

## THE WAYS OF TEACHING FOREIGN LANGUAGES TO DISABLED CHILDREN

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### Abstract

This article provides information about the reasons and strategies how to educate children who are disabled. In addition to this, exactly what methods are utilized and their results are also discussed. First of all, we should answer the question of why these children ought to be taught. In today's innovative world, students with inabilities face significantly increasing rates of violence and restraint in schools. As a result of this, the disabled children have numerous issues.

**Keywords.** Disabled, interactive, didactic, types of games, experimenting, types of didactic games, kinesthetic, demotivation.

**Introduction.** It is known that there are a lot of studies about language teaching and its effective methods have been carried out and most of them have been completed. According to the results of recent studies, teaching the language in different methods has a good effect not only on mentally and physically healthy children but also on children with disabilities. Also, types of didactic games were introduced and tested by Osborne in 1939. First of all, we will define the phrase didactics (1).

Didactics is a word from ancient Greek: didactics -, teacher, education, giver") is a branch of pedagogy. It is engaged in the theory of education. „Didactics".The term was first introduced in Europe in the 17th century by scientists who wrote about the teaching and learning process. As a result of learning language teaching in didactic ways, it was concluded that it is an effective method. Didactic game (2) is an educational method, and this method is specifically educational to achieve the goals, i.e. to determine learning materials that have been passed, will be aimed at strengthening and deepening it. For every didactic, a certain task is set as the goal in playing the game. For example, in a foreign language teaching, didactic games, distinguish the picture or the names of the objects and events in the picture Didactic games like,„Say it in a foreign language” are aimed at using children's mental abilities. For preschoolers and school-aged children teaching by using the mind and doing activities became widespread mainly in the USA in the early 60s. In other Western countries, it is slowly working with the mind or in mixed games widely used. For example, the brainstorming method of didactic games for the first time in 1939, A.F.

Osborne used (3). This method is also called a bank of ideas. He brought the following types of didactic games into science.

- creating a problematic situation;
- formation of ideas, checking and evaluation of the most effective ones.

All the children with disabilities have new opportunities for learning and research are different. The reason is their capabilities will be limited from different sides. For example, hearing someone, speaking or moving in someone may be biased. It is important to note that for children with disabilities, the potential of imparting knowledge to them should not be reduced or abandoned at all. Of course, children with disabilities need special teaching and learning methods, a special environment, and an individual approach. Various exhibition materials, didactic games, etc. are used to teach such special children if interactive activities are used, their interest in learning science increases and it is good they also show the results. So, we pay attention to the following when teaching special children:

- availability of an alternative program;
- that the purpose of the program and a specific result are foreseen;
- lesson plans and exhibition materials have been formed;
- being provided with the necessary technologies;
- creation of alternative conditions and environment;
- that special therapists are attached to the pedagogic teaching unit.

Supporting and addressing the unique needs of children with disabilities by providing an inclusive learning environment is essential. These are changes to the physical environment, learning adaptation programs and specialized teachers, therapists, or assistants may include additional staff support. Children with disabilities receive appropriate support, accommodation, and inclusive education opportunities if they are provided with the opportunity to use it, they will achieve great success in their education. It is important to recognize that it is possible. The inclusion and acceptance of disabled people in society is theirs is essential for improving learning ability and general well-being. In children with disabilities, depending on their situation, lexical or listening comprehension of grammatical units, drawing interest and teaching the language through pictures and reading includes current modern methods. For most of the children with disabilities, "Kinesthetic" and "Visual" (4) types of learners are included. The reason is of this type children learn quickly through pictures, numbers, touch, and shown actions.

**Analysis and results.** To what extent do children with disabilities learn English a lot of studies and research have been carried out. One of them is "Adam Muller Guttenbrunn" with Arad secondary school will be held in May 2014 (5) and its result surprises everyone. According to the results of the research, some children need special

education the importance of the environment, the way the program is structured, and the specially gifted or trained the need for pedagogues is visible.

**Conclusion.** From the given examples and methods, it can be concluded that the possibility despite being limited, children can learn foreign languages. Only in this the application of the above requirements together and the involvement of specially specialized teachers should be taken into account. Especially an English teacher for each lesson It is good if the given information is enriched with demonstrations and necessary training manuals so results can be displayed.

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