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“Psychological Effect of Teaching English as A Second Language for Students with Disabilities”

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Abstract: *The article state information about psychological effect of teaching English for students with disabilities. It provides useful techniques and games that can be applied during teaching English*

Key words: *pedagogical assistance, interaction strategy, inclusive education, communication, development, foreign language, psychological support*

Scientific literature sources describe that a person with disabilities has certain limitations in daily life, has special needs. According to S.V. Alyokhina, students with special educational needs are students who need special psychological and pedagogical assistance and the organization of special conditions for their upbringing and training. Therefore, a person cannot perform certain functions or duties. Education of children with disabilities should be aimed at creating favorable conditions for the realization of equal opportunities with peers, education and ensuring a decent life in modern society.

When working with children with special educational needs, it is extremely important to choose an effective interaction strategy that would positively affect both the learning process and the development of students. To date, the issue of developing and choosing the most effective technologies and methods of teaching a foreign language to children with disabilities is being actively discussed. Special educational needs determine the special logic of the educational process and are reflected in the structure and content of education. So, there are a number of relatively universal technologies and techniques, the specifics of the application of which depends on the nature of violations in students. The formation of an accessible educational environment requires compliance with the rules, since students with disabilities are a special group of students. Training should take place in specially equipped rooms that will guarantee safety. A child with disabilities can receive a full-fledged education only in schools where adapted courses and correctional schemes are used. There is a possibility of sending disabled children to ordinary general education institutions, where they will be able to study on an equal footing with their peers. L.S. Vygotsky also pointed out the need to create such a system of education in which a child with disabilities would not be excluded from the society of children with normal development. And such a system of education seems to have been created - inclusive education (a term used to describe the process of teaching children with special needs in secondary schools), includes the correction of mental activity, the correction of certain physical disorders, the development of speech, the expansion of ideas about the world, the formation of general intellectual skills. The implementation of this technology takes place in conditions of maximum immersion of the child in the speech environment, increasing his motor activity and emotional tone, as well as the formation of self-control and motivation of educational and cognitive activity.



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In the process of interacting with a child with developmental disabilities, there are many problems associated with the influence of a huge number of external and internal factors on the developing personality. To effectively manage this process, it is necessary to know their specifics, positive and negative sides, anticipate the results of the impact and make timely adjustments.

Let's highlight the main problems of children with disabilities. Firstly, it is communication with the outside world, social contacts with peers and adults, communication with them, with nature, access to cultural values. These problems are not only related to social, physical and mental health, but it is also the result of social policy and the prevailing public consciousness, the lack of special social services. The process of social rehabilitation takes place only in activities that ensure the child's knowledge of the surrounding world, generates new needs, stimulates the emergence of feelings in children, activates the will, is the most important source of mastering the experience of interpersonal relationships and behavior. Work with children with disabilities is carried out in four directions: managerial, preventive, protective, analytical and diagnostic.

The goal that teachers set at foreign language lessons is to maximize the child's development through the creation of optimal conditions for his activity, practical preparation of children for independent life, work, the formation of knowledge and skills that contribute to social adaptation. In foreign language lessons, attention is corrected by performing various types of exercises, correction and development of coherent oral speech by working with text (reading, listening), correction and development of coherent written speech when working on written exercises, correction and development of memory, various mental operations (analysis, synthesis, comparison, abstraction, generalization and specification). Children with disabilities are particularly fatigued and in order to prevent excessive fatigue of such children, it is extremely important to move away from monotony in the planning of training sessions. To successfully complete educational tasks, it is necessary to involve all the senses: visual, auditory, speech and motor. The use of various techniques, such as understatement, changing the logic of the sequence of events, visualization, role-playing games, background music, etc. will help to connect the imagination of students when performing tasks. Naturally, the effectiveness of their implementation will largely depend on the choice of educational technologies.

The range of educational technologies is large and it is necessary to select those that have correctional and developmental potential. Among them are technologies of different levels of training, gaming, project activities, Information and communication technologies, health-saving technologies. It is important to remember that the specifics of the application must be observed, even within the framework of one technology, depending on the characteristics of the child's disorders.

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