

TEACHING ENGLISH TO THE VISUALLY IMPAIRED STUDENTS. FURTHER METHODS TO EDUCATE THE BLIND.

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Abstract. This article provides useful information about teaching foreign languages to visually disabled pupils and discovers different methods in order to create friendly English atmosphere for the blind.

Key words: visually impaired students, Braille, emotional challenge, Hand-over-Hand Method, Tactile diagrams.

Introduction. Teaching English for visually impaired students can be a challenging yet rewarding experience. In order to ensure that these students receive the best possible education, there are a number of strategies and techniques that need to be employed by teachers.⁸⁴ These include the following: 1. Tailoring instruction to meet specific needs of visually impaired students. This includes using alternative formats such as Braille or electronic devices with audio capabilities when teaching text-based material. 2. Developing activities specifically tailored to help promote literacy amongst visually impaired children, focusing on auditory comprehension rather than visual reading materials and introducing tactile props or model items during lessons where appropriate. 3. Incorporating technology into the classroom setting whenever possible in order to provide extra support when needed for assisting with verbal tasks and assignments written down in words rather than images or pictures which may not be accessible without assistance from others. 4 Using visuals whenever appropriate but being careful to create an environment supportive of those who have limited vision so as to avoid inadvertently excluding them from participating due creative presentation methods designed only for average sighted learners...⁸⁵

⁸⁴ INDIVIDUAL FEATURES OF VISUALLY IMPAIRED STUDENTS. ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ, 4(3). Каримов, Н. (2018). Вклад израильского ученого Сары Свири в изучение письменного наследия Хакима ат-Тирмизи. Востокведения, 3(3), 42-50

⁸⁵ Каримов, Н. (2018). Изучение научного наследия Абу Исы Тирмизи в Европе. Востокведения, 2(2), 101-112.

Instructors working with blind students should make use of their other senses even though they may not be able to see well. Exposure, experiences, and culture all play a significant role in language learning. The exposure and experiences that blind students can receive may differ from those of sighted students. Therefore, compared to other teachers, teachers of the blind might have a little bit more work. Give the visually impaired students exposure and experiences.

Depending on whether a student has an acquired or congenital visual impairment, educators must deal with different challenges (Sharlin, 2015). Naturally blind students learn to adapt to their environment and situation. In addition, their other senses are completely formed. On the other hand, people who had blindness later in life suffer greatly emotionally. Their circumstances continue to cause them anxiety. These pupils need more individualized instruction and attentive guidance. Teachers thus confront a range of challenges contingent on whether a disability arises early in life or develops later. It is also evident from his remarks that blind students are vulnerable to distractions in the same way as other students. To prevent boredom and distraction, they actually need to work harder. In the absence of outside assistance, such situations frequently arise.

Teachers and their blind students encounter an emotional challenge, according to Kocyigit and Artar (2015). Because they are obligated to feel empathy and compassion for their blind students, the investigation's findings suggest that the teachers participated in positive discrimination. In different ways, their blind students communicate the same emotions. Peer and teacher attitudes, as well as adaptation concerns, afflict them. The study brings professionalism's challenges to light. Positive discrimination might lead the blind student to feel inferior because of their perceived "oddity.". By maintaining their objectivity, teachers, on the other hand, must allay any worries regarding their pupils.

Here I will suggest some methods in order to teach the blind effectively.

Method 1. Hand-over-Hand Method: This tactile teaching approach uses physical guidance to help a blind child complete a task with their hands. Kids with multiple disabilities or those who don't want to learn through traditional means will find this technique especially helpful. An educator could instruct a visually impaired student in shoe tying, for instance, by using the hand-over-hand method. Tying shoelaces is a task that the teacher would assist the student with by placing their own hands over theirs. It is possible to teach blind children to write by using the hand-over-hand method. Assisting the child in forming letters, the teacher would hold their

hand. The youngster would eventually pick up autonomous writing skills. To assist a blind child in completing a task, the teacher guides their hand. Writing, using utensils, tying shoelaces, and buttoning shirts are examples of these skills. By encouraging trust and familiarity between the student and the teacher, the hand-over-hand method seeks to both guide and teach, ensuring the blind child's independence. The method eventually improves the student's hand-eye coordination, tactile perception, and motor abilities. Students can learn to act independently through practice under guidance and repetition.⁸⁶

Method 2. Tactile diagrams. Elevated depictions of images, graphs, and charts are called tactile diagrams. Tactile diagrams are a useful tool for teaching blind children subjects that need visual aids, like math, science, and geography. For instance, blind students could comprehend the locations of states and major cities on a tactile map of the US. For blind students, a tactile diagram of a basic machine could be helpful in understanding how it operates.⁸⁷ By embossing paper with various textures or by utilizing 3D printing technology, tactile diagrams can be produced. Using basic supplies like glue, sand, and foam, educators and parents can also make tactile diagrams.⁸⁸ For example, tactile maps of various regions help blind students to understand where cities and countries are located. Incorporating scientific ideas like geological cross-sections, simple machine models, or cell structures can also be done. Specific resources and guidance from an instructor who can offer practical instruction are needed to learn how to read tactile diagrams. Simple supplies like foam, sand, glue, and foam boards can be used by educators and parents to make tactile diagrams. Moreover, 3D printers and specialized embossing tools can produce more intricate and detailed diagrams.⁸⁹

Conclusion. A student who is blind or visually impaired is first and foremost a student. The blind students' association with the sighted helps them understand the significance of colors, just like they do with many other things. Teachers of blind students employ similar methods when teaching English. A visually impaired student can typically adjust to their surroundings when studying alongside sighted peers in the real world. The blind student

⁸⁶ <https://ruidera.uclm.es/server/api/core/bitstreams/6dcf4919-0eba-417f-a80c-a29908f849a7/content>

⁸⁷ <https://ruidera.uclm.es/server/api/core/bitstreams/6dcf4919-0eba-417f-a80c-a29908f849a7/content>

⁸⁸ <https://ruidera.uclm.es/server/api/core/bitstreams/6dcf4919-0eba-417f-a80c-a29908f849a7/content>

⁸⁹ A. K. (2023). SCIENTIFIC-THEORETICAL FOUNDATIONS OF SOCIAL ADAPTATION OF YOUNG GRADUATES WITH VISUAL IMPAIRMENTS IN LIFE. *Mental Enlightenment ScientificMethodological Journal*, 253-264.

only needs to be asked if there are any special requirements, and the teacher only needs to ask.

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