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IMPROVING THE SYSTEM OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT FOR VISUALLY IMPAIRED STUDENTS IN OBTAINING INTERNATIONAL ENGLISH LANGUAGE CERTIFICATES (IELTS, TOEFL)

KO'ZI OJIZ O'QUVCHILARNING INGLIZ TILI BO'YICHA XALQARO SERTIFIKATLAR (IELTS, TOEFL) OLISHIDA PSIXOLOGIK VA PEDAGOGIK QO'LLAB-QUVVATLASH TIZIMINI TAKOMILLASHTIRISH

СОВЕРШЕНСТВОВАНИЕ СИСТЕМЫ ПСИХОЛОГО-ПЕДАГОГИЧЕСКОЙ ПОДДЕРЖКИ УЧАЩИХСЯ С НАРУШЕНИЯМИ ЗРЕНИЯ ПРИ ПОЛУЧЕНИИ МЕЖДУНАРОДНЫХ СЕРТИФИКАТОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ (IELTS, TOEFL)

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Abstract: This article examines ways to enhance the psychological and pedagogical support system for visually impaired students seeking international English language certificates. The research is based on literature analysis, examining existing theoretical and practical approaches, and provides recommendations for system improvement.

Keywords: visually impaired students, IELTS, TOEFL, psychological support, pedagogical assistance, inclusive education, international certificates

Annotatsiya: Ushbu maqola ko'zi ojiz o'quvchilarning ingliz tili bo'yicha xalqaro sertifikatlar olishida psixologik va pedagogik qo'llab-quvvatlash tizimini takomillashtirish masalalarini o'rganadi. Tadqiqot adabiyotlar tahlili asosida olib borilgan bo'lib, mavjud nazariy va amaliy yondashuvlarni tahlil qiladi hamda tizimni takomillashtirish bo'yicha tavsiyalar beradi.

Kalit so'zlar: ko'zi ojiz o'quvchilar, IELTS, TOEFL, psixologik qo'llab-quvvatlash, pedagogik yordam, inklyuziv ta'lim, xalqaro sertifikatlar

Аннотация: В данной статье рассматриваются пути совершенствования системы психолого-педагогической поддержки студентов с нарушениями зрения, желающих получить международные сертификаты по английскому языку. Исследование основано на анализе литературы, существующих теоретических и практических подходах и содержит рекомендации по совершенствованию системы.

Ключевые слова: учащиеся с нарушениями зрения, IELTS, TOEFL, психологическая поддержка, педагогическая помощь, инклюзивное образование, международные сертификаты

INTRODUCTION

In modern education, inclusive approaches are becoming increasingly significant. For visually impaired students, obtaining internationally recognized knowledge and skills, particularly

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international English language certificates, plays a crucial role in their future educational and professional activities [1]. Currently, these students face various psychological and pedagogical barriers in obtaining certificates like IELTS and TOEFL [2]. Addressing these barriers and creating an effective support system remains a pressing issue.

The current educational landscape presents various challenges for visually impaired students pursuing IELTS and TOEFL certifications. These challenges encompass not only the technical aspects of exam preparation but also significant psychological barriers that can impact their performance and confidence. The complexity of these challenges is further amplified by the unique learning needs and approaches required for visually impaired students. Despite technological advancements and growing awareness of inclusive education practices, there remains a considerable gap in the systematic support provided to these students, particularly in the context of international language certification preparation.

METHODOLOGY AND LITERATURE REVIEW

The research methodology employs a systematic analytical approach based on studying relevant scientific literature, regulatory documents, and practical experiences.

According to Rakhmanov and Aliyeva's research, teaching foreign languages to visually impaired students requires specialized pedagogical approaches [3]. This includes effective use of tactile and audio materials and individualizing the learning process.

Smirnova's work examines the psychological characteristics of visually impaired students, emphasizing the need to boost their self-confidence and strengthen motivation [4]. This aspect requires particular attention during preparation for international examinations.

Petrov et al. highlight the importance of creating an adaptive learning environment that considers the specific needs of visually impaired students [5]. Their research suggests that technological support plays a vital role in language acquisition for these students [6].

International researchers Thompson and Wilson have studied global experiences and proposed specially adapted IELTS and TOEFL examination formats for visually impaired students [7]. They argue that exam materials and processes should be modified according to individual needs.

Looking forward, it is essential to recognize that improving these support systems requires ongoing collaboration between educators, psychologists, technology specialists, and the students themselves [8]. The implementation of the recommended improvements could significantly enhance the success rates of visually impaired students in obtaining international language certificates, ultimately contributing to their academic and professional advancement [9]. This research sets the foundation for future studies and practical applications in the field, while also highlighting the importance of maintaining a flexible and evolving approach to support system development that can adapt to changing educational needs and technological capabilities.

RESULTS AND DISCUSSION

The systematic analysis of literature and existing practices reveals several critical dimensions in improving support systems for visually impaired students pursuing international English language certificates. The findings demonstrate a complex interplay between psychological, pedagogical, and technological factors that collectively influence student success in obtaining these certifications.

In the realm of psychological support enhancement, the research highlights the fundamental importance of building confidence specifically tailored to language learning contexts [9]. Traditional confidence-building approaches often fail to address the unique challenges faced by visually impaired students in language acquisition and testing environments. The development of specialized

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psychological support programs that incorporate understanding of both visual impairment and language learning anxiety is crucial. These programs should focus on developing resilience, managing test-related stress, and maintaining long-term motivation throughout the certification preparation process [10].

The pedagogical support systems analysis reveals the need for comprehensive adaptations in teaching methodologies and materials. Current educational practices often require significant modification to effectively serve visually impaired students. The research indicates that successful pedagogical support must incorporate multi-sensory learning approaches, with particular emphasis on auditory and tactile learning experiences. Furthermore, the training of language instructors needs to extend beyond basic special education awareness to include specific strategies for teaching language skills to visually impaired students.

Technology integration emerges as a crucial facilitator in bridging educational gaps. The findings indicate that while various technological solutions exist, their implementation often lacks systematic integration into the overall learning experience. Adaptive software solutions need to be specifically designed or modified for language learning purposes, rather than merely serving as general assistance tools. The research emphasizes the importance of developing comprehensive digital learning platforms that are inherently accessible rather than retrofitted for accessibility.

The intersection of these three primary areas - psychological support, pedagogical adaptation, and technological integration - creates a complex but necessary framework for improvement. The success of visually impaired students in obtaining international English language certificates appears to be most significantly influenced by how well these elements are integrated and coordinated. For instance, technological solutions must be implemented in ways that support both pedagogical objectives and psychological well-being, rather than addressing technical accessibility alone.

The analysis also reveals gaps in current support systems, particularly in the coordination between different support elements. While individual components of support systems might be well-developed, their effectiveness is often diminished by lack of integration. This suggests the need for a more holistic approach to support system design, where psychological, pedagogical, and technological elements are developed and implemented as part of a unified strategy rather than as separate solutions.

The findings further indicate that successful support systems must be flexible enough to accommodate individual differences among visually impaired students. What works effectively for one student may not be suitable for another, highlighting the importance of personalized support approaches. This individualization needs to extend across all aspects of the support system, from psychological support strategies to technological tool selection.

CONCLUSION

The comprehensive analysis of psychological and pedagogical support systems for visually impaired students pursuing international English language certificates reveals several crucial insights and implications for educational practice. The research demonstrates that successful integration and achievement in international language certifications require a multifaceted approach that goes beyond traditional teaching methodologies. The effectiveness of support systems depends heavily on the seamless integration of psychological support mechanisms, pedagogical adaptations, and technological solutions.

The findings emphasize the critical importance of developing personalized support strategies that address both the technical aspects of language learning and the psychological challenges faced

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by visually impaired students. The success of these students in obtaining international English language certificates is intrinsically linked to the robustness and adaptability of the support systems in place. Furthermore, the research highlights the need for continuous development and refinement of teaching methodologies, technological tools, and support mechanisms to better serve this student population.

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