

" PROS AND CONS OF TEACHING LISTENING SKILLS FOR DISABLED LEARNERS"

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Abstract

In the following article the merits of teaching listening skills for disabled learners will be discussed in detail, providing useful materials and approaches in order to teach English efficiently.

Key words: listening skill, perception, audiovisual, ICT, visual supports, figurative memory.

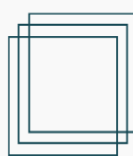
Introduction

Listening is the goal and means of learning. plays an important role in learning a foreign language. this perception and understanding of speech by ear, participates in the development of speaking and writing skills, being a means of learning. Learning to understand sounding speech in real communication is the goal that serves as a powerful means of teaching a foreign language, makes it possible to master the sound side of the studied language, its phonemic composition and intonation: rhythm, stress, melody.

Listening should be present at every lesson, but it is desirable that the listening material contains familiar language units in the context of the topic being studied. Previously, difficulties should be removed by using visual supports. When teaching children with disabilities dialogic monologue speech, it is advisable to use speech models that are accessible to understanding, everyday situations, as well as reading by roles.

Dramatization is one of the most effective ways to form this type of speech activity. For students with disabilities, it is necessary to change the volume of lexical material: it is important to exclude little-used vocabulary, expand the vocabulary based on international words. It is necessary to exclude from the study material that is of some difficulty for students to assimilate and of little practical significance. It should be remembered that complex grammatical constructions and cliches will not be learned by students, since they have a low level of development of their native language, but it is important to carry out this work for the purpose of familiarization.

It is especially important to use clarity, which develops figurative and associative memory, to facilitate the perception of the text it is very useful to use : puppet characters, bright pictures, facial expressions, gestures, video series. With the help of audiovisual means and by selecting a variety of exercises. It is possible to make this laborious process – the process of understanding foreign language speech, fascinating and interesting, the use of ICT also plays an important role in teaching listening to



children with disabilities. It is important to remember that it is necessary to teach listening in close cooperation with other types of speech activity within the framework of a unified system of teaching a foreign language.

There is no doubt that only regular classes aimed at the formation of listening mechanisms will help overcome the psychological barrier, difficulties arising in understanding the content of a foreign text. Thus, teaching a foreign language to children with health disorders is especially relevant at the present time due to the fact that today it is important not so much to give the child as much knowledge as possible, as to ensure his general cultural, personal and cognitive development, to equip him with such an important skill as the ability to learn.

The above techniques and methods of work in the English lesson do not depress the child, but create a rehabilitating space around him, providing a huge opportunity for self-realization as a full-fledged personality of the educational process. Students who receive education in an educational environment become genuine subjects of learning, feeling that they are learning for themselves, for their development, and the teacher should show wise patience, sensitivity, constant care, love children as they are and rejoice in the success of everyone

References

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