

EFFECTIVE METHODS AND STRATEGIES FOR TEACHING A FOREIGN LANGUAGE FOR STUDENTS WHO DELAY IN SPEECH

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Abstract: A child may have language problems such as delay, or lag, or stuttering. It can occur as a result of the development of speech in each age group.[7] Generally, such changes are noticed by parents after the child grows up. This is most often manifested in kindergarten or school age.[1] When trying to pronounce sentences consisting of 10 words, they have difficulty pronouncing them, or their speech has many important pauses such as “mm”, “hm”. This is due to fatigue and or trying to speak on a new topic.[2] In such children, like every healthy child, the school system implementation is significant. It is also important to learn Foreign languages. Because, properly taught and effectively implemented lesson processes can help a child overcome language barriers. And these strategies produce the expected results.

Keywords: speech delay, teaching strategy, teaching technique, teaching methods, integrate, facilitation, support.

Introduction. First of all, it is necessary to properly conduct the lesson environment and introduce the concept of "comfort" to the student. That is, the student should come to the lesson with interest and a feeling of freedom. The quality of the environment depends very much on the teacher, so that children do not hesitate despite their speech lag, and even if they make a mistake, they can speak freely without fear in their own language. Following terms are very important for teaching procedure:

1. The process of mutual teaching and learning of the language should be carried out in connection with "Real life", that is, the student should be aware of each new word in the foreign language being taught in his own language and be able to easily digest it. The teacher should develop the student's language knowledge alternately from one lesson to the next, based on the established curriculum throughout the lesson.
2. In order for children who are lagging behind in speech to pass the general lesson, it is necessary to eliminate as much as possible the noise and disturbing sounds coming from outside the classroom, from the windows on the street. For this, it is necessary to close the doors and windows (keeping the air in the classroom at a standard level). In addition, rubber seats on the students' seats, and a carpet on the floor of the classroom will significantly reduce the echoing sounds.
3. In order for each student to understand and master the lessons being taught, not only should the teacher go through the lesson thoroughly, but the student should also go home and analyze and consolidate the topic taught with the help of his or her parents. Therefore, it is necessary to implement a system of constant cooperation with school staff and the child's family.[5] Because these students require more work and practice than an average student to develop fluent and clear speech.

Curriculum and classroom activities. A lesson in the classroom is necessarily carried out based on the curriculum. Only the teacher, taking into account the speech lag of her students, creates her own teaching technique, making the exercises and handouts in the classroom easy for them to understand. Therefore, she creates her own teaching technique, taking into account the topics and skills given in the curriculum, the duration of the lesson, the qualifications of each teacher, and the needs and requests of her students. The following examples provide guidelines for the activities and exercises with which the lesson should be conducted and various strategies :

1. In the process of language teaching in the classroom, the ability to memorize is a very good technique for children to hear and actively participate in the task. In this case, the teacher whispers a familiar word in a foreign language, and the students have to say it out loud. Or, while whispering, 5-6 students say a word they know. Students should raise their hands one by one and say them in turn. This strategy can be used in different ways, i.e. with a reduced or expanded number of words.

The next class activity can be carried out using the alliteration method. Alliteration is when several words come together in a row, the first letter of each of which is the same. For example, in English, "She sells sea shells...". The interesting thing about this exercise is that students do it with curiosity, being interested in how each word is translated and what the overall meaning is.

2. Students should be given the book attached to the curriculum, and they should make assumptions and guesses about what today's topic is about.

3. Texts for reading in English during the lesson should be selected taking into account the students' language experience, vocabulary, sentence structures, and level of understanding of sentence forms. Difficult complex sentences and general texts should be removed from the lesson. Because seeing the difficulty of the texts, the student may become cold towards the language, that is, it will be extremely difficult for him to master what he does not understand. And this rule should be implemented in all the exercises given during the learning process, regardless of whether they are oral or written.

4. Using rhythmic songs and poems with students gives good results. Such exercises are designed to help students who are lagging behind in speech learn different types of words, consonants, vowels and mixed words, paying attention to the rhythm and pronunciation.

5. One of the most basic principles of language teaching is listening, speaking, writing and reading during the lesson. That is, these 4 skills should be implemented in a way that is interconnected during the lesson. This will help the student to understand the full language in all aspects. Of course, it should be done using the facilitation method, taking into account the students' speech level.

6. During the lesson, the teacher should use visual, auditory, kinesthetic, that is, body language methods. These methods are considered very effective. Because learning a language through body sensations is better stored in memory and provides language growth for students who have various difficulties in mastering the language by developing their senses.

7. During the lesson, the teacher should ensure that students work on the puzzles in the handouts on the desk as a team and answer questions in turn. Because children who are behind in speech will have a greater motivation to wait for their turn and answer it, and the entire language ability of the brain will try to show itself. At the same time, it will also be pleasant for students to take the children to the school garden during the lesson and play group games in free nature.

8. Everyone who wants to learn a language usually asks what phrases they need to memorize in their life and in common situations. And this is no exception for schoolchildren, who are taught basic vocabulary about how to politely greet people, say goodbye, wish them well, ask for help in a situation, and inform someone about something. And this is considered important and attracts great attention from the student himself.

9. One of the most important things for children who are behind in speech activity is the teacher's psychological support for the students.[4] For example, if a student cannot answer a question quickly, it is advisable for the teacher to wait for him and give him a little help in a gentle way without taking his face seriously. Because such children need such emotional support until they become accustomed to the language. In addition, during the lesson, to encourage the student's answer, he can be praised, applauded, or given smiley stickers and colorful cards.

Conclusions and recommendations

Language teaching strategies are very diverse, each of which is implemented to solve certain problems in students. Students who are behind in speech are never left out of the learning process. Of course, the state education system pays more attention to such children, taking them under its care.

Therefore, in terms of teaching language to such children, it requires teachers to work on themselves and do more research in this area. And if the above technical methods are used alternately during the lesson, they will give effective results to students.

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