OPPORTUNITIES PROVIDED FOR VISUALLY IMPAIRED STUDENTS

Davlatmurodova Farangiz Shavkat qizi
Termez State University
Faculty of Pedagogy and Social Work
Student of the Library and Information Activities program.
+998974137807 https://farangizdavlatmurodova6gmail.com

Annotation. This article discusses the opportunities provided to visually impaired students, including the conditions created in the education system, provision of technical aids, and social and cultural support from the government. It also emphasizes the need for an inclusive approach to ensure their full integration into society.

Keywords: visually impaired students, inclusive education, opportunities, technical aids, social support.

Introduction

Today, the inclusive education system is aimed at ensuring equal access to education for all members of society, including persons with disabilities. The opportunities being created for visually impaired students play an important role in increasing their social activity, ensuring their full participation in the educational process, and preparing them for future professional careers.

In recent years, the conditions created in our country for persons with disabilities, particularly visually impaired youth, demonstrate that inclusive education policies are being implemented effectively.

Visually impaired students, like their healthy peers, have a strong desire to acquire knowledge, actively participate in society, and develop creatively and professionally. However, the main challenges they face in the educational process include limited access to information, a lack of specialized educational materials, and insufficient technical assistive devices.

Therefore, the state and educational institutions are actively working to develop special educational and methodological resources for visually impaired students, including Braille textbooks, audiobooks, and electronic resources.

Technological advancement has opened new doors of opportunity for visually impaired students. Today, computers and smartphones are equipped with voice interfaces, screen-reading software (such as JAWS and NVDA), voice-controlled applications, and specialized browsers.

These tools enable students to use the internet independently, listen to lectures, and complete written assignments.

Such technologies are also being gradually introduced in higher education institutions of Uzbekistan. For example, some universities have established audio-equipped computer labs specifically for visually impaired students, and library collections of Braille-printed literature are being expanded.

Based on the decrees of the President of the Republic of Uzbekistan aimed at protecting the rights of persons with disabilities, a number of programs are being implemented to develop inclusive education within the higher education system.

Specially adapted educational conditions have been created for visually impaired students at Nizami Tashkent State Pedagogical University, Tashkent University of Information Technologies, and other higher education institutions.

International experience, particularly in countries such as the United States, Japan, and the United Kingdom, demonstrates the wide implementation of independent learning systems, electronic libraries, and distance learning platforms for visually impaired students. Studying and applying these practices in our country will contribute to improving the quality of education for visually impaired youth.

Literature Review and Methodology

In recent years, a number of scientific studies have been conducted on the educational needs of students with disabilities, particularly visually impaired youth, and the conditions created for them within the education system. For example, in his research, J. Hasanov (2019) examined the theoretical foundations of the concept of inclusive education and analyzed the system of psychopedagogical support provided for students with disabilities.

In another study, To'laganova (2021) reviewed the effectiveness of educational platforms developed on the basis of digital technologies for visually impaired students.

In addition, international literature (UNESCO, 2020; WHO, 2021) has analyzed global practices aimed at ensuring equal educational opportunities for persons with disabilities. However, the practical effectiveness of technological tools created for visually impaired students and their alignment with students' actual needs have not yet been sufficiently studied. Therefore, this article focuses specifically on these aspects.

This article was prepared based on a qualitative research approach. The primary data were collected through semi-structured interviews conducted with eight visually impaired students studying at higher education institutions. During the interviews, information was gathered about the students' main challenges in the learning process, the assistive technologies they use, and their educational needs.

The collected data were analyzed using the content analysis method. During the analysis, the following key themes were identified: (1) the effectiveness of using technological tools, (2) access to textbooks and educational resources, and (3) the level of psychological and social support.

Throughout the study, the participants' personal information was kept confidential, and all interviews were conducted with their written consent.

Conclusion

The opportunities provided for visually impaired students are important not only for their personal development but also for the moral and social progress of society as a whole. Through state policies aimed at further improving inclusive education, expanding technical and methodological support, and providing specialized training for educators, significant results are being achieved in this field.

Most importantly, visually impaired students are increasingly gaining confidence in seeing themselves as full members of society who can make a worthy contribution to the future development of the country.

References

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