

TEACHING VISUALLY IMPAIRED PEOPLE AND STUDENTS WITH DISABILITIES IN UNIVERSITIES

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***Abstract:** Its vital to note that teaching in time of technological progress and human development with the ways of easy accessible devices progressing tremendously, hence arises a question, are the Universities ready to accept a challenge which obviously teachers will face while teaching visually impaired students? Does they have all necessary tools, conditions, atmosphere, skills and definitely the methods? The main areas that have been taken into account in this research are, visual impairment and its impact on learning, adaptive teaching methods for students with visual impairments, using kinesthetic, auditory and visual modalities in teaching.*

***Key words:** visually impaired people, disable students, adaptive teaching, visual impairments.*

Introduction

There are many reasons for the deterioration of vision in the younger generation, and it is necessary to look for them in the lifestyle of preschoolers, schoolchildren and students.

Today's kids are less fortunate. As soon as a child of the XXI century begins to walk and utter the first sounds, parents immediately rush to assign him to the early development group, where the baby often receives excessive loads for him.

A serious blow to children's vision is also inflicted by familiar household appliances: a computer, tablet or mobile phone, as well as a TV with round-the-clock broadcast cartoons and "useful" educational programs. The baby's imperfect vision is not ready for serious stress, therefore, parents should be especially sensitive to protect children's eyes from overload and harmful factors.

Learning the English language by ear to students with visual impairments is a difficult task for the teacher, expanding the educational opportunities of people with disabilities, allowing them to become part of the global educational environment and feel socially adapted in society. It follows from this that it is important to find an individual approach to each student, to be attentive and sensitive to work with this contingent of students.

Vostrova, EE Features of teaching foreign language to visually impaired and blind students 2016. - No. 16.1 (120.1).

It should be noted that blindness is not a serious obstacle to training and employment. Students with visual impairments can successfully perceive educational material by ear, work with a computer and the Internet using special programs, communicate with the surrounding students and choose a fairly wide range of specialties. The use of these tools makes it possible to solve methodological problems

of training, which include ample opportunities for access to various scientific and information sources, libraries, training in working with technology, training in computer literacy, which is important in future professional activities.

Persons with visual impairments often have high intelligence, but their defect significantly affects their education and socialization in universities. Typically, students with visual impairments are good students, diligent, introverted. However, they are often uncommunicative, have problems with spatial orientation, which can cause neurotic manifestations.

The specificity of teaching people with visual disabilities is the conditions for psychological adaptation to the educational environment of universities. In connection with violations of the visual analyzer, these students have a special attitude towards others, therefore, the upbringing of an active life position, self-confidence, preparation for professional activity, training in working with computer technology are important results of social rehabilitation in a university and professionalization.

Adaptive Teaching Methods for Students with Visual Impairments

The adaptive teaching methods that teachers are required to utilize in order to facilitate learning among visually impaired students have been stated as follows: (Mwakyēja, 2013).

Encouraging Collaborative Learning – Encouragement of collaborative learning among students with different learning capabilities and learning needs in an inclusive classroom has proved to be effective in promoting academic achievement, positive attitude towards the subjects and in improving social interaction among the students. When individuals are working in collaboration with each other, they are able to devise solutions to their problems and are able to improve their learning. Teamwork and collaboration also helps the students to generate awareness regarding the use of innovative techniques and methods. Individuals come to know about others perceptions and viewpoints, when they work in collaboration.

Using Questions and Answers – Verbal communication among the teachers and the students is regarded as an imperative means of facilitating learning. After providing verbal explanation of the concepts, the teachers should encourage the students to clarify the doubts that they may have. Verbal communication of giving instructions and obtaining answers from the students is also a helpful technique. The teachers should record the answers given by visually impaired students, so that they are able to assess their needs and requirements in a better way.

Sound Projection and Calling Students Names – The teachers need to be clear in their speaking and in addressing the students. The voice of the teachers should be pleasant, he or she should be interesting to listen to, should read out loud and be coherent in providing explanations, and one should avoid the use of vague phrases, such as, this, that or over here. The teachers should make use of simple presentation and communication. The best teaching method is following up on the tasks of the individuals to ensure that they are able to understand the lesson plan in a better way.

Adapting Written Texts - Teaching materials need to be adapted. For example printed text can be adapted through increasing the font size, bolding the text, increasing contrast, adding colour, adjusting spaces between characters and large writing text should be used on the blackboard or visual aids. However, the extent of these adaptations is determined solely by the rigorousness of visual defects and the needs of the students. Therefore, it is important to consult a specialist teacher on preparation of materials prior to the lesson, the reason being, different students use different materials depending on the degree of their visual impairment.

The Use of Audio, Optical and Non-Optical Devices – Verbal learning proves to be beneficial to the students with visual impairments. The incorporation of audio devices primarily assist the teaching processes, these include audio cassettes and compact discs. Optical devices such as, eye glasses, magnifiers and telescopes use lenses to increase a person's residual vision and are normally prescribed by a medical specialist. The examples of non-optical devices include, large prints, Braille and Braille writer, tape recorders, book stands, recorded and talking, books and calculators and computers. The role of both optical and non-optical devices is to improve vision and increase functionality of the students through the use of other senses. It is the role of a teacher to encourage these students to use visual devices and assistive technologies to help them with vision.

The Use of Tactile Materials – Teachers must be aware, that students with visual impairments experience deficiency in conceptual experiences and understanding due to non-appearance of visual ability. Therefore, adaptations of teaching materials becomes principal, if they have to learn all the things other students without visual impairments learn in class. To help this, these students

should be taught physically using concrete experiences. Tactile diagrams are important to understand the images and concepts, which are difficult to explain and describe in words. Therefore, they should apparently be used, when figures and designs are important to understand the concept but also, when the real objects are not available to help teaching. Tactile images or diagrams can be drawn on Braille papers, using a special mat and stylus. (Radhika Kapur. University of Delhi 2018)

Extra Time Allowance – The students with visual impairments are slow in completing their work. Therefore, extra time allowance is important for them in completing their work, to process visual information and complete their written assignments. Students with low vision take longer time to read a text as compared to students with normal vision. Also reading and writing in Braille as well as getting information from tactile sources for students with blindness is time consuming. At the same time, students with blindness need much time to integrate information coming through hearing. Normally, it is adequate to add half of the time for students with low vision, and twice as much for students with blindness. Many external examinations identify this requirement and give them allowance of up to 100% additional time for students with visual impairments. Vostrova, EE Features of teaching foreign language to visually impaired and blind students 2016. - No. 16.1 (120.1).

At the end of the lesson, the text is read in full and without pauses. At the last stage, the Russian translation of the text is read in sentences with pauses, during which students give the English equivalent of the read sentence. Practice has shown that, in comparison with sighted students, visually impaired students memorize material by ear much faster. Therefore, timely correction of errors, if any, is important. This technique has already established itself as quite effective and giving positive results in teaching people with visual disabilities. Teaching English to visually impaired students is possible and necessary. After all, people with special educational needs, properly socialized in a society, can be no less useful for this society than many healthy members of it. And we must make every effort so that young people with visual impairments do not feel disadvantaged at the very beginning.

At present, for the comfortable teaching of a visually impaired student, a special automated workstation is designed to adapt to his needs and the peculiarities of educational and cognitive activity, where there are: a scanning device, a personal multimedia computer, a braille display, printers for printing text in a flat-print version and according to the system Braille, voice synthesizer, library of related computer programs. The temporary learning mode is sparing. A strict dosage of mental and auditory stress is required in order to avoid overworking the blind learner.

The videos also had an impact on the motivation and interest of students. They were tools to demonstrate the significance and meaning of daily scenes and culture of the students. According to their statements, the cellphone helped and made the interpretation of images easier, especially because mobile technology has helped to improve language learning. It placed students in a more realistic context and made this process more attractive, interesting and motivating. The learning process is significantly enhanced when blind and visually impaired students visualize something new by means of a physical object rather than by a good auditory commentary.

Study materials should be adapted to the visual abilities of the blind. The content of textbooks for vocational training of students with visual impairments does not differ from the content of the same manuals for ordinary students, however, there is a certain specificity in the design of textbooks and teaching aids. Texts in textbooks for the blind are printed in relief-point type in Braille and are supplied with relief drawings, drawings, diagrams. For the blind with residual vision, textbooks that combine relief and color printing are needed. Tactile books are quite common in English classes. Each page of a tactile book has an image of an object made of special relief paper (rough, embossed). Tactile diagrams are simplified image ensuring access to information without over elaboration. Cuisenaire rods, small rectangular blocks of wood of different color and length are a common teaching tool in foreign countries.

Applying models can be an effective technique to teach visually impaired students in grammar. Each of the four cubes connected to each other is used to show one of the following categories: predicates, subject, auxiliary and modal verbs, question words.

The psychophysical and cognitive characteristics of students with visual impairments require adjustments to curricula and programs. A constant work of a teacher, a master of industrial training is needed to concretize ideas, establish a correspondence between a word and a specific image of an object (overcoming verbalism), develop visual-figurative thinking in connection with the study of academic disciplines, the formation of techniques and methods of self-control based on the use of intact analyzers, and also compensatory methods of cognition of objects, actions, operations of professional activity, the development of orientation skills in micro- and macrospace, the allocation of signal signs of objects. The specificity of teaching blind and visually impaired students is as follows:

- dosing of training loads;

- the use of special forms and methods of teaching, original textbooks and visual aids, as well as optical and typhlopedagogical devices that expand the cognitive capabilities of students;
- special design of classrooms;
- organization of treatment and rehabilitation work;
- strengthening work on social and labor adaptation.

Conclusion

The conclusion reached, during the analysis, was that visually literate students could read, decode, create, question, and interpret the purpose and intended meaning of a variety of text forms associated with mobile multimedia technologies. The learners developed a more socially conscious way to evaluate images. This is crucial, because through these kinds of activities students become not only technologically literate but also visually literate. Critical visual literacy, as the fifth linguistic skill in English classes can be developed through a variety of activities. It might help a learner achieve positive results in any field, foreign language included. We should not forget that each person has a unique way of perceiving the world. The visual image is one more tool to facilitate understanding of the social world (Freire, 2007).

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