

The Ways of Teaching Reading and Vocabulary in Pupils of 7th Grade with Visual Impairment

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Abstract: This research aimed to explore the implementation of some interactive activities in teaching reading and vocabulary through listening to vision impairment students. Training students with visual impairments requires training, planning, and support from specialists. By using this guide you can begin a study trip to meet the needs of these students. In this study we tried to describe the features and application ways of some specific reading activities as “Cinquain, KWLM, completing the table, answering special questions on the text and etc. simultaneously with the assistance of listening to the very materials.

Keywords: teaching reading, 7th grade, expanding the passive vocabulary, equal role, context, strengthened by the listening, silent reading or listening, differentiated exercise, randomness, comprehension, background knowledge, cinquain, summarizing, visually impaired students.

Reading plays an important role in any educational system, so improvement of reading skills is vital, which is possible with the help of effective reading strategies and understanding vocabulary. As we know reading comprehension strategies encourage our students to use prior knowledge, experiences, careful thought, and evaluation to help them decide how to practically apply what they know to all reading situations.

And teaching to read a child with functional impairment of vision is not an easy process. In their native language, children learn to read using Braille and it can also help in learning English. Braille is a slower reader.

In the process of teaching reading, it is necessary to take into account the principle of access to learning. Accessibility is ensured by the observance of such rules: from easy to difficult, from known to unknown, from close to far, from simple to complex. Accessibility is determined by a number of factors: age, level of development of cognitive abilities, state of emotional and volitional sphere and children's health. Assignments should not be on the difficulty above the capabilities of children. Unbearable tasks lead to a decrease in results, retard the development of children, reduce autonomy, develop uncertainty, and cause an indifferent attitude to learning.

In the 7th grade schoolchildren should learn all language material not only reproductively (speaking and writing), but also receptively (reading and listening). The exercises for introducing and fixing standard phrases, vocabulary and grammar do not differ in principle from those proposed in the 6th grade. However, in the method of development of speech skills there is also a new one, which is associated with certain psychological factors, on the one hand, and methodological features of this stage of language learning, on the other.

In the 7th grade, the work begins on expanding the passive vocabulary required for reading and listening. The root words in stock allow us to understand the adverbs formed with the suffix -ly. In the process of reading and listening, students understand international words similar to the corresponding Uzbek/Russian by meaning: conference, President, international, plan, flag, hero and etc.

A significant expansion of language material (vocabulary, grammar, standard phrases) opens up new ways of developing oral speech and reading and listening skills: seventh-graders' speech becomes more natural, free and developed, diverse in topics, and reading through listening is serious, meaningful and interesting.

However, the increase in the volume of linguistic material carries with it considerable difficulties concerning the reproductive and receptive sides of speech. The accumulation of material leads to forgetting and interference, which are reflected in students' mastering of lexical and grammatical material, which requires its constant use in the speech.¹

When reading and understanding speech by listening difficulties which caused by the increase in the volume of material, appear in a different aspect. Thus, an unrecognized or incorrectly recognized, as well as a falsely understood word leads to a distortion of meaning, to a complete misunderstanding of what is heard or read. Unrecognized typical phrases can completely distort understanding. For example, the sentence *I want you to read me this book* was understood by students of one 7th grade as *"I want to read you this book"* instead of *"I want you to read this book to me"*.

Thus, the accumulation of material, on the one hand, provides more opportunities for the development of speech, and on the other hand, causes new difficulties. Verification of the results of work with experimental textbooks showed the advantage of oral progress in the learning process, i.e. verbal processing of vocabulary, grammar and typical phrases before introducing them to reading and writing. However, the oral outrunning has the essential features that

¹ Старков А.П. Обучение английскому языку в средней школе. Методич. Пос. для 5-10 кл. – М.: Просвещение, 2005.-193с.

relate to the material introduced into the spoken text that compared with the previous stage of training.

Therefore, first of all, not all the material will be processed orally before students start reading or listening. This is caused, firstly, by the fact that part of the vocabulary in the 7th grade, where reading begins to play an equal role with oral speech, students must be understood by guessing and it is doable, as seventh-graders are already studying word-formation elements. They are encountered with quite a large number of words that have common roots in their native and studied languages, which helps understanding of unfamiliar words by prediction. In addition, the context helps to guess the meaning of individual words. Thus, with a few words and even phrases, students will initially meet in reading or subsequently, if necessary, these elements will be introduced in the exercises for the oral speech.

Secondly, in the 7th grade, when students have already mastered the technique of reading, it is inappropriate to introduce all the vocabulary only verbally, depriving the student of such a serious support as a listening memory. Experience with experimental textbooks has shown that students learn the word more quickly and more firmly when they simultaneously hear and read its graphic image.

When learning to read, the task is to teach seventh-graders to extract information from texts built mainly on familiar material with a small number of unexplored words².

In the seventh grade, you should already learn to understand unfamiliar words in cases where it is helped by the context, revealing the meaning of the word, the similarity in the form of the word and its meaning to the words of the native language, the ability to rely on the well-known roots and word-building elements. For instance,

Exercise 3. This summer Behruz went to the camp with his friends. They had a lot of fun in the camp. Here are some camp activities. Read and learn them to make up sentences according to the sample.

| <i>Word building</i> | |
|-----------------------|----------------------|
| <i>Compound words</i> | |
| <i>Sight + seeing</i> | = <i>sightseeing</i> |
| <i>Wind + surfing</i> | = <i>windsurfing</i> |
| <i>Sun + bathing</i> | = <i>sunbathing</i> |
| <i>Sea + side</i> | = <i>seaside</i> |

Sample: *I think Behruz went **windsurfing** and his friends fished there*

² <https://mydocx.ru/8-39705.html> «Курс обучения иностранным языкам в средней школе». Под редакцией проф. В.С. Цетлина. М., 1971.

There is a need to begin systematic learning to use the vocabulary of a textbook, since one cannot be absolutely sure that all students will be able to correctly guess the meaning of unfamiliar words. In the texts there are words that, although they have been studied, can be reserved for students. This is a laborious and painstaking work, but it should be gradually started.

All the listed new features that distinguish the reading of students in the seventh grade from the previous classes, made it possible to outline the main types of exercises. Since reading with a dictionary is not yet the task of this stage of training as there isn't any special dictionary for visually impaired learners. However, we can give words and their meaning with definitions in separate boxes in order to work on unfamiliar words while they read and listen.

Exercise 1. Listen and read. Children are doing a project about the people they are proud of.

1) *Who have the children chosen for the project? Use the word box to learn the meaning of the highlighted words.*

B.P.Grabovskiy was a great engineer and inventor he invented a television set in the nineteenth century, in 1925 in Tashkent. On July 26, 1928, 90 years ago, for the first time in world history, the first television shows were screened in Tashkent.

Salizhan Sharipov was born in Kyrgyzstan and became a cosmonaut. He has been to space twice (launched from the U.S. as an astronaut in 1998 and from Russia as a cosmonaut in 2004) and has conducted two spacewalks. Sharipov retired on 18 July 2008. Sharipov was also Flight Engineer on Expedition 10 to the International Space Station. For me he is an example to follow.

Isaac Newton was a great scientist and contributed much to developing life sciences.

For me, **General Sobir Rakhimov** is the greatest national war hero and a real wartime leader. Rakhimov fought in World War II and commanded the 37th Guards Rifle Division from November 1944. Metro stations, streets, schools and other places in Uzbekistan were named after Rakhimov. He is commemorated for his heroic actions and his courage. Rakhimov was considered a national hero postwar in Uzbekistan. In 1967, Uzbekfilm produced a film called "General Rakhimov".

Rikhard Schreder - a renowned agronomist, has worked for 42 years on the earliest founder of the Institute for Research in the Central Asian region, on gardening, viniculture and wine. He is awarded with "Great Services Award" in 2004.

Word box

| | |
|-----------------------------|---|
| An inventor | - someone who has invented something |
| to invent | - to create something which has never been made before |
| screened | - to show or broadcast a film or television programme |
| an example to follow | - move behind someone and go where they go as they |
| a scientist | - an expert who studies or works in one of the sciences |
| to develop | - to grow or change into a more advanced |
| a hero | - (female heroine) a person who is admired for having done something very brave |
| a leader | - a person in control of a group |
| to commemorate | - to remember officially and give respect to a great person or event |
| heroic | - very brave or great |
| courage | - the ability to control your fear in a dangerous or difficult situation |
| a renowned | - famous for something |

So reading is conducted in the seventh grade, both in class and at home. Naturally, all the exercises that improve reading technique, teaching partial analysis in the process of reading, the ability to guess the meaning of unfamiliar words, learn language phenomena, as well as exercises related to the control of reading comprehension, are performed directly in the classroom. However, the reading process itself would be prematurely fully transferred to homework. Some texts of the textbook must be read in the classroom and strengthened by the listening so that the teacher can observe the reading process, how the students apply the acquired skills in practice and what makes them difficult as in the example;

This is achieved if the students in the class read in “silent reading or listening”. Faced with difficulties that prevent people from understanding the meaning of what is being read (a single word or grammatical phenomenon, or an unusual combination of typical phrases), they immediately raise their hands and, together with the teacher, find out their causes.

All the books or audio books for additional reading, however, should be read/listen in the home, since, on the one hand, reading/listening long texts in the classroom would take a lot of time, and on the other hand, seventh-graders are already quite prepared, to cope with home reading.

Learning the meaning of unfamiliar words is conducted on separate sentences. If these are words formed with the help of affixes, then it is useful to build exercises on comparison. In this case, the students read the sentence with the root word and immediately after it several sentences in which there are words derived from the same root with the help of various affixes. In order for schoolchildren to learn to understand words that are similar in form and meaning to the words of the native language, there is no need to give more than one sentence, which students should read and understand. For such words as cafe, hospital, professor, and others, even full sentences are not always necessary; schoolchildren can easily guess their meaning even when they are given in isolation.

Understanding words in context requires a certain number of sentences so that the meaning of the word is clearly manifested. Sometimes exercises that develop a reasonable guess with the help of context are replaced by the interpretation of a given word in a foreign language. It would be wrong to identify these two types of exercises, because they set different tasks for themselves. The ability to guess the meaning of a word from its description in the language being studied is often useful when reading popular scientific literature, where a description of any device, instrument, phenomenon, etc. may occur. Descriptive texts need to clarify the reality. In this case, the situation itself should prompt the correct choice of the meaning of the word.

When learning to read and understand a text, it is important to recognize this or that phenomenon of a foreign language, based on certain characteristics, and to relate it to the corresponding phenomenon of the native language. Teaching to notice these signs help differentiated exercise. Thus, for English, homonymy, conversion, verbs with postpositions are characteristic. For recognition by signs, it is useful to compare two similarly shaped words or grammatical phenomena, students should indicate on the basis of what data they could distinguish these similar forms from each other.

For example, schoolchildren are given the following pairs of sentences with highlighted words:

*My friends say that writing letters is **boring**. I think it is a great hobby and I'm never **bored** with it.*

*Albina **takes** up Zoom dancing because she wants to win in the World Championship and she always **takes** great prizes. After school she **takes** part in activities of different clubs.*

*I think that **free** time is for relaxing so feel **free** when you are having a rest.*

*I left my **book** in the school. My father often **books** a ticket when he wants to travel.*

*I **hope** he will pass the exam. Yes, let's not to lose our **hope***

Comparison of selected words, finding the necessary signs, correlation with the corresponding meaning of the native language - such analytical work teaches thoughtful reading, observation, cognitive activity and develops the thinking of students.

Since students need the ability to directly understand the text, exercises for testing understanding should be selected taking into account this specificity. So, this type of work is widely used at school as questions to the text.

However, it should be remembered that not every question corresponds to the goal. Questions that affect secondary facts and details may sometimes remain unanswered, not because the students did not understand the text when reading, but because they forgot about this detail, did not pay attention to the fact that is insignificant for the narration. On the other hand, questions requiring closed answers “yes” and “no” are also unreliable. Often, schoolchildren answer them at random, and this way of checking the understanding of the text is ineffective. Questions revealing an understanding of what is read should concern the basic facts that are essential to the logic of the narration and, if possible, exclude an element of randomness in the answers. For example,

1) Listen, read and say. What do they like doing in their free time?

Use the word box to learn the meaning of the highlighted words.

Tohir: My favorite after-school activity is - playing sports! I **took up** tennis when I was ten and now I go to a tennis club twice a week. Besides, I'm **mad about** football. I'm in the school football team and we play against other schools every Tuesday. It's so **thrilling** to take part in football competitions and to win them! I also want to try something challenging, skateboarding for example. In the evening I usually watch TV, play computer game so I read. I can't say that I read a lot, but I'm **fond of** funny stories.

2) Why do the children like doing these activities?

3) Which activities do you like doing in your free time? Which activities don't you like? Why?

4) What's your opinion about what Tohir, Laylo and Rauf do in their free time?

Another exercise that tests reading comprehension may be correct and incorrect sentences on the content of the text. There should be much more inconsistent or incomplete readings than the correct ones. This ratio reduces the

moment of chance to a minimum. Students should, in carrying out the exercise, indicate whether the sentence pronounced by the teacher is correct (that is, whether it corresponds to the content of the text) or incorrectly (does not correspond to the content of the text)³. If the sentence is wrong, the student should correct it so that it corresponds to the content of the read as:

Exercise 3. Read the statements and agree or disagree with them. If the statement is false, correct it, please.

1. American English and British English are absolutely the same.
2. There are lots of people in the United States who can speak Spanish.
3. Canada is famous for its deserts
4. There are two official languages in Canada – English and Spanish.

The following exercise, which can be offered to check the background knowledge and reading comprehension, is more cumbersome, but gives a fairly complete idea of the degree of understanding achieved by the pupils when reading. As we know any types of graphic organizers can be used for learning reading comprehension. For example, a KWLM chart graphic organizer can be used to help students understand the questions of what they know (K), what they want to know (W), what they have learned (L) and what they wanted to learn more (M) in relation to a specific topic. This is an effective tool to make students identify their prior knowledge and let them set their own targets and means of learning. Finally students are required to write down what they have learned to show the new knowledge they have obtained. It assists the students to build meaning from what they read and help them examine their progress toward their goals. Based on Vacca and Vacca (1999:232) and Wuryanto (2008:1), the technique is aimed to be an exercise for a class, study group, or individual that can direct the students in reading and understanding a text.

| K (What I know) | W (What I want to know) | L (What I learned after reading the text) | M (To learn more) |
|---------------------------|-----------------------------------|---|-----------------------------|
| | | | |

Reading a small passage out loud (no more than four or five lines) may also indicate understanding or misunderstanding of the read. If a student reads correctly, with the correct division into semantic groups, with the correct word stress, it is obvious that he understands what he reads.

A quick search in the text of sentences confirming or disproving the fact expressed by the teacher helps to reveal the reading comprehension.

³<https://mydocx.ru/8-39705.html> «Курс обучения иностранным языкам в средней школе». Под редакцией проф. В.С. Цетлина. М., 1971.

Technology of cinquain is also one of the ways to check the understanding of the text and already used in all types of schools, and confirmed its efficiency in using it during the lessons to develop students' critical thinking. This technique can develop critical thinking in the stage of REFLECTION. It is most rational to invite the class to draw up a cinquain in class so that each works independently. Cinquain – is a French word, which means “5 lines”, i.e. a special 5 line poem which appears as a result of analyzing and synthesing the information. It's easy to understand. This technology considered as invaluable, because information, ideas, feelings are expressed by several words. It is fast, but powerful tool of “reflection”. For instance,

A. Read the text and create your “CINQUAIN”.

A. The USA

The United States of America, or the USA, is a large country. It is the fourth largest country by area, only a little smaller than Europe. It **stretches** from the Atlantic Ocean in the east to the Pacific Ocean in the west. The main **landmass** of the USA contains 48 of the 50 states that comprise the country. The only countries that the main landmass of the USA borders are Mexico to the south and Canada to the north. In addition, two states are not connected to the main landmass. They are Alaska, the biggest state, and Hawaii, a chain of islands in the Pacific Ocean.

As for the population, it is the third largest country in the world. About 265 million people live there. While three-quarters of the population of the USA is considered "white", their **ancestors** were **immigrants** from other countries. Except for the Native Americans, approximately one percent of the population, all Americans are relative newcomers to the country. But despite the **diversity** of the people in America, any citizen of America is considered simply an American.

The capital of the USA is Washington, D.C., which is named for the first president of the USA, George Washington

The largest cities in the United States are, in order, New York City, Los Angeles, Chicago, Houston, Philadelphia, San Diego, Detroit and Dallas.

Sample for “CINQUAIN” the USA

Noun (who/what) one word

— The USA

2 words adjectives

— Glorious and big

3 words verbs

— Living, working, travelling

phrase or sentence

one word – synonym

— It is the largest country

— America

Particular attention is paid to the automation of perceptual processing of material (development of reading fluency), and by the end of the 7th grade, the speed of reading to each student for himself must exceed his individual reading speed out loud. To achieve this goal, synthetic reading is widely used.

Meanwhile, reading without a dictionary and a direct understanding of what is readable must be specially trained, and it is impossible to limit the control exercises in any way. It is necessary to teach students to follow the presentation of thoughts in a foreign language, not substituting the words of the native language, but directly perceiving the meaning of what is being read. It is important to teach them not to read words and sentences, but whole groups of sentences expressing a complete thought (as is done when reading a text in the native language).

Absolute accessibility of the readable and interest in the content themselves provide just such reading. But no matter how easy the text read in a foreign language is, it is more familiar and easier to comprehend its content using the means of the native language. Therefore, in the process of synthetic reading, one has to artificially hold the reader's thoughts in the field of a foreign language, inviting him to perform relevant tasks and limiting the time allowed for reading. Tasks performed in the process of reading should be aimed at obtaining this or that information, its understanding, assessment and practical application.

This goal is served by special speech exercises. They should be structured in such a way as to anticipate those forms of working with text in which information obtained during reading is used in the practice of a specialist.

Often, when reading foreign literature, you have to take notes on what you read, write out basic thoughts or individual facts for further use, select material for a message on a given topic. For this purpose, types of summarizing reading exercises are needed. For example,

Exercise 2. In groups. Compare your answers for the task and come to an agreement. Fill in the table with the information you have read. Get ready to retell the text.

| | Great Britain | The USA | Australia |
|----------------------------|----------------------|----------------|------------------|
| Sports | | | |
| Hobbies | | | |
| Jobs | | | |
| Clubs/organizations | | | |
| Other activities | | | |

Accordingly, the exercises that teach the summarizing can be divided into 4 groups:

1. *Exercises that teach understanding of the general content of the read.* This group includes such exercises as the determination of possible content from the exposition, searching for a cursory acquaintance with the text of answers to general questions (about whom and what is at stake, what are the time and place of action).
2. *Exercises that teach understanding of basic ideas or facts and highlight details.* These exercises are aimed at finding the semantic milestones of the story, establishing the sequence of events; at the same time they bring up attention to details, the ability to determine their function in the text. Typical exercises of this group are drawing up a plan, heading paragraphs, selecting material for characterizing characters, etc. Complicating exercises in referencing can occur through a gradual transition from specific concepts to abstract ones. In the lower grades, attention should be drawn to the facts described in the text; in the upper grades, in addition to the facts, one should also dwell on the ideas presented in the text. However, consideration of the ideas embodied in the text requires their analysis and evaluation, which is more specific for the exercises of the next group.
3. *Exercises that prepare the ability to review of the read text.* These exercises set the task for students to express their attitude to what they have read, give it a rating and justify it. The highest form of manifestation of this skill is the compilation of feedback on the read. In the process of preparing for this form of activity, students need to develop the ability to highlight material in the text, indicating the author's attitude to certain characters or facts, summarize individual facts and thoughts and come to conclusions characterizing the author's position, not only relying on expressed judgments (this can be content in the lower grades), but also taking into account all indirect factors, hints, silence, etc.

Along with the analysis of the position of the author, it is necessary to determine his own attitude to the readable. For junior classes, this will be the answer to the question of whether or not the reading is pleasant and why, and for the older ones, we can speak of agreement or disagreement with the author's position, assessment of historical events described in the text, comparison of the features of the social structure of their homeland and the country of the studied language other

4. *Exercises that teach the selection of the text of the assessment material, and exercises that teach self-assessment of the read.* Typical for this group are such exercises as answers to questions of an evaluative nature, the choice in the text of proposals containing qualitative assessments, and the compilation of the characteristics of the actors.

In order for students to perform the exercises described above, focusing entirely on the content of the read, it is necessary to carry out certain preparatory exercises. They are aimed at recognizing and quickly undifferentiated perception of large

elements of the text, at developing a normal pace of reading a coherent text as a whole.

So in conclusion we consider learning reading through listening is an effective idea and we tried to give some interactive activities on reading exercises with some samples above that can be a real help for the teachers of blind. Visually impaired students can be not active in seeing but their other senses are intact as they could understand the voices quickly, so teachers of the blind should utilize the other senses. Learning a language is very much tied up with culture, exposure and experiences visually impaired students may not be able to acquire exposure and experiences the same way as sighted students. So teachers of the blind may have to do a little more than other teachers. Bring experiences and exposure to the blind or visually impaired students.

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