

METHODS OF TEACHING ENGLISH TO BLIND STUDENTS

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ABSTRACT

The significance of learning foreign languages is widely recognized on a global scale. However, an unresolved challenge lies in effectively teaching foreign languages to individuals with disabilities, particularly those with visual impairments. This article aims to explore both the theoretical and practical aspects of teaching methods that can be employed in the classroom to enhance the language skills of foreign language learners with visual impairments. A visually impaired student can benefit greatly from the implementation of new and innovative methods to assist in their education. By providing practical help, such as specialized equipment and materials, educators can ensure that the student has the necessary tools to succeed in their studies.

Key words: visual impairment, blind student, new methods, practical help, special equipment, special materials.

АННОТАЦИЯ

Значимость изучения иностранных языков широко признана во всем мире. Однако нерешенной проблемой является эффективное обучение иностранным языкам лиц с ограниченными возможностями, особенно лиц с нарушениями зрения. Целью данной статьи является изучение как теоретических, так и практических аспектов методов обучения, которые можно использовать в классе для улучшения языковых навыков изучающих иностранный язык с нарушениями зрения. Студенты с нарушениями зрения могут получить большую пользу от внедрения новых и инновационных методов, помогающих в их образовании. Предоставляя практическую помощь, например, специализированное оборудование и материалы, преподаватели могут гарантировать, что у студента есть необходимые инструменты для достижения успеха в учебе.

Ключевые слова: нарушение зрения, слепой студент, новые методы, практическая помощь, специальное оборудование, специальные материалы.

ANNOTATSIYA

Ma'lumki chet tillarini o'rganishning ahamiyati jahon miqyosida keng e'tirof etilgan. Biroq, hal qilinmagan muammo nogironligi bo'lgan shaxslarga, xususan, ko'rish qobiliyatiga ega bo'lganlarga chet tillarini samarali o'rgatishdir. Ushbu maqola ko'rish qobiliyati zaif bo'lgan chet tilini o'rganuvchilarning til ko'nikmalarini oshirish

uchun sinfda qo'llanilishi mumkin bo'lgan o'qitish usullarining nazariy va amaliy jihatlarini o'rganishga qaratilgan. Ko'zi ojiz o'quvchi ta'lim olishda yangi va innovatsion usullarni qo'llashdan katta foyda olishi mumkin. O'qituvchilar maxsus jihozlar va materiallar kabi amaliy yordam ko'rsatish orqali talabalarning o'qishlarida muvaffaqiyat qozonishlari uchun zarur vositalarga ega bo'lishlarini ta'minlashlari mumkin.

Kalit so'zlar: ko'rish zaifligi, ko'r o'quvchi, yangi usullar, amaliy yordam, maxsus jihozlar, maxsus materiallar.

The significance of English language education in Uzbekistan is continuously growing due to its status as the primary foreign language taught and learned in the country. English is an essential component of the education system at all levels, starting from early childhood education to higher education. The ability to communicate effectively in English is vital for academic achievements, career progress, and access to global opportunities. English holds a prominent position in various domains such as science, technology, business, and international relations, thus making it a valuable asset for individuals aspiring to secure employment and pursue higher education. The demand for individuals proficient in English is evident in both the government and private sectors of Uzbekistan, underscoring the significance of English language education in the nation. Schools and universities actively promote and support the teaching of English to equip students with the necessary skills for success in an ever-evolving global landscape.

In the field of education, there are many wide-ranging initiatives aimed at improving the quality of education, promoting innovation, and implementing changes without causing disruptions in our country's higher education institutions. Many challenges exist in enhancing the quality of education in Uzbekistan's higher education institutions, as outlined in the Resolution PQ 3775 of the Republic of Uzbekistan on additional measures to actively attract wide-ranging initiatives aimed at improving the quality of education in higher education institutions and implementing them in our country. In particular, the education system in higher education institutions does not always conform to modern standards. Inadequate conditions have not been created for individuals with disabilities in higher education institutions, and teaching English to students with disabilities has not been prioritized. Research and initiatives aimed at improving the learning environment for visually impaired students in higher education institutions in Uzbekistan are mainly focused on primary and secondary education.

Some students with weak visual perception abilities rely on assistive tools and devices to help them, such as various tools and equipment. However, there are other factors that can have additional impact on their performance, such as adequate lighting, physical comfort, and other individual conditions. As a result, each individual with low

visual perception abilities may have unique characteristics and needs. One of the main challenges these students face is that the available materials are often not tailored to their specific requirements. Most educational resources are presented in visual or graphic formats, making it difficult for individuals with weak visual perception to understand and learn the content. Additionally, the increasing use of video, computer, and television formats for presenting materials further complicates the process of accessing information for those with visual impairments.

In this particular location, there exists a collective of students who possess their own visual capabilities or are reliant on the assistance of a sighted individual, as well as those who engage in learning with a visual impairment, all of whom should take heed of the following information. When the teacher enters or leaves the class, please inform the group that instructions are available for their reference. It's better to say create. It is more appropriate to address students by their last names or file names rather than using symbols or other forms of identification. This shows respect and professionalism towards the students.

Another effective method is to provide hands-on activities and interactive lessons that allow students to actively participate in their learning. This could involve group discussions, role-playing exercises, and language games that help reinforce vocabulary and grammar concepts in a fun and engaging way. Overall, by combining a variety of methods and resources, educators can create a supportive and inclusive learning environment for blind students to thrive in their English language studies. Furthermore, utilizing technology, such as screen readers and accessible online resources, can make learning English more accessible for blind students. These tools can help students access digital content, complete assignments, and practice language skills independently. When it comes to teaching English to blind students, there are a variety of methods and techniques that can be used to ensure their success. One approach is to incorporate tactile learning materials, such as Braille textbooks and tactile graphics, to help students understand and engage with the language. Additionally, using auditory tools, such as audiobooks and speech-to-text software, can also be beneficial for blind students in learning English. Other common difficulties visually impaired students may experience differ only in degree. Faculty are sometimes confused about the legitimacy of a visual impairment when the student does not use a cane or service animal for mobility assistance. Actually, the large majority of individuals who are visually impaired do not require these types of support. For the majority, other signs are more apparent. The use of adaptive methods when scrutinizing printed materials and larger-than-normal handwriting may give the impression of childlike or immature responses or that the student is attempting to "stretch" the quality of the printed assignment. In actuality, the visually impaired student is only trying to see what he or she has written. These students are usually unable to adequately utilize standard printed

material like textbooks, classroom handouts, references, and tests. This is also true for information written on the chalkboard, seen on the overhead projector, or on other audiovisual formats.¹

Instead of using imprecise language and gestures such as "there it is" or "here it is" when instructing students on directions and the location of objects, the teacher can opt for more explicit and descriptive communication methods. This can include utilizing specific directional cues, providing clear landmarks, or using visual aids to enhance understanding and clarity. By adopting these strategies, the teacher can effectively convey information and guide students with greater precision and accuracy. As you continue on your journey, be sure to keep an eye out for landmarks on your right and left that will guide you along the path. Pay attention to the signs and signals that indicate which direction to turn, whether it be on your right or on your left. Stay alert and aware of your surroundings as you navigate through the twists and turns of the route, making note of any important points of interest that may be on your right or on your left. By following these cues and cues, you will be able to stay on track and reach your destination with ease. So, remember to look out for the markers that point you in the right direction, whether they be on your right or on your left. It is important to provide thorough and detailed descriptions of graphic and pictorial materials in order to convey their content accurately. By taking the time to provide detailed descriptions, it can help ensure that the audience fully understands and appreciates the visual elements being presented.

Incorporating touch and hands into the learning experience enables individuals to truly immerse themselves in their surroundings and discover a multitude of lessons through this interactive approach. It is important to effectively communicate any modifications or directions verbally both during lessons and in the classroom environment. Before utilizing any written information, it is necessary to read and comprehend its content. This step is crucial in order to effectively utilize the provided information. Offer assistance or supply something. Always make sure to introduce yourself using a name that is easy for the student to remember and recognize. It is important for effective communication and building a positive relationship with the student. Extend a helping hand by providing assistance with visual controls and ensuring that the equipment is arranged in a convenient and accessible manner for them. Additionally, make sure to reiterate important information after speaking, as they may not have had the opportunity to fully comprehend it through your actions alone.

There are aspects that a teacher should pay attention to when presenting teaching materials, which may be the following.

¹ <https://www.utsa.edu/disability/faculty-staff/tips-teaching-blind.html#:~:text=Students%20may%20use%20readers%2C%20Braille,print%20typewriter%20for%20writing%20papers>

- You will be helping the visually impaired student and others by pronouncing each word clearly or spelling it out when needed.
- Texts can be presented in scaled form or presented in three-dimensional form to help partially visually impaired students.
- When using a projector, make sure that the text is displayed in a large enough size and cover the unnecessary parts.
- Ensure that all information written on the class board is communicated verbally. Delivery of information in graphical form through audio and video recordings
- consider it an effective method.
- Three-dimensional and perceptible through the sense of touch use things extensively.
- Arrange to tape-record group presentations to the visually impaired.²

English plays a crucial role in the realm of education, specifically in the teaching of foreign languages. Foreign language courses and classes have long been recognized as an indispensable component across various disciplines and industries. Furthermore, the approaches and techniques employed in teaching foreign languages are continuously evolving and adapting. Consequently, instructing visually impaired individuals in a foreign language poses an additional hurdle for language educators. The need for further investigation is necessary in order to address the current challenges in foreign language teaching. One of these challenges lies in the heavy reliance on graphics and visual aids, which inadvertently hinders language learners in their ability to fully comprehend and acquire foreign languages due to the inherent limitations in visual perception. Due to the inherent limitations faced by visually impaired individuals in processing visual information, including maps, drawings, and diagrams, those with disabilities may struggle to fully grasp and retain important information. This can lead to missed opportunities and a decrease in enthusiasm for independent learning. Challenges in reading comprehension and writing skills are prevalent across all subjects, but they can be especially pronounced in foreign language learning, as nuances in text and pronunciation may not be accurately conveyed to those with disabilities.

Therefore, it is crucial for educators to employ a variety of instructional strategies to accommodate the diverse range of visual impairments that students may have. The absence of structured education and official training in Uzbekistan is a significant contributing factor. This applies to both national and local educational systems in the country. Most important conclusions for higher education administrators and policy makers. This credential is required for educators of the English language who are employed at institutions catering to visually impaired students. It is necessary to

² <https://www.pedagoglar.uz/index.php/ped/article/view/3683>

reevaluate and enhance promotion programs in order to increase their effectiveness. Additionally, there is a need for a comprehensive review and restructuring of English as a Foreign Language (EFL) teacher training programs. It is imperative to incorporate courses that specifically focus on instructing students with special needs into educational curricula. In relation to the traits exhibited by visually impaired students, including the utilization of verbalism, there are several notable characteristics to consider. It is important to emphasize the development of both listening and speaking abilities in order to effectively communicate. It is crucial for us to recognize and highlight the significance of digital technologies in the process of development.

It is evident that blind individuals have a greater chance of securing employment if they possess strong English listening and speaking skills. One crucial observation made by the participants was that each student group consisted of numerous students with multiple disabilities, posing a challenge in selecting appropriate teaching techniques and materials that cater to the needs of all students within each class. This obstacle can be overcome by forming smaller groups that consist of students with similar characteristics, thus enabling teachers to better tailor their approach to suit the specific needs of each group. Additionally, teachers should embrace a more student-centered approach and uphold the principles of student autonomy. Furthermore, due to the inclination of visually impaired students to engage more with their blind peers, it is imperative to establish an inclusive educational environment that accommodates the needs of visually impaired children.

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