

INNOVATIVE WAYS OF ACHIEVING SUCCESS IN TEACHING ENGLISH TO DEAF CHILDREN

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Annotation: This following article about how to achieve success in teaching English to children who are deaf. And also author mentions that General stage of teaching English for deaf children. It is given essential information on teaching English for deaf students.

Keywords: Deaf, In native deafness, non-in native deafness, psychological condition, speech, signal system.

Introduction. It is natural that disabled children will have more difficulty learning a foreign language than healthy children. However, using these child-friendly methods and creating psychological conditions in teaching foreign languages can eliminate any problems that may arise. For this purpose children with disabilities, who are deaf, are separated into special groups[1].

- low hearing ability;
- lost hearing ability;
- In native deafness;
- no - In native deafness.

There are special groups for children with hearing impairments in pre-schools and vocational colleges in Uzbekistan. Children with mild hearing impairments can be educated in public preschools and Scholl's along with their healthy peers. Education in these institutions is based on the state requirements and programs of 11-year general education.

Theoretical Basis. Deaf educators are making great strides in working with children with hearing impairments. Boarding school for this category of children have a pre-school education department. This category of anomalous children successfully graduates from higher education after studying in special evening schools and works equally with everyone in various enterprises of the country. The main task of educators and teachers is to separate healthy children from hearing-impaired children and to ensure that they receive education in special institutions or are involved in integrated education if they need a special approach. Hence the elimination of hearing loss can compensate for the fibres. A student who feels he or she is unable to express himself or herself orally in a private institution should be able to express himself or herself in writing. To this end, students are taught to express themselves orally and in writing on the basis of practical speaking skills and competencies. In deaf and hard of hearing students, teachers and student activities are organized on the basis of exercises in a certain system of lessons and classes on the formation of spoken and written speech. In order to ensure the practical acquisition of speech materials, situations that require special written problem-solving and written explanations are planned in advance. It is required to be able to adapt all types of didactic tools to the speech process. In this case, the speech materials are predetermined in the planning of the curriculum of the correctional pedagogical process is carried out on the basis of a certain system. Speech materials for each lesson are

prepared in strict accordance with the principles of the correctional utility system. A wide range of conditions is being created for students to be able to do it in practice without fear or shame. Pupils' pronunciation is clear and their range of hearing is chosen from light to complex. Their extensive communication and warm relationship with a deaf child develops the child's ability to receive and transmit speech information to the neat deaf and hard of hearing children. Nurturing the need for conversational speech begins in the family. The speaking skills and competencies acquired in the new school should be strengthened in the natural environment of the family. In addition, the development of deaf and hard of hearing children requires the use of loudspeakers in special institutions. These conditions are created with the participation of family members. Deaf and hard of hearing children acquire their mother tongue on the basis of corrective communicative principles adapted to the mental and speech abilities of the child, arising from the features of the laws of this language.

Classroom are specially equipped, the formation of boarding school in accordance with the direction of the material and technical base increases the effectiveness of educational content. Because, now, he has the skills on how to receive information. It is also possible to learn a foreign language in the same way after mastering one's mother tongue. They should be able to motivate children when needed. Deaf and dumb children need to be in constant contact with their parents and teachers to prevent them from developing depression when they reach adulthood. This means that the mental state of children is a priority in order to achieve positive results in learning foreign languages. Learning a foreign language seems a little easier for a child than learning his or her mother tongue. Teachers and educators have a great responsibility. If the child is approached with the right intention and strategy, he will develop

positive qualities and will be able to learn foreign languages fluently. Because at that time, he has the skills on how to receive information. Speech is a complex mental action. It effects to growing to children with mental and generally mature. Speech is based on hearing organ and it becomes developing a way of comparison. A hearing analyser, the moving speech analyser which effects of speech. The moving speech analyser works with hearing analyser as a companion. Developing of the hearing analyser depends on pronunciation. Developing speech of children belongs to speech sounds, physiological and phonetical progressing. Most importantly, it is also characterized by the ability to distinguish the structure of words in one's own speech and the speech of others, the structure of sound. Both signals systems, as well as the interaction of speech with cognition, form the basis of mental development. According to dermatologists (T. A. Vlasova, R. M. Boskis, D. V. Neumann, etc.), The level of development of a child with hearing impairment depends on the stage of the child's life and the severity of the defect. In deaf pedagogy, children with hearing impairments are studied as a group of children who become deaf, hard of hearing, and later deaf. Absolute deafness in both ears during congenital infancy leads to deafness. Children with speech impairment as a result of partial hearing impairment are included in the group of hearing-impaired children. Children who become deaf after speech development are later included in the group of those who become deaf. Even if the defect occurs after the speech has been composed, there may still be hearing loss due to a defect in the ear. Deafness can be congenital or acquired due to the causes of permanent hearing loss 25-30% of deaf and dumb children have congenital hearing loss. This due to various disease of the mother during pregnancy, such as influenza. Acquired defects in hearing may be due to defects in the structure of the ear or hearing analyser. This is caused by changes in the upper nerve centre, conduction pathways, or the ear itself.

Children with hearing impairments are included in the category of anomalous children. Because this defect has a negative impact on the children overall development and mastery of the application materials. Causes a number of specific difficulties in mastering kindergarten and school programs. After hearing development in young children, for example, after the age of two, the child does not hear the speech of others as a result of deafness. He even slowly forgets what he knows. The deafness in the child gradually merges with the deafness and he becomes deaf and dumb. Teachers and educators in special instructions should help such children to receive an appropriate education. If the child is not given special care in time, he will also show signs of mental retardation.

Results. However, a positive result is achieved if the necessary measures are taken to compensate for the defect. Children with mild hearing impairment hear a spoken speech at a distance of 6 to 8 m from the ear scores 3 to 6 m. Hearing-impaired children, in turn, are divided into children with mild to moderate hearing loss, depending on the degree of hearing impairment. A pre-school and a boarding school for children with hearing impairments have the necessary facilities. Children with moderate hearing loss can hear a spoken word in a loud whisper from a distance of 1 to 3 m. As mentioned above, in deaf pedagogy, hearing-impaired children include children who were born deaf and later became hearing-impaired. Hearing impairment results in several deficiencies in the child's speech Poor spelling Poor grammatical component Words in a sentence Misuse of words inability to connect them inconsistent word-formative modifiers inability to use suffixes. In the severe hearing loss, the child hears a moderately spoken speech from a distance of 0.5 m. Misleading similar-sounding consonants, and so on. Some educators and teachers mistakenly treat the child as a lazy,

irresponsible bully, as a result of which the child's whimsical cries become slurred, which leads to secondary mental changes.

Discussion. The conclusion is that every teacher working with children with disabilities should have sufficient psychological qualifications in addition to being a teacher.

It is clear that minor actions can have a negative impact on the character of the child in the future. In addition to the profound knowledge of the English language, the use of effective, well-rounded techniques is the key to achieving good results. Every student with disabilities can learn a foreign language, If we create the right atmosphere for them, if teacher use right, efficient methods and strategies if parents support their children.

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