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PECULIARITIES OF TEACHING A FOREIGN LANGUAGE TO BLIND AND VISUALLY IMPAIRED LEARNERS

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In the context of the development of inclusive education and the appearance of relevant state documents regulating this type of education, arises the problem of developing effective methods of teaching learners with disabilities, in particular the blind and visually impaired ones [1; 2]. The growing interest in the problem of inclusive education is historically and socially determined, reflecting both the history of the development of a special educational system and the modern requirements of society. The main features that characterize the educational system at the present time are the creation of a unified educational space and the development of inclusion as a process and a leading direction in the education and upbringing of learners with visual impairments [3]. Analysis of literary sources shows that L. S. Vygotsky was one of the first to try to scientifically substantiate the idea of inclusive education and pointed out the need to create such a system in which it would be possible to combine special pedagogy and normal childhood pedagogy. He stressed the importance of developing the learner’s social activity, regardless of the level of his talents. Therefore L. S. Vygotsky defined the inclusion of the learner in the social environment as the main task and considered the compensation of the defect mainly through the social factor. Meanwhile, teachers take visually impaired learners to their study group without special professional education in the field of typhlopedagogy, and do not always fully understand the features of teaching this category of learners. In particular, they do not know what aspect of teaching needs special attention, and how to adapt the entire educational process. The blind and visually impaired learners do not belong to the world of ordinary people, but they belong to a special “zone of normality”, in which there are no responsibilities, rights and social relations. Meanwhile, with good training, the blind and visually impaired can lead the same full life as other people. They are much more independent and self-sufficient than others imagine. Many of them view blindness simply as a physical handicap, and not as a disability [4]. Defining educational strategies for the visually impaired, teachers should expect them to achieve the same results as other learners, without reducing the overall requirements for them. A blind learner is, first of all, a learner, and secondly, he is visually impaired. General approaches of teaching blind learners a foreign language does not differ from teaching ones with normal vision. When a blind student learns side by side with their normal peers, they are usually able to adapt to their surroundings [5].

A teacher who accepts a visually impaired learner in his class must firstly understand the nature of the visual impairment. At the same time, there is no need to know the medical details of this disorder, it is enough to find out the degree of residual vision of the student in order to use it as much as possible, for example, with the help of texts with a large font. The next step is to find out the history of low vision, i.e., information about when and how the student lost his sight. If this happened, for example, at the age of 7-9 years, then the "visual memory" remains. Such a learner perceives representations and images differently than a blind person from birth. [6] Fully blind students are

required to read the course material and provide it in advance for translation into Braille. It is important for every teacher starting to work in inclusive education to remember that teaching learners with special educational needs requires different teaching methods, tools and techniques than those used in the daily practice of teaching ordinary ones. Here are just some of the features that the teacher should take into account when organizing the educational process for blind and visually impaired students:

- incompleteness and inaccuracy of perception processes;
- fragmentary and pitiful nature of the received information;
 - instability of arbitrary concentration;
- decrease in the level of cognitive abilities and intellectual performance;
- increasing the duration of learning;
- reducing the rate of passing the educational material;

It is important for the teacher, when working with blind and visually impaired students, to take into account that, in addition to visual impairments, children may also have a number of concomitant secondary deviations. These include: lack of imagination and visual-imaginative thinking, pace of movement, minimal social experience and general outlook of the student, violation of coordination accuracy, problems with speech and hearing, mental abnormalities in development, etc.

When teaching English, teachers use the same material as in other lessons-audiobooks, devices for increasing the text. Audio recordings of speech in English, audio lessons, lectures and other audio materials recorded on any type of media may be enough for the blind. Classes with tutors and conversations with native speakers will also be effective [7]. There are the following auxiliary tools for teaching learners who are visually impaired: optical magnifiers (magnifying glasses, special glasses, lenses); a straight cane, a folding cane; dictaphones, voiced books, sound computer programs, sound calculators; Braille display, Braille books and magazines; special paper, compasses and rulers, a centimeter with notches, stuffed birds and animals, relief maps [8]. All the above-mentioned features of blind and visually impaired learners require additional efforts from the teacher and a special approach both to the students themselves and to the learning process. According to V. Pankratova, in typhlopedagogy, it is important to use both general teaching methods, namely: verbal, visual, practical, reproductive, explanatory and illustrative, search, research, problem – based; and special ones aimed at correcting and compensating for deviations in the development of learners. The author explains the need for the use of general and special methods by the nature and specifics of the cognitive activity of blind and visually impaired learners [8]. The process of teaching and upbringing takes into account the age characteristics, the level of vision and psychophysical capabilities of students. The teacher is faced with the following tasks: to form skills that will help organize and organize the behavior of learners; to teach skills that allow them to coordinate movements, navigate in space; to teach them to identify objects with the help of stored analyzers [7]. When speaking to a blind or visually impaired student, you should speak in a normal tone of voice. During the lesson, the teacher says everything that he writes on the blackboard, and, if necessary, indicates the location of what is written, for example, when teaching the letter format. The teacher needs to work on the descriptive language. If visual aids are used in the classroom, it is necessary to give them a verbal description and provide tactile contact with them for a visually impaired student. The teacher should identify himself when he approaches the student and inform him that he is leaving. The teacher needs to speak clearly, purposefully; voice and intonation are very important in communication, and the teacher should be the center for students.

When organizing a learning environment for a learner with a visual impairment, it is important to learn how to move and orient in the classroom before the start of classes. It is necessary to maintain a constant arrangement of furniture and equipment in the classroom, to inform the visually impaired student about all changes in the room. The classroom should have good acoustics, as sound is very important for a blind student. Special wall and floor coverings soften the sound and improve the learning environment, and, conversely, an uncovered floor can create echoes and distort intonation. [6;

9] Learners with visual impairments usually do the same as their classmates, but sometimes use other methods. It is not advisable to release the visually impaired it may be necessary to adapt them to the student's abilities. For example, a learner should learn to use a dictionary, even if he can't read the fine print. He can ask someone to read a dictionary entry for him. But to do this, he must know what information is contained in the dictionary and how it is organized. A blind learner requires individual copies of the materials presented on the blackboard or on the projector. He needs to devote more time to reading and writing.

When taking a visually impaired learner into a class, it is important to remember that expectations matter. Although blind or visually impaired ones may perform actions differently, they are as capable of learning activities as their classmates. If teachers expect them to do the job, and provide them with the necessary resources, they will do their job without losing out to other students. A variety of phonetic, lexical, grammatical, role-playing games-all this allows you to make the process of learning and education interesting and memorable, removes some of the difficulties, including psychological ones, increases the motivation to learn in general and to learn a foreign language in particular.

Perhaps, for some blind and visually impaired students, a foreign language will become a profession, and, therefore, a foreign language teacher should make an effort and use all the methods and techniques available to him in his arsenal to achieve the maximum possible positive results.

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THE ROLE OF INFORMATION TECHNOLOGIES IN TEACHING WRITTEN SPEECH IN THE STUDY OF A FOREIGN LANGUAGE