

## IMPROVEMENT OF COMMUNICATION AND SPEECH MECHANISMS IN SPECIAL SCHOOL STUDENTS (DIRECTION OF TYPHLOPEDAGOGY)

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**Abstract:** *This paper explores the challenges and strategies for improving communication and speech mechanisms in blind and visually impaired students within the context of typhlopedagogy. It examines the unique developmental considerations for these students, the impact of visual impairment on language acquisition and articulation, and effective pedagogical approaches, including assistive technologies, to foster successful communication skills.*

**Keywords:** *Typhlopedagogy, visual impairment, blindness, communication skills, speech development, assistive technology, language acquisition, articulation, inclusive education.*

### Introduction

Effective communication is fundamental to a child's overall development and educational success. For blind and visually impaired students, the acquisition and refinement of communication skills presents unique challenges. Typhlopedagogy, the specialized field of education for blind and visually impaired individuals, necessitates a comprehensive understanding of these challenges and the implementation of specialized strategies to support optimal communication and speech development. This paper examines the impact of visual impairment on communication, explores effective pedagogical approaches, and highlights the role of assistive technology in fostering successful communication skills.

### Main part

Typhlopedagogics (from Greek, typhlos blind and pedagogy) is a field of defectology that develops the issues of education, upbringing and preparation for work of blind and visually impaired children. It aims to develop children's mental and physical abilities, to acquire general secondary education, and to prepare them for life and work. Child pedagogy develops ways to improve education for blind and visually impaired children, methods of organizing the educational process, the structure of special schools and pre-school institutions, organizational forms of their education. The most important task of child pedagogy is the correct use and development of children's visual abilities in the

process of reading, creating conditions for maintaining visual abilities, using educational techniques.

Typhlo-pedagogy is based on the knowledge of general and special pedagogy, psychology, physiological optics, ophthalmology, pediatrics, school hygiene, physiology of higher nervous activity, linguistics, typhlotechnics. In the 2002/03 academic year, 8 schools for the blind (1.4 thousand students) and 3 schools for visually impaired children (0.6 thousand students) worked in Uzbekistan.

Visual pedagogy, or pedagogy of blind students, is a scientific field that involves how to improve the learning process for students. This direction is important for the development of communication and speech mechanisms for students of special schools.

One of the most important tasks of improving communication and speech mechanisms for special school students is necessary for them to be successful in expressing themselves and communicating with others. This is important to increase their opportunities for self-learning, creative and social participation.

In 1784, a special institution for the blind was opened in Paris. Defects related to vision are congenital and acquired depending on the causes of origin. Hereditary diseases are very important among congenital causes. The acquired type can be the result of accidental diseases or accidents. A separate alphabet has been created for the blind, and they are taught by pedagogues with special knowledge.

Visual impairment significantly influences language acquisition and speech development. The absence or limitation of visual input affects:

**Language Acquisition.** Exposure to visual cues, such as facial expressions, lip movements, and body language, plays a crucial role in typical language development. The lack of these cues can impede vocabulary development, comprehension, and the understanding of social communication nuances.

**Speech Articulation.** Visual feedback is essential for monitoring one's own speech production and making necessary adjustments. Blind and visually impaired children may exhibit difficulties with articulation due to the absence of this visual feedback.

**Social Interaction.** Visual cues are integral to social communication. Difficulties with interpreting nonverbal cues can lead to challenges in social interaction and understanding social contexts.

Typhlopedagogical approaches focus on maximizing alternative sensory inputs to compensate for the lack of visual information. Effective strategies include:

1. **Multi-sensory learning.** Engaging multiple senses (auditory, tactile, kinesthetic) to enhance learning and comprehension. Tactile materials, auditory descriptions, and hands-on activities are crucial.

2. **Early Intervention.** Early identification and intervention are critical to prevent developmental delays and to foster the timely acquisition of communication skills.

3. **Structured Language Instruction.** Explicit and systematic instruction in language development, focusing on vocabulary building, grammar, and sentence structure.

4. **Speech Therapy.** Specialized speech therapy addresses articulation difficulties and helps develop clear and effective speech patterns.

5. **Emphasis on Auditory Learning.** Developing strong auditory skills is paramount. This includes listening comprehension activities, auditory discrimination training, and the use of auditory aids.

Assistive technologies play a significant role in supporting communication and speech development:

15. Braille

16. Speech Synthesizers and Screen Readers

17. Augmentative and Alternative Communication (AAC) Devices

18. Tactile Communication Boards

Braille - Braille literacy empowers blind students to access information independently and express themselves through writing.

Speech Synthesizers and Screen Readers - these technologies provide auditory access to written materials, promoting reading comprehension and independent learning.

Augmentative and Alternative Communication (AAC) Devices - AAC devices can support communication for students with significant speech impairments.

Tactile Communication Boards - these visual aids can be adapted for use by blind students, promoting expressive communication skills.

Integrating blind and visually impaired students into mainstream classrooms, whenever possible, fosters social interaction and communication development. Educators need specialized training to understand the needs of visually impaired students and implement effective inclusive teaching strategies. Encouraging interactions with sighted peers promotes social skills and reduces stigma. Creating a physically accessible and supportive learning environment is essential.

In conclusion, improving communication and speech mechanisms in blind and visually impaired students requires a multifaceted approach that addresses the unique developmental challenges presented by visual impairment. Effective typhlopedagogical practices, coupled with the strategic use of assistive technology and inclusive education strategies, are crucial in empowering these students to develop strong communication skills, fostering their academic success and overall well-being. Continued research and

professional development in typhlopedagogy are essential to refine and improve educational practices for this population.

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