



TEACHING ENGLISH TO THE BLIND AND VISUALLY IMPAIRED USING A COMMUNICATIVE APPROACH

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Annotation

The given article discusses the features of integrating Communicative approach in teaching Blind and Visually impaired learners of foreign language.

Keywords: English language, teaching, blind, visually impaired, communicative method.

Introduction

Communication is the foundation of any learning process. In order to communicate with everyone, language and speech are integrated as methods and ways of carrying out various sorts of speech activity. A.A. Leontiev, A.A. Bodalev, A.M. Shakhnarovich, V.I. Hunger, E.F. Tarasov, and others investigated the process of communication in home studies.

A.M. Shakhnarovich and V.I. Hunger point out that there are essentially no "internal" components in speech communication models that play a major role in the choice of means of communication and in orienting participants in the communication activity [Shakhnarovich A.M., Golod V.I., 1991]. The knowledge that must be transferred to a communication partner is an important internal component of speech activity.

Using the activity approach as a methodological foundation, E.F. Tarasov proposed an activity concept of speech [Tarasov E.F., 1985]. The speech communication of communicants within the framework of the activity approach can only be described if it is examined first from the standpoint of one communicator and then from the standpoint of the other. The subjective formations of each communicant can be taken into account in such additional models.

The communicative approach in teaching is characterised by modern scholars it is as an approach aimed at developing students' semantic perception and understanding of foreign speech, as well as mastering the language material for constructing speech utterances. First and probably most important, the communicative approach to teaching foreign languages is intended to allow students to teach freely, navigate in a foreign language environment, and respond appropriately in a variety of situations.

In this approach, the learning process is built around a communication model. According to this, training is as close to real communication as possible. Since the





problems being discussed do not always have a clear solution, the subjects who are discussing them, i.e., the teacher and the students, are equal as speech partners. As a result, the main characteristic of this approach is communicativeness, which provides for speech orientation of learning, stimulation of speech-thinking activity, ensuring individualization, taking into account the functionality of speech, creating situational learning, observing the principle of novelty, and unconventional educational process organization.

The dimensions of communicative communication are noticed in the teacher's communicative behavior, the student's active behavior, the topics of discussion, the communication situation, and the use of speech means. Situations can be real, conditional, imaginary, or fantastic, but they must correspond to the topic, purpose, and objectives of the lesson, as well as the students' age and psychological characteristics. The achievement of the communication goal should be the leading criterion for the success of an act of communication from the perspective of the speaker and listener in a communicative approach.

The international educational standards of the second generation in the field of foreign language learning are focused on the formation and improvement of students' foreign language communicative competence, the systematization of language knowledge, the expansion of linguistic horizons and vocabulary, and the further mastery of a general speech culture.

Students will develop ideas about the role and significance of a foreign language in the life of a modern person and in a multicultural world as a result of learning a foreign language. Students will gain experience using a foreign language as a means of intercultural communication, as a new tool for understanding the world and cultures of other nations, and will acknowledge the personal significance of mastering a foreign language.

Communication as a direction arose a long time ago and has continued to grow in the depths of other learning systems, and its genesis was due to nothing more than an objective requirement. This need stems, first and foremost, from the fact that, after the development of the ability to communicate in a foreign language was proposed as the goal of learning, the imbalance between the traditional teaching methods and the new goal became increasingly clear and sharp over time.

The communicative teaching method is exemplified. E.I. Passov believed that communicativeness consists in establishing our training in a way that it is similar to the process of communication in terms of its main qualities and features. [7, c. 36]

Communication serves to ensure that learning to communicate occurs in communication conditions, i.e. in adequate conditions.





Consider the following circumstances:

The first step is to consider each student's uniqueness. After all, each person differs from another in his natural properties (abilities) and in his ability to carry out educational and speech activities as well as in his personal characteristics: personal experience, context of activity (each student has his own set of activities that he is engaged in and that form the basis of his interpersonal relationships), a set of certain feelings and emotions (one has a sense of pride in his city, the other does not), and his interests (class).

All of these characteristics of students must be taken into account in communicative learning since only in this way can communication conditions be created: communicative motivation, speaking purposefulness, relationships, and so on.

Second, communication is evident in the speech orientation of the learning process. It is found in the fact that the very practical use of the language is the way to practical possession of speaking as a medium of communication. The more closely the activity resembles real-life dialogue, the better. As a result, language exercises such as "Put nouns in the correct case," "Make sentences from words," and similar activities should be phased out of the classroom.

Third, the functionality of learning is a manifestation of communication. First and foremost, the process for understanding the lexical and grammatical aspects of speaking is determined by functionality.

The learner performs some speaking task - confirms the notion, doubts what he heard, asks a question, urges the interlocutor to respond, and in the process assimilates the appropriate words or grammatical shapes.

The selection and organization of material based on circumstances and communication difficulties that engage students of all ages is a primary manifestation of functionality.

Fourth, communicativeness entails communicating in a given circumstance.

The association of any term with the communicants' relationship and the setting of their activity is known as the "situation."

Fifth, communication refers to the learning process' continual novelty.

Novelty is a continuous combination of content that, in the end, eliminates arbitrary memory (dialogues, statements, texts), which is detrimental to communication learning and ensures speaking productivity.

On the basis of the foregoing, we can conclude that communication is necessary in the learning process because it ensures that communication occurs under proper conditions, such as taking into account each student's individuality, manifestation in





the speech orientation of the learning process, personification in the functionality of learning, situationality of interaction, and the learning process' constant novelty.

The essence of the communicative approach to foreign language instruction:

Let's look at some of the nuances of a foreign language. First and foremost, a foreign language instructor teaches pupils how to engage in speaking activities, therefore we are discussing communicative competence as one of the primary aims of foreign language instruction.

Ya. M. Kolker goes into great depth about this: "In recent decades, it has been customary to confront traditional foreign language education with communicative and intensive methods." [4, p. 48]

Communicative teaching of foreign languages is of an activity nature since verbal communication is carried out through "speech activity," which, in turn, serves to solve the problems of productive human activity in the conditions of "social interaction" of communicating people (I.A. Zimnyaya, G.A. Kitaigorodskaya, A.A. Leontiev). Participants in communication try to solve real and imaginary tasks of joint activity with the help of a foreign language.

As A. A. Leontiev emphasizes, "Strictly speaking, speech activity, as such, does not exist." There is only a system of speech actions that are part of any activity—wholly theoretical, intellectual, or partially practical.

"Speech activity is a process of active, purposeful, language-mediated, and situation-conditioned communication and interaction of people with each other," according to I. A. Zimney. [3, p. 93]. As a result, the author concludes that teaching speech activity in a foreign language should be done from a formation and independence viewpoint, as specified by the totality of its characteristics.

The peculiarity of the activity type of learning is that it is associated primarily with a separate form of speech activity in its aim and essence, hence it is often employed when teaching reading, listening, translating, and so on. The major characteristics of the activity type of learning are only found in one of the ways known to us, which attempts to cover the teaching of a foreign language as a whole, namely, the communicative method.

The modern communicative technique is a harmonious combination of many different approaches to teaching foreign languages, and it is likely at the top of the educational pyramid.

Most linguists now regard "communicative" to be the most effective technique of teaching foreign languages, and criticize older methods that work on the idea of "from grammar to vocabulary, and then the transition to reinforcing exercises." Artificially constructed activities do not form a language user, and someone who learns a





language this way is more likely to keep silent than to say something incorrect. On the other hand, "communicativeness" is needed to "untie" the language.

The Communicative Approach helps students to improve their language skills in all areas, including speaking, writing, reading, and listening. Grammar is learned by the process of communicating in the language: the student memorizes words, expressions, and linguistic formulae before beginning to grasp what they mean grammatically. The goal is to teach the learner not only how to speak a foreign language fluently, but also how to do so appropriately.

The teacher explains the rules and meanings of new words using terminology that the learner is familiar with, grammatical constructs and phrases, gestures and facial expressions, drawings, and other visual aids. Computers with CD drives, the Internet, television shows, newspapers, magazines, and other media can all be used. All of this helps to pique students' interest in the history, culture, and traditions of the nation in which the language is learned.

The teacher creates circumstances in which students converse in pairs or in groups in foreign language classes. This adds variety to the lesson. Students demonstrate speech independence while working in groups. They can assist one another and successfully correct the interlocutors' assertions.

In the classroom, the instructor serves as a facilitator of dialogue, asking leading questions, drawing attention to the participants' original viewpoints, and serving as an adjudicator in the discussion of contentious matters.

Instead of using training texts and dialogues that are specifically tailored to the active vocabulary and grammar being studied, communicativeness employs imitation of real-life situations as the primary technique, which are acted out in the classroom in such a way that students are motivated to speak. So, instead of continually chewing on textbook words like "My name is Ivan," you might say, "My name is Ivan." I am based in Moscow. Students studying the topic "Acquaintance" begin to actively get to know one another and discuss issues that are of interest to them.

Oral speech takes up the majority of the time in class (although attention is also paid to reading and writing). Simultaneously, professors speak less and listen more, directing students' activities only. The teacher initiates the practice and then fades into the background, acting as an observer and arbitrator after "talking" to the students. He should use the target language exclusively if possible.

The communicative technique is founded on the concept that the learning process is a model of the communication process, however simplified yet appropriate in terms of basic characteristics, similar to the genuine communication process.





All of the above regarding the communicative method of teaching speaking a foreign language allows us to assert that the subject of training in this case is speech activity in a foreign language. In this method, the allocation of speech skills of speaking is clearly traced, and exercises are offered for their consistent formation. All this, in turn, gives grounds to assert that the communicative method of teaching E.I. Passova represents an activity type of teaching foreign languages.

To sum up, one of the most successful ways in the formation of foreign language abilities is the communicative method. The most major contribution to the justification of this method was made by its constant supporters, especially V. Littlewood [Littlewood: 2000].

The goal of communicative learning is to prepare students to engage in the process of foreign language communication in the classroom under the conditions of foreign language communication. When blind and visually impaired students study English using a communicative approach, they learn lexical and grammatical information as well as the skills and capacities of foreign speech activity in the process of active communication and engagement while executing educational tasks. At the heart of this approach, its effectiveness lies in the creation of learning situations that arouse interest, passion, which reflect the system of relations of those who communicate [Ismailova: 2017; 1103]. Communicative approach to learning a foreign language for the blind provides for the exchange of information, helps to understand the content of training and provides an opportunity to learn the language with its specific rules, norms and traditions in communication. This teaching method expands language acquisition in the real field of communication, and also increases students' interest in learning a foreign language. During the lessons, you need to listen to different audio recordings. This will expand the vocabulary, deeper knowledge of the language of another nation and its culture. At the heart of this approach, its effectiveness lies in the creation of learning situations that arouse interest, passion, which reflect the system of relations of the communicants.

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