



## Teaching English to Defected Children

*Ibragimova Dildora Shamsiddinovna*

*Associate Professor of Samarkand State architecture and Civil Engineering University*

*Makhmudjanova Diana Kahramonovna*

*Student of Samarkand State Institute of Foreign Languages*

*Makhmudjanova Diyora Kahramonovna*

*Student of Samarkand Institute of Economics and Service*

**Annotation:** *Every child has the right to receive a decent education, including children with disabilities equal conditions for education have been created for children with disabilities, and they can study in the classes of a general education school.*

**Key words:** *teaching process, disabilities, speech disorder, stuttering, dyslexia, aphasia.*

### Introduction

Children with disabilities are characterized by specific features, such as:

- violations of speech development, problems of the communicative sphere
- disorders of the emotional-volitional sphere and behavior
- impaired attention, decreased performance
- excessive physical activity
- inability to purposefully organized behavior
- distraction, impulsiveness
- increased excitability
- limited vocabulary, low level of general information and ideas about the world around.

Speech development disorders are diverse and can manifest themselves in the difficulties of sound pronunciation and the grammatical structure of speech, the poverty of vocabulary, as well as in violation of the pace and fluency of speech. At the same time, it is worth distinguishing between pathological speech disorders and speech deviations from the norm, which can be caused by age-related features of speech formation or other external conditions - some speech characteristics of parents, bilingualism in the family, dialectisms, illiteracy, etc.

Today in speech therapy there are two classifications of speech disorders: clinical and pedagogical and psychological and pedagogical, or pedagogical.

The clinical and pedagogical classification is based on the commonwealth of speech therapy with medicine, traditional for speech therapy, but, unlike the purely clinical one, the distinguished types of speech disorders are not tied to the forms of diseases. This classification distinguishes 12 forms of speech disorders, 9 of them are oral speech disorders at different stages of its generation and implementation, and 3 forms are written speech disorders:



**Dysphonia** (aphonia) is the absence or disorder of phonation due to pathological changes in the vocal apparatus. Synonyms: voice disorder, phonation disorder, vocal disorder.

**Bradilalia** is a pathologically slow rate of speech.

**Tahilalia** is a pathologically accelerated rate of speech.

**Stuttering** is a violation of the tempo-rhythmic organization of speech, due to the convulsive state of the muscles of the speech apparatus (logoneurosis).

**Dyslalia** is a violation of sound pronunciation with normal hearing and intact innervation of the speech apparatus (defects in sound pronunciation, phonetic defects, shortcomings in the pronunciation of phonemes).

**Rhinolalia** - violations of the timbre of the voice and sound pronunciation, due to anatomical and physiological defects of the speech apparatus.

**Dysarthria** is a violation of the pronunciation side of speech, due to insufficient innervation of the speech apparatus.

**Alalia** - the absence or underdevelopment of speech due to organic damage to the speech zones of the cerebral cortex in the prenatal or early period of child development.

**Aphasia** is a complete or partial loss of speech due to local lesions of the brain.

**Dyslexia** is a partial specific violation of the reading process.

**Dysgraphia** is a partial specific violation of the writing process.

**Dysorthography** is a persistent and specific lack of formation (violation) in the assimilation of spelling knowledge, skills and abilities, due to the underdevelopment of a number of non-speech and speech mental functions and which manifests itself in numerous spelling errors.

Psychological and pedagogical classification arose as a result of a critical analysis of clinical classification in terms of applicability in the pedagogical process. This classification distinguishes 3 types of speech disorders:

Phonetic and phonemic underdevelopment of speech is a violation of the pronunciation of native speech in children with speech disorders due to defects in the perception and pronunciation of phonemes.

General underdevelopment of speech - complex speech disorders in which the formation of all components of the speech system related to the sound and semantic side is impaired.

Stuttering is considered as a violation of the communicative function of speech with properly formed means of communication. A combined defect is also possible, in which stuttering is combined with a general underdevelopment of speech.

When learning English, children with disabilities experience the following difficulties:

- the assimilation of lexical material is slow,
- difficulties in the construction of syntactic constructions and difficulty in the perception of grammatical categories, their application in practice.

### **Should these children learn English?**

Features of speech development cannot become an obstacle to learning a second language. Moreover, many psychologists and educators rightly believe that knowledge of the English language, even at an elementary level, helps such children to socialize, become independent, and not experience difficulties in communicating with peers.



Since the beginning of the 2000s, a system of inclusive education has been introduced and practiced in Russia in general education schools. Unfortunately, today it has a number of resource and social difficulties that are associated with the unpreparedness of society, prejudices and stereotyped thinking, with a lack of experience in such work in pedagogy. The main goal of teaching English is not the practical knowledge of the language, but the general development of children. In the first place is the task of developing thinking, memory, speech, activating cognitive activity, to which the English language contributes like no other subject.

### **Will they be able to learn English?**

When learning English by children with disabilities, the goal setting is shifted from the point of view of practical language proficiency to general development. Practical knowledge of the language becomes not the goal, but an effective means of solving this problem. This approach is typical for secondary schools. Despite the fact that inclusive education has been practiced in Russia for more than 20 years, not much time is devoted to the problem of adaptation of children with special needs. Schools and teachers are often not prepared for comfortable learning, which is associated both with a lack of such experience and with social difficulties - the preparation of the school building or transportation opportunities. There is also the problem of the willingness of the team to share the idea of inclusion and implement it in the culture of the educational institution.

In order to qualitatively improve the level of understanding of the English language, it is recommended to study with the child additionally and individually. An experienced teacher selects and develops a personal training program depending on the characteristics of the child. He works in comfortable conditions for the ward and constantly consults with parents. Understanding the language is not only and not so much a clear pronunciation, but first of all - knowledge of grammar and vocabulary. In addition, it is the ability to listen and understand English speech, i.e. listening.

### **Features of education for children with disabilities**

Teaching English to children with speech disorders is closely related to correctional and pedagogical work, which is carried out in the following areas:

- development of sensory and motor functions;
- formation of the basis of articulatory movements;
- development of intellectual functions (thinking, memory, imagination, perception, attention);
- development of the emotional-volitional sphere and gaming activities;
- formation of harmonious personality traits (friendship, love, respect and self-respect, criticality and self-criticism, evaluation and self-esteem, etc.).

In the process of working on educational material, the age, individual psychological characteristics of children, as well as the structure of their speech defect, are taken into account. All training is carried out by the method of subject-practical activity with speech accompaniment and is aimed at developing meaningful, correct ideas on the material covered and practical skills.

The study of a foreign language has a positive effect on the development of phonemic perception in schoolchildren with speech disorders with the correct organization of classes. At the same time, perception, attention and memory are activated. The development of the game plan favors the overall mental development.



Only through the joint efforts of the family and the teacher is it possible to stimulate children to learn foreign languages, arouse interest and love for the subject and overcome possible difficulties on the way to learning the world of the English language.

### **Priority activities in foreign language lessons**

Based on the characteristics of the subject, game and speech activities of children of preschool and primary school age, it is important to build foreign language teaching as teaching practical communication in a foreign language through games, subject-practical actions, methods and techniques of educational activities (listen, repeat, answer, realize language structures).

The use of games in the process of learning a foreign language by children with speech disorders helps not only conscious, but also easy assimilation of the material.

The child learns to conduct an elementary dialogue of a motivating nature: to give orders, to offer to do something, or to express an attitude towards what is happening. Working with such children, their participation in the game increases their interest in the English language, they have a desire to improve their knowledge of the subject, overcoming the psychological barrier - fear.

The peculiarity of games is that the assimilation of language material is carried out in practical activities, while attention and memorization occur involuntarily. Games develop concentration, increase mental activity, relieve accumulated fatigue.

The use of gaming techniques helps to achieve the following results:

- children memorize the material during the work itself;
- the child's activity must be successful - this is the key to a positive attitude towards the educational process;
- at the same time, creative work has a positive effect on the development of mental activity;
- Given the problems with long-term memory, children always need visual material.

In the process of learning, the teacher can use games such as "Edible-Inedible", "Bingo", "Traffic Light", "ABC" - to consolidate the alphabet, "What can I do?" - to memorize verbs or "Father Frost" - to consolidate vocabulary.

Social adaptation of children with disabilities is more successful if the child knows a foreign language, especially English, since English is an international language. Language acquisition is not only a means of communication for a child with disabilities, it is also a way of learning about the world, learning about another culture.

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