

UDC 37

DOI: 10.34670/AR.2020.1.46.162

Specifics of teaching a foreign language to students with hearing impairment (hard of hearing students)

Tamara V. Agapova

PhD in Culturology, Associate Professor,
Krasnoyarsk State Agrarian University,
660130, 90, Mira ave., Krasnoyarsk, Russian Federation;
e-mail: Agapova-07@mail.ru

Abstract

The article presents one of the most important problems of modern society - inclusive professional education. The specifics of teaching a foreign language to hard of hearing students are revealed. The author points out that it cannot be conducted with existing methods and techniques used for teaching people with normal hearing. It concerns not only the physiological problems of these students, but also the psychological ones. The author notes the presence of such negative states as self-doubt, fear, dependence on parents (relatives), etc. The result of studying any foreign language is the formation of students' communicative competence. The goal of training people with hearing impairment (hard of hearing) is as close as possible to this, but it is achieved in other ways, taking into account the individual characteristics of these students. The article discusses modern approaches, methods and techniques used in teaching a foreign language to hard of hearing students. The personality of the teacher, whose psychological and methodological preparation is one of the key problems in organizing inclusive education, plays an important role in this process. The effectiveness of this education depends on the creation of adapted educational programs, the development of an individual educational vector for a student with disabilities, and the selection of necessary teaching aids.

For citation

Agapova T.V. (2020) Specifics of teaching a foreign language to students with hearing impairment (hard of hearing students). *Pedagogicheskii zhurnal* [Pedagogical Journal], 10 (1A), pp. 635-644. DOI: 10.34670/AR.2020.1.46.162

Keywords

Inclusive professional education, students with hearing impairment, hard of hearing students, foreign language, modern methods.

Introduction

The problem of higher education for disabled people is very relevant today. The legislation of the Russian Federation, in accordance with the fundamental international documents in the field of education, keeps the principle of equal rights to education for disabled people. Getting an education by people of this category is one of the basic and inalienable conditions for their successful socialization, ensuring their full participation in society, effective self-realization in different types of professional and social activities. At the same time, the accessibility of higher education for disabled people with various nosologies should be fully ensured. Today, in Russian society, in accordance with the Federal Law “On Ratification of the Convention on the Rights of Disabled People”, a set of measures is being taken to ensure the necessary level of life and social protection of disabled people. These measures comprise the development of life and social skills, the realization of the rights to education, the employment assistance, the creation of an accessible environment, including the access to information (the use of sign language, Braille and other communication methods and formats), rehabilitation and other measures. The socialization of disabled people requires the society and the state to review the system of attitude towards them, the recognition and realization of their rights to provide equal opportunities in different areas of life, including professional education. The Constitution of the Russian Federation establishes the right to education for everyone. The constitutional right of disabled people to quality and affordable education is reflected in the Federal Law of December 29, 2012 273-FL “On Education in the Russian Federation”. Disabled people should participate in the educational process, as far as possible, since a person's social position is formed during the educational period. Their inclusion in the socio-educational environment of the educational organization is a necessary condition for the development of personal qualities.

For this, a very important factor is the creation of an adapted educational program of higher education, which is a set of educational and methodological documentation that regulates the content, organization and assessment of disabled students' and graduates' teaching quality in the direction of preparation (specialty) of higher education [Koreneva, Chernysheva, Akimova, 2016]. The adaptation module (discipline) is an element of the adapted educational program of higher education aimed at minimizing and eliminating the influence of health restrictions in the formation of necessary competencies of disabled students, as well as individual correction of educational and communicative skills that contribute to the development of the educational program, social and professional adaptation of disabled students.

Inclusive professional education

Inclusive education is the process of general education development, which means the access to education for all, in terms of adaptation to different needs of the students, which provides the access to education for the students with special educational needs [Pugachev, 2012].

Inclusive professional education is a specially organized process of achievements of its normative results - competencies, presented in Federal State Standards, allowing to carry out professional activities in a certain field and (or) the work on specific professions by people with physical and (or) psychological disabilities.

The need to consider the category of “inclusive professional education” is necessary to change the view on professional educational process and realize that the modern system of professional education is developing in a fundamentally different coordinate system, which is leading to the change of the role

of all educational subjects. Therefore, the main issue of inclusive education remains the readiness of the educational system itself.

Readiness means not only material preparation of the educational environment, legal and organizational support of inclusive education, but also the tolerant attitude of all participants in the educational process (students, teachers, heads of educational organizations) to the students with special needs and disabilities. At the university, inclusive education is the inclusion of a student with disabilities in the educational environment. The educational institution should be adapted and have all the necessary conditions for comfortable teaching of a “special” student. Inclusion is the process of transformation of the whole educational institution aimed at removing the barriers for equal and open participation of all students, including the students with disabilities in the educational process and the life of the university [Akimova, 2012].

The results of studies by many authors show that a society is not always capable of fully accepting people with disabilities. So, L.F. Obukhova, T.V. Ryabova, M.N. Guslova, T.K. Sture note that young people with disabilities, who are not behind healthy peers in intellectual development, are closed and isolated from other people. The reason is the lack of a basic sense of trust in the world, a stable positive self-esteem, sufficient motivation and communication skills [Obukhova, Ryabova, Guslova, Sture, 2000].

But if in everyday life a disabled person can regulate the process of interaction with his social environment, then when he gets a professional education there is a constant need to communicate with fellow students, teachers, methodists, etc. In this case, it is important to study students' attitude to people with disabilities, their readiness for constructive communication and the provision of psychological and social support.

The psychological and methodological readiness of teachers is one of the key problems in organizing inclusive education. Its solution has several vectors: the creation of adapted educational programs, the development of an individual educational route for the student, the selection of necessary and adequate teaching aids on the basis of taking into account not only the nosology of the students, but also their individual characteristics [Novozhilova, 2019].

Specific features of students with hearing impairment

Students with hearing impairment are a special category of students. In the educational process, they often have difficulties due to the specifics of their psychophysical development. The category of people with hearing impairment includes people with persistent bilateral impairment of auditory function. Their verbal communication with other people is difficult due to hearing loss or is impossible at all (deafness). Hearing loss is a disease characterized by hearing impairment. Often, hearing loss appears in childhood. Children with hearing loss are hard of hearing. Deafness is a complete hearing loss or such a degree when speech perception becomes impossible. Absolute deafness is rare. Usually there are some “remnants” of hearing that make it possible to perceive very loud sounds (over 90 db), including some speech sounds made over the ear with a loud voice or scream [Zykova, 1999].

12 thousand people with a direct hearing impairment were registered only in 2015, which was approximately 2% of the total number of people with disabilities. However, according to the All-Russian Society of the Deaf, approximately 8-9 million people in Russia have various hearing impairments. Among them, there are about 1.5 million people with severe hearing impairment, and 250-300 thousand are absolutely deaf. Moreover, according to the World Health Organization, hearing impairment is a significant social problem, since only 1.1 billion young people are at risk of hearing

loss due to noise exposure in places of entertainment.

Hearing impairment and the resulting underdevelopment of speech make an originality in the development of such a person. Deaf / hard of hearing can have the following features of speech development: pronunciation disorders; insufficient assimilation of the word sound composition, which is shown in pronunciation errors and spelling of words. At the lexical level, students with hearing impairment have a limited vocabulary, inaccurate understanding and incorrect use of words, often associated with incomplete mastery of the contextual meaning. The disadvantages of the grammatical speech structure, especially the assimilation and reproduction of known speech (grammatical) constructions can also cause difficulties of orientation at the syntactic level, expressed in the difficulties of perceiving untraditional word order (phrases) and limited understanding of the read text by deaf / hard of hearing learners. On the basis of oral speech disorders, writing disorder occurs, which appears in the form of various dysgraphias and agrammatisms. Dysgraphia is a partial disorder of the writing process associated with the insufficient formation (or breakdown) of mental functions involved in the implementation and control of written speech, shown by persistent, typical and repeated errors in writing that do not disappear without purposeful training. Agrammatism is a special speech impairment, shown in the difficulties of perception and construction of sentences in oral and written speech.

People with hearing impairment can have special characteristics not only in speech development, but also in development of cognitive and personal spheres. Among the most significant characteristics of the cognitive sphere, the following ones can be distinguished: reduced attention and its low level of switching. Students with hearing impairment need some time to complete one educational action and move to another one.

In addition, such students are characterized by less sustained attention and, consequently, greater fatigue, as information is obtained on an auditory-visual basis. In contrast to the hearing student, who relies on the visual analyzer during reading and explaining the material on the auditory one, the student with hearing impairment constantly uses both analyzers. Deaf / hard of hearing people can have serious difficulties in distributing attention when it is necessary to listen and write at the same time.

Memorization depends on the way of presenting the material, so it is difficult to memorize, save and reproduce the speech material of words, sentences and texts. The memorization of hearing impaired students is distinguished by the fact that the images of memorized objects are less organized than those of the students who hear (they are slowly remembered and faster forgotten), the teaching process requires the use of additional techniques to increase the efficiency of memorizing material. Features of the emotional sphere development can be characterized by misunderstanding and difficulties in differentiating the emotional manifestations of other people in specific situations, also due to limitations in the perception of the emotional speech conveyed by intonation. Recognition and understanding of emotions in people with hearing impairment is closely related to the visual perception of the interlocutor's facial expressions, which often leads to an erroneous or distorted perception of the real situation (and, in some cases, to the emergence of interpersonal conflicts) without auditory reinforcement.

Among the specific features of these students' personality formation we can note the presence of such negative states as self-doubt, fear, hypertrophic dependence on parents (relatives), or, conversely, excessive self-esteem. The reaction to new circumstances (unknown tasks, situations, strangers) can be different, but it is based on the fear of making mistakes: leaving, refusing to communicate with strangers (teachers, groupmates, fellow students), "I don't know, I don't know how, I can't", sometimes "withdrawal into oneself" or aggression. Deaf and hard of hearing students are less socially mature (adapted in society) than their hearing peers: they are closed, prefer to communicate with people like

them, and leave joint activities with hearing groupmates for fear of failure. The university teacher, starting to work with deaf / hard-of-hearing students, must remember the features of their cognitive and personal development for the most effective organization of the educational process [Solntseva, Bykova, 2012].

Methods and techniques in teaching students with hearing impairment (hard of hearing students) a foreign language

It is necessary to adapt and use the following teaching methods, which provide the most complete transmission, perception, reproduction and processing of educational information in an accessible form:

- visual, explanatory and illustrative teaching methods contribute to mastering the basis of ideas and concepts about the studied objects and phenomena. The project method is based on the organization of collective research activity with separation of roles and responsibilities, mutual assistance and support from other students, an interpreter or assistant will help the student cope with the task;
- search-based training methods allow to develop the activity of people with hearing impairment and emphasize the most important parts of information, which will be necessary for further integrated professional development in the existing labor market;
- the peer-to-peer method allows to attract groupmates of a student with disability to solve problems together, introduce an element of positive competitiveness in the educational process and increase motivation, academic performance of all students in the group. Training teaching methods provide repetition and conscious consolidating of the basic skills. When developing training exercises, teachers should take into account student's real intellectual abilities and ensure his speech formation, the disclosure of his ability to adapt;
- accompanying teaching methods include providing comprehensive psychological and pedagogical support to a student (determining the level of his intellectual abilities, creating specialized didactic material, conducting remedial classes, etc.). When implementing this method, we should consider a system of real assessment of students' educational needs;
- assessment and reflexive teaching methods consist of introduction of integrated system assessment, self-assessment [Artemenkova, Artemenko, Kalashnikova, 2019].

At the moment, the most promising approach to increase efficiency of teaching hearing impaired people (hard of hearing) at university is considered to be the use of an intellectual teaching approach, in which the interaction between the teacher and the students is based on the appropriate choice of the intellectual teaching style [Cheng, Hu, Sin, 2016]. According to the model [Zhang, Sternberg, 2005], which is widely used at present, intellectual styles are divided into three types:

1. The first type is characterized by students' preference to complete tasks with a low degree of the initial data structure, which requires the use of a creative approach in the formation of complex decisions, allowing the students to show their individual qualities.

2. The second type is characterized by students' preference to complete tasks with a high degree of the initial data structure, which allows them to use simple methods built on the basis of traditional approaches. In this case, the role of collective thinking is increasing.

3. The third type is a combination of the two types mentioned above, where the degree of involvement of each of them depends on the type of the task and the personal characteristics of every student.

As theoretical and practical studies [Cheng, Hu, Sin, 2016], conducted by some scientists, have

shown that students who are hearing impaired, use the second type, this imposes a number of limitations in organizing the educational process.

A teacher, training students with disabilities is in special conditions that differ from the usual educational environment. The problem is that generally accepted teaching methods and techniques are not suitable for the students with disabilities. Let's take the traditional English lesson. Visual perception is combined with listening and consolidated by written and oral exercises. Now imagine that in front of you are hard of hearing students. You cannot use listening, fully work with texts, etc.

Teaching a foreign language in case of auditory impairment cannot be carried out by direct use of existing methods used in teaching people with normal hearing. The reasons for this are much deeper than just physical difficulties associated with a loss or hearing impairment. These people have the different perception of speech; they have different ways of forming verbal speech, mastering the grammatical structure of the language, and developing language generalizations. These factors create the need to develop special methods for teaching such people a foreign language. Our task as teachers of a foreign language is to make the most effective methods for teaching this special group of students.

Starting to study a foreign language, students with hearing impairment already have some experience in targeted language studying and transfer the formed skills to master a new language. This particular quality of such students is an important factor that positively affects the effectiveness of teaching. This factor should be taken into account in the educational process, as the difficulties of students studying a foreign language related to impaired auditory function are compensated to a certain extent.

Teaching students with hearing impairment a foreign language can be based on many of the methods and techniques that have been presented theoretically and worked out by a long practice. These methods are used in the special education of deaf and hard of hearing people studying their native language. At the same time, an important distinctive feature of teaching a foreign language to students with impaired auditory function, in comparison with their teaching the native language, is the fact that starting studying a foreign language, they can already speak and write verbally. The importance of this fact is determined by the fundamental significance of the role of native language.

When teaching students with hearing impairment (hard of hearing students), it is important to teach them mastering the English written speech. Writing is the most important tool of mastering the language by deaf and hard of hearing students. The new oral language material should be introduced simultaneously with its written and transcribed forms. The written form should be used to have a dialogic or monological speech, reproduced by students for educational purposes [Nabokova, 2005].

As mentioned earlier, hearing impaired people perceive speech differently. But here we need to remember that they are good at reading lips. A lot in this case depends on the teacher: he should have expressive speech and clear articulation, otherwise students will have little chance to read lips. Here we can use visual aids: for example, showing a picture of an apple, say the word very clearly. This must be done in such a way that a person can understand what needs to be done with his speech apparatus in order to pronounce sounds correctly. When teaching phonetics, we can actively use multimedia and interactive forms of teaching. When students see a close-up speech apparatus on the projector, they are more likely to understand how to pronounce sounds correctly. Using interactive forms, including pictures, diagrams, tables, the teacher has the opportunity to present the phonetic course in detail and clearly.

The use of visual aids when working with hard of hearing students can be considered as one of the most important and necessary components of each lesson [Borisova, 1982]. Visualization of educational material is worth a thousand words, allowing them to explain their meaning, for example,

grammatical structures without their oral explanation, which is especially important in work with the hearing impaired. We can distinguish the following types of visual aids that are easy to implement and effective in educational activities:

Images are good for representing nouns, adjectives and simple sentence constructions. If it is possible, you can use your own photos, photographs of the city, streets, places, etc., which can be familiar to the students.

Diagrams and graphs are used to illustrate comparative and superlative forms of adjectives and adverbs.

Contrasts, to show the antonym or the word opposite to the given one, is the right way to present its meaning without an oral explanation.

Realities (getting to know real life) are an effective visual support at the English lesson. Realities mean real, authentic objects. For example, if at the lesson students get acquainted with booking a hotel room, they will be more interested if they have a real hotel brochure. Realities are very effective and interesting to use as the basis for the role-play.

Video footage is an excellent way to attract students' attention. We can work with the whole material, as well as with the short episodes. The obligatory part, which must be presented in every video with which work is carried out, is subtitles.

PowerPoint presentations are extremely useful in work; they perfectly keep the attention of the audience and help maintain the fast dynamics of the lesson.

Posters are the most important element in the design of a foreign language classroom. It is much easier to point out the necessary material on the poster than to explain for a long time. Being very simple in their using and making up, they perfectly give the necessary information brightly and colorfully.

When we work with the hard of hearing students, the work with texts is very important, where we can use the following techniques:

- presentation of the text with highlighted new words necessary for studying;
- translation of the new words into Russian;
- learning the meaning of the words with the help of different types of visibility;
- written answers to questions on the content of the text (correct and incorrect statements);
- making up mini-messages and expressing own opinion on the content of the text.

Conclusions

A foreign language as a subject contributes to the development of communicative culture and expands the cognitive abilities of students. It is considered that teaching a foreign language creates the conditions for the communicative and psychological adaptation of people with different hearing loss to the new language world, helps to overcome further psychological barriers in using a foreign language as a means of communication, introduces students to a new social experience by expanding played social roles, close to real life in situations of everyday and university communication, forms students' willingness and ability to speak a foreign language taking into account their speech capabilities and needs. It is important to remember that students with hearing impairment can study a foreign language, and they will be able to get a good professional education.

The development of new methods and technologies in teaching students with hearing impairment a foreign language is aimed at facilitating and making more effective the process of learning a foreign language. The modern technologies optimize the educational process, however, some of them are

unfortunately general, which makes teachers supplement and modify them. It is necessary to continue active work in this area, as it is important to remember that every person has the right to education and the task of all educational figures should be the creation of such methods and techniques that would allow all students to develop and reveal their abilities.

References

1. Akimova O.I. (2012) Inklyuzivnoe obrazovanie kak sovremennaya model' obrazovaniya lic s ogranichennymi vozmozhnostyami zdorov'ya [Inclusive education as a modern model of education for people with disabilities]. In: Inklyuzivnoe obrazovanie: problemy, opyt, perspektivy: materialy Vserossijskoj nauch.-prakt. konf. [Inclusive education: problems, experience, prospects: materials of the all-Russian scientific and practical conf.]. Murmansk: MSU, pp. 4-7.
2. Artemenkova L.F., Artemenko O.N., Em E.A., Kalashnikova V.A. (2019) Osobennosti vospriyatiya uchebnoj informacii obuchayushchimisya s narusheniem sluha pri sozdanii special'nyh uslovij v obrazovatel'noj organizacii [Features of perception of educational information by students with hearing impairment when creating special conditions in an educational organization]. In: Vestnik ekonomicheskoy bezopasnosti. Pedagogicheskie nauki [Bulletin of economic security. Pedagogical science]. N 3, pp. 345-351.
3. Borisova V.A. (1982) O sochetanii slovesnyh i naglyadnyh metodov obucheniya v processe professional'noj podgotovki neslyshashchih [On the combination of verbal and visual methods of teaching in the process of professional training of the deaf]. In: Povyshenie urovnya obrazovaniya gluhih uchashchihsya professional'nyh shkol [Improving the level of education of deaf students in professional schools]. L.: LRC, pp. 47-49.
4. (2017) Gluhota i poterya sluha [Deafness and hearing loss]. In: Vsemirnaya organizaciya zdavoohraneniya. Informacionnyi byulleten' [World health organization. Newsletter]. URL: <http://www.who.int/mediacentre/factsheets/fs300/ru/>
5. Zykova T.S. (1999) Sistema ocenki uchebno-poznavatel'nyh dostizhenij neslyshashchih shkol'nikov. Funkcional'naya karakteristika i oformitel'skie orientiry [System of evaluation of educational and cognitive achievements of deaf students. Functional characteristics and formalization guidelines]. In: Defektologiya [Defectology]. N 5, pp. 25-30.
6. Koreneva V.O., Chernysheva N.S., Akimova O.I. (2016) Dostupnost' vysshego obrazovaniya dlya lic s ogranichennymi vozmozhnostyami zdorov'ya i invalidov v ramkah inklyuzii [Accessibility of higher education for people with disabilities in inclusion]. In: Nauchno-metodicheskij elektronnyj zhurnal «Koncept» [Scientific and methodological electronic journal "Concept"]. Vol. 50, pp. 45-51.
7. Nabokova L.A. (2005) Obuchenie anglijskomu yazyku studentov s narusheniyami sluha v sisteme vysshego gumanitarnogo obrazovaniya [Teaching English to students with hearing impairment in the system of higher humanitarian education]. In: Nachal'nyj kurs: dis. ... kand. ped. nauk [Initial course: dis. ... cand. of pedagogical Sciences]. Moscow.
8. Novozhilova T.N. (2019) Razvitie kognitivnoj kompetencii slaboslyshashchih studentov v usloviyah inklyuzivnogo obrazovaniya [Development of cognitive competence of hard of hearing students in inclusive education]. In: Vestnik Moskovskogo gosudarstvennogo universiteta kul'tury i iskusstv [Bulletin of the Moscow State University of Culture and Arts]. N 2(88), pp. 185-193.
9. Obukhova L.F., Ryabova T.V., Suslova M.N., Sture T.K. (2000) Fenomen egocentrizma u podrostkov-invalidov [Phenomenon of egocentrism of adolescents with disabilities]. In: Voprosy psihologii [Questions of psychology]. N 3, pp. 53-57.
10. Pugachev A.S. (2012) Inklyuzivnoe obrazovanie [Inclusive education]. In: Molodoj uchenyj [Young scientist]. N 10, pp. 374-377.
11. Solntseva V.A., Bykova T.V. (2012) Psihologicheskie osobennosti lic s narusheniyami sluha (slaboslyshashchih) [Psychological features of people with hearing impairment (hard of hearing)]. In: Spravochnik po organizacii i provedenii proforientacionnoj raboty [Handbook on the organization and conducting of career guidance work]. Moscow: Center for new technologies LLC, pp. 89-92.
12. Cheng S., Hu X., Sin, K.F. (2016) Thinking styles of university deaf or hard of hearing students and hearing students. In: Research in Developmental Disabilities. Vol. 55. P. 377-387.
13. Zhang L.F., Sternberg R.J. (2005) A threefold model of styles. In: Educational Psychology Review. Vol. 17. N 1. P. 1-53.

Специфика обучения иностранному языку студентов с нарушениями слуха (слабослышащих)

Агапова Тамара Вадимовна

Кандидат культурологии, доцент,
Красноярский государственный аграрный университет,
660130, Российская Федерация, Красноярск, проспект Мира, 90;
e-mail: Agapova-07@mail.ru

Аннотация

В статье представлена одна из актуальных проблем современного общества – инклюзивное профессиональное образование. Раскрывается специфика обучения иностранному языку слабослышащих студентов. Автор указывает на то, что оно не может вестись путем прямого использования существующих методов и приемов, применяемых при обучении лиц, обладающих нормальным слухом. И здесь речь идет не только о физиологических проблемах данных студентов, но и о психологических. Автор отмечает наличие таких негативных состояний, как неуверенность в себе, страх, зависимость от родителей (родственников) и т.д. Итогом изучения любого иностранного языка является формирование коммуникативной компетенции студентов. Цель обучения лиц с нарушениями слуха (слабослышащих) максимально приближена к данной, но достигается она другими способами, учитывая индивидуальные особенности этой категории студентов. В статье рассматриваются современные подходы, методы и техники, используемые в обучении иностранному языку слабослышащих студентов. Немаловажную роль в данном процессе играет личность преподавателя, чья психолого-методологическая готовность является одной из ключевых проблем организации инклюзивного образования. Эффективность данного образования зависит от создания адаптированных образовательных программ, разработки индивидуального образовательного вектора для студента с ОВЗ, подбора необходимых учебных пособий.

Для цитирования в научных исследованиях

Агапова Т.В. Specifics of teaching a foreign language to students with hearing impairment (hard of hearing students) // Педагогический журнал. 2020. Т. 10. № 1А. С. 635-644. DOI: 10.34670/AR.2020.1.46.162

Ключевые слова

Инклюзивное профессиональное образование, студенты с нарушениями слуха, слабослышащие студенты, иностранный язык, современные методы.

Библиография

1. Акимова О.И. Инклюзивное образование как современная модель образования лиц с ограниченными возможностями здоровья // Инклюзивное образование: проблемы, опыт, перспективы: материалы Всероссийской науч.-практ. конф., Мурманск, 1 февраля 2011 г. / отв. ред. Т.В. Кузьмичева, А.В. Гущина. Мурманск: МГГУ, 2012. С. 4-7.
2. Артеменкова Л.Ф., Артеменко О.Н., Эм Е.А., Калашникова В.А. Особенности восприятия учебной информации

- обучающимися с нарушением слуха при создании специальных условий в образовательной организации // Вестник экономической безопасности. Педагогические науки. 2019. N 3. С. 345-351.
3. Борисова В.А. О сочетании словесных и наглядных методов обучения в процессе профессиональной подготовки незлышащих // Пывышение уровня образования глухих учащихся профессиональных школ. Л.: ЛВЦ ВОГ, 1982. С. 47-49.
 4. Глухота и потеря слуха. Информационный бюллетень. Февраль 2017 г. // Всемирная организация здравоохранения URL: <http://www.who.int/mediacentre/factsheets/fs300/ru/>
 5. Зыкова Т.С. Система оценки учебно-познавательных достижений незлышащих школьников. Функциональная характеристика и оформительские ориентиры // Дефектология. 1999. N 5. С. 25-30.
 6. Коренева В.О., Чернышева Н.С., Акимова О.И. Доступность высшего образования для лиц с ограниченными возможностями здоровья и инвалидов в рамках инклюзии // Научно-методический электронный журнал «Концепт». 2016. Т. 50. С. 45-51.
 7. Набокова Л.А. Обучение английскому языку студентов с нарушениями слуха в системе высшего гуманитарного образования: Начальный курс: дис. ... канд. пед. наук. М., 2005.
 8. Новожилова Т.Н. Развитие когнитивной компетенции слабослышащих студентов в условиях инклюзивного образования // Вестник Московского государственного университета культуры и искусств. 2019. N 2(88). С. 185-193.
 9. Обухова Л.Ф., Рябова Т.В., Гуслова М.Н., Стуре Т.К. Феномен эгоцентризма у подростков-инвалидов // Вопросы психологии. 2000. N 3. С. 53-57.
 10. Пугачев А.С. Инклюзивное образование // Молодой ученый. 2012. N 10. С. 374-377.
 11. Солнцева В.А., Быкова Т.В. Психологические особенности лиц с нарушениями слуха (слабослышащих) // Справочник по организации и проведении профориентационной работы. М.: ООО «Центр новых технологий», 2012. С. 89-92.
 12. Cheng S., Hu X., Sin K.F. Thinking styles of university deaf or hard of hearing students and hearing students // Research in Developmental Disabilities. 2016. Vol. 55. P. 377-387.
 13. Zhang L.F., Sternberg R.J. A threefold model of styles // Educational Psychology Review. 2005. Vol. 17. N 1. P. 1-53.