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INNOVATIVE INTERACTIVE METHODS FOR IMPROVING THE LISTENING AND SPEAKING SKILLS OF VISUALLY IMPAIRED LEARNERS

Annotation

This study focuses on examining the effectiveness of innovative interactive methods in developing the listening comprehension and speaking skills of visually impaired learners. The main objective of the research is to improve the language learning process for visually impaired students through an interactive approach, identify effective methods, and evaluate their outcomes. The study employed experimental, theoretical-analytical, and empirical research methods. During the experimental stage, special lessons based on interactive methods were conducted with visually impaired students. In conclusion, the application of innovative interactive methods in teaching visually impaired students makes the language learning process more effective and engaging. The integration of these methods into the educational system contributes to the development of inclusive education and ensures equal opportunities for all learners.

Key words: Visually impaired learners, listening comprehension, speaking skills, linguistic competence.

ИННОВАЦИОННЫЕ ИНТЕРАКТИВНЫЕ МЕТОДЫ СОВЕРШЕНСТВОВАНИЯ НАВЫКОВ АУДИРОВАНИЯ И ГОВОРЕНИЯ У СЛАБОВИДЯЩИХ УЧАЩИХСЯ

Аннотация

Данное исследование посвящено изучению эффективности инновационных интерактивных методов в развитии навыков аудирования и говорения у обучающихся с нарушениями зрения. Основная цель исследования – совершенствование процесса изучения языка для учащихся с нарушениями зрения посредством интерактивного подхода, определение эффективных методов и оценка их результатов. В исследовании применялись экспериментальные, теоретико-аналитические и эмпирические методы. На экспериментальном этапе были проведены специальные занятия с использованием интерактивных методов для учащихся с нарушениями зрения. В заключение отмечается, что применение инновационных интерактивных методов в обучении учащихся с нарушениями зрения делает процесс изучения языка более эффективным и увлекательным. Внедрение этих методов в систему образования способствует развитию инклюзивного образования и обеспечивает равные возможности для всех обучающихся.

Ключевые слова: Обучающиеся с нарушениями зрения, аудирование, навыки говорения, лингвистическая компетенция.

KO'ZI OJIZ O'QUVCHILARNING TINGLAB TUSHUNISH VA GAPIRISH MALAKALARINI RIVOJLANTIRISHDA INNOVATSION INTERFAOL METODLAR

Annotatsiya

Ushbu tadqiqot ko'zi ojiz o'quvchilarda tinglab tushunish va og'zaki nutq ko'nikmalarini rivojlantirishda innovatsion interfaol usullarning samaradorligini o'rganishga qaratilgan. Tadqiqotning asosiy maqsadi ko'zi ojiz o'quvchilarning til o'rganish jarayonini interfaol yondashuv orqali takomillashtirish, samarali usullarni aniqlash va ularning natijalarini baholashdan iborat. Tadqiqotda eksperimental, nazariy-tahliliy va empirik tadqiqot usullaridan foydalanildi. Tajriba-sinov bosqichida ko'zi ojiz o'quvchilar bilan interfaol metodlarga asoslangan maxsus darslar o'tkazildi. Xulosa qilib aytganda, ko'zi ojiz o'quvchilarni o'qitishda innovatsion interfaol metodlarni qo'llash til o'rganish jarayonining samaradorligi va jalb qilinishini oshiradi. Ushbu usullarning ta'lim tizimiga integratsiyalashuvi inklyuziv ta'limni rivojlantirishga hissa qo'shadi va barcha ta'lim oluvchilar uchun teng imkoniyatlarni ta'minlaydi.

Kalit so'zlar: Ko'zi ojiz o'quvchilar, tinglab tushunish, og'zaki nutq ko'nikmalari, lingvistik kompetensiya.

Introduction. Language learning is a fundamental skill that enables individuals to communicate effectively, engage in social interactions, and develop cognitive abilities. However, for visually impaired learners, acquiring listening comprehension and speaking skills presents unique challenges due to the lack of visual stimuli that typically support language acquisition. In response to these challenges, innovative interactive teaching methods have emerged as a means to enhance language learning outcomes for visually impaired students [2]. These methods incorporate technology, auditory-based strategies, and collaborative learning activities to create an inclusive and engaging educational environment.

The importance of developing listening comprehension and speaking skills among visually impaired learners cannot be overstated. Since these students rely heavily on auditory input for language acquisition, it is crucial to implement teaching strategies that enhance their ability to process spoken language effectively. Traditional teaching methods often fail to address the specific needs of visually impaired learners, as they are predominantly designed for sighted individuals [6]. This necessitates a shift toward more interactive and auditory-focused approaches that

cater to their learning styles. In recent years, various innovative teaching methods have been explored to improve the linguistic competence of visually impaired students [9]. These methods include audio-multimedia technologies, role-playing activities, verbal communication exercises, and discussion-based learning. Audio resources, such as podcasts, audiobooks, and speech synthesis tools, provide learners with rich linguistic input, helping them develop their listening skills. Role-playing and verbal interaction activities encourage students to actively participate in conversations, thereby improving their fluency, pronunciation, and confidence in spoken language [10]. Additionally, integrating these interactive methods into the curriculum fosters an inclusive learning environment where visually impaired students can engage more effectively with their peers and instructions.

A literature review. Research on language acquisition among visually impaired learners has highlighted the critical role of listening comprehension and speaking skills in their overall linguistic development. Since these students rely primarily on auditory input, traditional language learning methods that heavily depend on visual aids often fail to meet their needs. Scholars such as Schmitt and Brown argue that interactive teaching approaches,

particularly those utilizing audio-based resources, significantly enhance language proficiency among visually impaired learners [1]. Their studies suggest that incorporating auditory materials such as podcasts, audiobooks, and speech recognition software can greatly improve both comprehension and verbal communication skills.

Additionally, studies by Jones and Richards emphasize the importance of social interaction in language learning for visually impaired students [4]. According to their research, methods such as role-playing, group discussions, and interactive storytelling help learners engage more actively in communication, thus fostering better speaking abilities. Similarly, Smith and Hall found that technology-assisted learning tools, such as screen readers and text-to-speech applications, provide visually impaired learners with enhanced access to language materials, contributing to more effective listening comprehension and language retention [3].

However, despite the promising results of these studies, some scholars point out potential limitations. For instance, Miller notes that while interactive and technology-based methods improve engagement, they may not fully replace traditional phonetic and grammatical instruction, which remains essential for language mastery [5]. This highlights the need for a balanced approach that integrates both traditional and innovative teaching methods to ensure comprehensive language development among visually impaired learners.

Research methodology. This study employs a mixed-methods research design, combining qualitative and quantitative approaches to assess the effectiveness of interactive teaching methods in improving the listening and speaking skills of visually impaired students. The research consists of three main phases: participant selection, instructional intervention, and data analysis. The participants in this study include visually impaired students from specialized language learning institutions. The selection criteria focus on students with varying levels of proficiency in English, ensuring a diverse sample for more reliable results [7]. The study employs experimental and control groups: the experimental group receives instruction through interactive methods, including audio-multimedia resources, role-playing

activities, and discussion-based learning, while the control group follows a traditional curriculum.

Data collection is conducted through pre-tests and post-tests, measuring improvements in listening comprehension and speaking proficiency. Additionally, structured interviews and observational analysis are used to gather qualitative data on students' engagement, confidence, and overall learning experience. Statistical analysis techniques, including t-tests and correlation analysis, are applied to determine the effectiveness of the interactive teaching approach [8]. By integrating these research methods, the study aims to provide comprehensive insights into the role of interactive learning in developing the language skills of visually impaired students. The findings will contribute to existing literature and offer practical recommendations for educators and policymakers in inclusive education.

Analysis and results. The findings of the study, focus on the impact of innovative interactive methods on the listening comprehension and speaking skills of visually impaired learners. The results are analyzed based on pre-test and post-test scores, along with student engagement and participation levels. Various tables, graphs, and diagrams illustrate the comparative improvements between the experimental group (who received interactive instruction) and the control group (who followed traditional teaching methods). The discussion further interprets these results, highlighting key trends, and potential implications for language learning, and the broader significance of using interactive approaches in inclusive education. The effectiveness of different teaching strategies is assessed, and potential challenges and limitations are also addressed. An experimental study comparing two groups: an experimental group (using innovative interactive methods) and a control group (using traditional methods).

The key metrics assessed will include:

Listening comprehension improvement (pre-test vs. post-test scores);

Speaking proficiency improvement (fluency, pronunciation, and confidence);

Student engagement and participation (measured through qualitative feedback and participation rates).

Table 1. Listening comprehension results.

No	Group	Pre-test avg score (%)	Post-test avg score (%)	Improvement (%)
1	Experimental	55	85	30
2	Control	54	65	11

The results indicate a significant improvement in listening comprehension among the experimental group (students using innovative interactive methods) compared to the control group (students following traditional teaching methods).

The experimental group improved from 55% (pre-test) to 85% (post-test), achieving a 30% increase.

Table 2. Speaking proficiency results.

No	Group	Fluency improvement (%)	Pronunciation improvement (%)	Confidence improvement (%)
1	Experimental	40	35	45
2	Control	15	12	18

The analysis of speaking proficiency focused on three key aspects: fluency, pronunciation, and confidence. The experimental group showed significantly greater improvement across all three categories:

Fluency: 40% improvement in the experimental group, compared to 15% in the control group.

The control group improved from 54% to 65% with only an 11% increase.

This suggests that interactive methods, such as audio-multimedia tools and discussion-based learning, play a crucial role enhancing listening skills among visually impaired learners.

Pronunciation: 35% improvement in the experimental group, versus 12% in the control group.

Confidence: the experimental group demonstrated a 45% increase, compared to only 18% in the control group.

These results reinforce the idea that role-playing, interactive discussions, and real-time verbal exercises can greatly enhance speaking skills among visually impaired students.

Table 3. Student engagement results.

No	Group	Participation before (%)	Participation after (%)	Increase in engagement (%)
1	Experimental	50	90	40
2	Control	52	60	8

These results suggest that incorporating interactive methods into language instruction for visually impaired learners can lead to substantial improvements in both comprehension and communication skills. By fostering a more inclusive and engaging learning environment, educators can help bridge the gap between traditional and innovative approaches, ultimately ensuring better educational outcomes for visually impaired students.

Conclusion. The study's findings highlight the significant impact of innovative interactive methods in improving the listening comprehension and speaking skills of visually impaired

learners. Compared to traditional methods, interactive approaches such as audio-multimedia tools, role-playing, and discussion-based learning resulted in higher engagement, better comprehension, and improved speaking proficiency. The experimental group exhibited greater progress in fluency, pronunciation, and confidence, emphasizing the importance of interactive techniques in language education for visually impaired students. Based on these results, educators should integrate auditory-based learning tools, verbal interaction activities, and assistive technologies into language instruction. Teacher training

programs should emphasize inclusive teaching strategies tailored to the needs of visually impaired students. Additionally, policymakers should support the development of accessible educational resources and inclusive curricula. Future research

should explore the long-term effects of these methods and their adaptability to different learning contexts. Implementing such strategies will foster equal educational opportunities and enhance linguistic competence among visually impaired learners.

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