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TEACHING FOREIGN LANGUAGES TO HEARING IMPAIRED STUDENTS

Hearing impairment refers to the inability or limited ability to hear. Some hearing impaired students have mild hearing loss and may be able to use hearing aids to amplify sounds, while others have no sound perception in others. The development of personality and self-awareness is different from that of people who can hear well. In all types of hearing impairment, there is a decrease in the perception, processing, storage and use of information. Features of random and involuntary memorization of visual material affect the stability and duration one or both ears.

Hearing impaired people have difficulty communicating with of storage of the material in memory.

Since the late 1970s, the emphasis on assessing hearing impairment as pathology has begun to shift to the perception of the deaf as a cultural and linguistic minority [1]. At the same time, differences between hearing impaired people and those who can hear well can be seen as cultural differences, not deviations from the norms.

The evidence of a change in the mentality of society is the emergence of the concept of a bilingual approach in pedagogy, which is based on the recognition of the right of the deaf to their own culture, their own language, and a system of learning aimed at reproducing that culture. The deaf are no longer required to “be like the majority.” A hearing impaired person is entitled to the utmost self-expression in public life.

In the system of general and special education of hearing impaired people certain steps have already been taken by our state. The Law on Education provides for the establishment of evening (variable) schools in comprehensive (day) schools. Some secondary specialized educational institutions have considerable experience of working with deaf students. The first attempts in

organizing the teaching of hearing impaired students in institutions of higher education where individually-group form of training prevails [3].

For deaf people, it is difficult to memorize the word in a grammatical form. When reproducing a phrase, they often change the meaning of the sentence, replacing the words in the phrase with new words. For the deaf, the phrase does not always appear as one unit of meaning. Often it is not a single "object" but a set of individual words.

Written language, despite its difficulties, has some advantages over the oral language for the deaf, since it does not require hearing but is perceived by eyesight. The most difficult for the hearing impaired students is to learn the grammatical structure of the sentence, the rules of phrases, and the connection of words. In their individual written language, there are shortcomings in the logic and consistency of the presentation of events.

When learning a foreign language, it is necessary to provide a complete understanding of the text, to help students with hearing problems to learn the methods of random memorization: the breakdown of the text into semantic parts, the allocation of the text into the basic sense units, the use of visual aids for memorization; it is necessary to train them to include new information that is stored in the existing knowledge system. Written assignments are of particular importance; in addition to being a necessary component of English speaking, in this case, it is also the most important means of mastering the language necessary to form a written image of the word.

When teaching deaf and hearing impaired students, individualization of training is essential. This is due to the need to take into account the auditory function of each student throughout the course of study, as well as to determine the ability of such students to master the perception of oral speaking and other individual features associated with hearing impairment.

One of the main issues of the educational process is how to increase the level of learning material acquisition, i.e. to improve the understanding, memorization and ability to apply the acquired knowledge. It has long been

established that about 80% of information is perceived by the person through the eyesight, about 15% through hearing and the remaining 5% through touch, smell and taste. But when it comes not only to perception but also to storing information, the role of motor memory, that is, memory of movement, increases. Therefore, it is important to constantly provide students with the opportunity to do some actions related to the material being studied. Invaluable assistance in this is given by new information technologies, it is not only multimedia environment for teaching and active perception of information, but also a means of increasing motivation for learning.

Computerization enhances the learning process, facilitates a differentiated approach to hard of hearing students and integrates into the educational environment. Using a computer, one can create a special (for each student) personal form of communication, which makes it possible to focus on the most important aspects of the studied material and the formed elements of learning activities. With the help of a computer, students can use information that is inaccessible to them in traditional ways of studying. Computerization provides the formation of positive learning motivation that improves the quality of teaching work [2].

In order to optimize the educational process, the foreign language teaching system should contain special techniques that would take into account not only the peculiarities of the mother tongue, but also the psychological and ethno-cultural properties of individual groups of students, as well as their professional orientation, since at the present stage, a criterion for education is not only the knowledge of professional theory and practice, but also the ability to use a personal computer and communicate in a foreign language.

Therefore, the use of the latest technologies and active teaching methods, based on current achievements in various fields of knowledge, helps to optimize foreign language learning and is one of the ways to improve the ability of hard of hearing students to communicate.

REFERENCES

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