do you think has everyone chances and facilities as you?! There are also people who have disabilities with their ears, eyes, tongue and others. How to teach visually impaired pupils is not complicated as we thought. In following article, we can find out new ways for each instructor who have problems in how to educate and make interesting classes. "No-one should be absent, let alone excluded, from wisdom and education and training of the mind. Unless someone plans to do wrong to the individual in particular and to the whole essence of humanity in general. The question is whether the blind, the deaf and the retarded (who for their handicap are unable to learn like the healthy) should receive education. My answer is: All humans should be educated, with the exception of non-humans. The more so as they need help for the nature cannot help them for the handicap they have to bear". J.A. Komenský (Hluší, 2002, p.1)

Teachers working with blind pupils in the classroom should consider several things to be an effective teacher. First of all, the teachers should understand the visual condition of the blind learners. The teachers should understand how much residual vision he or she has. Is he or she totally blind or partially blind? The next essential thing to know is the background of the student which means how and when he or she came blind. If the blind person became blind later when he or she was in their teens, he or she may have certain visual memory. He or she will conceive ideas and images differently from someone who was blind at birth. Textbooks could be difficult to make them brail in time for blind pupils. We have to cope with one the problem of accessing textbooks. But from my experience I can say that establishing a reader's service for the blind is not too difficult. You can announce that you need volunteers to read books into recordings or to blind pupils and you can find many volunteers. Additionally, at present computer software is developed so much that they are able to download material and transcribe it into Braille dots. The machine for brailleing out the dots is quite expensive though. Not knowing Braille is the least problem of teachers who are not specially trained to teach the blind. Technology can overcome that problem. Blind pupils can be trained to use the computer. There is sound synthesis software such as text to speech and voice recognition that can be installed on the computer. This software varies in price, but there are a number of programs which can be downloaded for free. When in the classroom the blind student cannot see the board so the teacher has to be more vocal and say out every word he or she puts on the board including direction of where the words are. For example, teaching the format of a letter say out, 'On the left hand corner of your page you write the address. The address of this college is number twenty-nine, Green Lane'. Remember the blind student cannot see the board but he or she can hear well. When plans or diagrams are used, you can emboss them for your pupils by sticking string to cardboard. Here teachers may have to use their ingenuity. I also tell



teachers that the blind pupils in the class should not disrupt the lessons too much, meaning that the teacher should carry on as usual except for slight adjustments. Having a blind student in the midst of sighted pupils brings out the best of the sighted pupils. Having a student with special needs in the classroom is both challenging and rewarding for teachers and other pupils in the classroom. Knowing what to expect can be helpful, though many teachers learn a bit each day and become specialists through experience. Here are a few challenges that teachers may face with a VI student. Student may have low self-esteem. Teachers should encourage them all the way to increase their self-esteem and motivation. Blind student may feel that literacy is impossible. But teachers should convince them that everything is possible and they can be literate if they try hard. Student may feel disconnected from peers. At the same time, teachers should make others to have healthy access with blind pupils.

Visually impaired learners appreciate when teachers and peers treat them as equals in the classroom. Some of the activities teachers usually use in an ELL classroom, however, will need to be modified for a student with visual limitations. Teachers may find that the best thing to do is skip over a task or assign it to sighted pupils for homework. Here are a few tasks teachers should avoid during class time when visually impaired pupils are present. Teachers should not stress the differences between blind pupils and others. It is also recommended not to ask blind pupils to describe one's surroundings. Match the vocabulary to the definition is also another task blind pupils cannot do so it is recommended to avoid such tasks. Teachers should also avoid commenting on the chart, diagram or flashcards, complete picture-based exercises and filling in the blanks. Depending on one's teaching budget, there are many tools and aids that can be beneficial for VI pupils. These pupils may have some of their own mobility aids, including a cane, an electronic device, or even a dog. Here are some tools and devices that teachers may want to consider having available for VI language learners. Screen readers, touch screens with voice, Braille devices, MP3 players, large print books, podcasts are some tools that can be helpful in the classroom with the blind pupils. There are some tips for those working with blind pupils in the classroom.

Checking in on them regularly to see if they need help is very important. If you need, you can also assign a mobility helper. They may help blind pupils to move around if they require. When teachers are speaking and addressing to the blind pupils, they are recommended to speak directly to the VI student, not an assistant. This makes the blind student comfortable and makes him or her understand better. Minimizing the background noise is another important thing since blind pupils rely on their auditory channels to take information. Other noises may disturb them while listening. Eliminating physical objects in aisles and doorways and reducing overall clutter can help blind pupils' mobility in the classroom.



Thus, be careful with these issues as well. Teachers also highlight all main points of a lesson orally and share videos ahead of time so that VI learners can preview. We also recommend to provide a larger work space or table to accommodate laptop or other tools. While selecting young learners to the group, the teacher should pay a close attention to their age and degree of their vision. First of all, they should observe all the classes at the institution. Then they may be separated according to their mental and physical abilities. Vision is the primary sense upon which most traditional education strategies are based. These strategies must be modified to reflect the person's visual, auditory and tactile, vision capabilities. A person with a severe visual loss can directly experience only what is within arm's reach and can be safely touched, and in most cases, what can be heard. To ensure an appropriate education, families and staff with special training must work together to bring the world of experience to the people in a meaningful manner.

"The word 'blind' refers to a child with minimal or no vision, and 'partially sighted' to a child with useful residual vision." (Harrison & Crow, 1993, p. 4). On the authority of Westwood (2009) vision impairment, also known as visual impairment, is the term used to refer to all sight disabilities that go from a small loss of vision through to total blindness. It does not include conditions that can ameliorate with the use of glasses. About 10% of children with vision impairment (VI) are completely blind. For people with blindness learning acquisition can be the path out of isolation. Because it serves as the vehicle that will enable them to take part in various formal and informal learning activities or international meetings. There are two general approaches when teaching a foreign language to a blind student in an inclusive environment. Depending on the learning objective of each lesson a teacher can follow one of these approaches or a combination of the two.

This means that using one approach does not exclude the use of the other:

1. Adapting the methods already used by the teacher to meet the needs of the student who is blind in the classroom.

2. Implementing an entirely new teaching approach (also in the classroom). Adaptation of existing methods. The following techniques can easily be implemented in the methodology already applied:

a. Use of the blackboard: The teacher reads out aloud what he/she writes on the blackboard, by spelling out difficult or new words so the student who is blind can write them down.

b. Use of pictures, posters etc.: Give a general description and then move on to give more details, using the clock method or terms such as "on the top left", "on the top right corner" (this requires picture description skills). Description by a classmate or some other sighted person. Written description in an accessible format.

c. Knowing how to behave around a blind student: The teacher should not avoid using everyday vocabulary, e.g. phrases like: "do you see what I mean" or any other



words related to vision such as: watch, look, see. The teacher should announce his/her presence in the classroom (entering and/or leaving). The teacher should make clear to the blind student when it is his/her turn to speak by addressing them by their name. The teacher should use precise language when addressing the class. For example, instead of using the phrase: "this group should go there", he/she should say: "pupils sitting in the first row should move to the back of the class by the window".

d. Classroom environment: He student should be allowed to choose where to sit in the classroom. But sometimes sitting closer to the teacher might be better since it will allow him/her to be the first one to get a new object in his/her hands and also ensure that he/she will be able to listen better to the teacher. The classroom environment should be adopted to be accessible to the blind student (e.g. obstacles between the entrance door of the classroom and the student's place should be avoided, classmates should be careful where they leave their bags or other material). When changes are made to the classroom the student who is blind should be notified and be given the time needed to explore the changes and be accustomed to the new situation.

e. Adapting material: When material is going to be adapted in any accessible format (Braille, Digital, Audio) the teacher should follow these simple rules when preparing such material: Digital material should accessible formats such as the following formats: Microsoft word (*.doc) or *(.docx), Rich Text Format (*.rtf), Plain Text (*.txt), Portable Document Format-only text based (*.pdf). In case a text includes questions, they should be clearly numbered. Lists should be clearly organized using a dash at the beginning of each item.

Text irrelevant to the content (like headers, footers, or references) should be either excluded or included in a different way e.g. footnotes and references at the end of the text, footnote and endnote symbols replaced with a number or letter following the word in apparent thesis or after a dash. Extra spaces and blank lines should be avoided. Matching exercises should be completely adopted and written in two lists, numbered with letters and numbers in order to be distinguished. The same should be done for exercises that require filling blank spaces (these should also be numbered). Tables should be written in a linear manner: e.g. the first column should be written as a horizontal line with the header of the column followed by a colon mark. Pictures, drawings and diagrams, all should be deleted from the document. Those necessary to the comprehension of the text should be either described (e.g. pictures) or adopted (tactile graphics or diagrams).

f. If any audio-visual material is going to be used, the teacher should ensure that: The sound is of good quality. Visual content that is important to the lesson should either be verbally described (by the teacher during the viewing) or given in a written form to the blind student beforehand. Any text included in presentations (like Power Point), should also be given in a written form to the blind student



beforehand and images should be described (as mentioned above in “e. Adapting material)

g. Kinesthetic approach-replacing pictures with movements and gestures: The teacher can encourage the use of all the pupils' bodies, their hands and even different gestures, when introducing new vocabulary in order to enhance or assist learning. E.g. pupils may stand up and jump when introducing the new word “Jump”, instead of showing a picture of someone jumping.

Conclusion

It has been proved that language learning process does not need to be visual. Most language course work contain visual materials. But by using the best practices, everyone even disabled bodies will enable to reach for the stars. I mean that they can learn English as a second language. My advice to teachers is just to modify approach to such people. We should confess that they are not able to see, but their other senses are intact.

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