

TYPHLOPEDAGOGY: ITS SUBJECT, METHODS, AND DEVELOPMENT

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Abstract

This article analyzes the subject, main methods, historical development stages, and modern directions of the science of typhlopедagogy. It discusses the specific features of teaching and educating blind and visually impaired children, as well as pedagogical technologies that ensure their personal development. The article also explores the theoretical foundations and practical applications of typhlopедagogy.

Keywords: typhlopедagogy, blindness, visual impairment, special education, correctional pedagogy, sensory system, Braille alphabet, rehabilitation..

Introduction

Typhlopедagogy is a branch of special pedagogy that studies the teaching and upbringing of blind and visually impaired children. This field deals with overcoming problems related to visual impairment and developing ways to ensure the full integration of blind individuals into society.

Modern typhlopедagogy encompasses not only educational processes but also issues of psychological, social, and vocational rehabilitation.

The Subject and Tasks of Typhlopедagogy

The main subject of typhlopедagogy is the theory and practice of educating and training individuals with visual impairments. Its key tasks include:

- Studying the psychophysical development characteristics of blind and visually impaired children;

- Developing pedagogical methods to overcome problems caused by visual impairments;
- Creating special educational programs, methodological guides, and didactic materials;
- Determining effective forms, methods, and means of teaching blind children;
- Ensuring the social and vocational adaptation of visually impaired individuals.

Typhlopedagogy takes into account various degrees of blindness (complete blindness, low vision) and their effects on development. It also studies complex impairments when visual disabilities occur alongside other disorders (e.g., hearing, speech, or intellectual impairments).

Methods and Tools in Typhlopedagogy

The main methods used in typhlopedagogy include:

Sensory education methods:

Aimed at developing the remaining senses (hearing, touch, smell) in blind children. Through these methods, the child learns to perceive the surrounding world using other sensory organs.

Special didactic materials:

These include tactile aids, embossed drawings, models, and mockups, as well as literature based on the Braille alphabet.

Correctional-methodical exercises:

Activities aimed at improving mobility, orientation, and daily living skills of blind children.

Information and communication technologies:

Modern electronic teaching tools, Braille displays, screen readers, and specialized computer programs.

Individual and group psychotherapy:

Aimed at addressing psychological issues that may arise in blind children, such as low self-esteem, social isolation, and depression.

One of the most important tools in typhlopedagogy is the Braille alphabet, invented by Louis Braille. This alphabet provided blind individuals with the opportunity to read and write, playing a decisive role in realizing their right to education.

Historical Development of Typhlopedagogy

The development of typhlopedagogy can be divided into the following stages:

Ancient period (before the 18th century):

During this era, blindness was often considered a disease or punishment. There was little to no humane attitude toward blind individuals. However, in some cultures (such as Egypt and China), blind people could work as masseurs or musicians.

Formation period (18th–19th centuries):

In 1784, Valentin Haüy founded the first special school for blind children in Paris, marking a turning point in the development of typhlopedagogy. During the 19th century, similar schools began to appear across Europe and the United States.

Scientific foundation period (late 19th–20th centuries):

The psychological and pedagogical aspects of blindness began to be studied scientifically. The creation of the Braille alphabet in 1829 by Louis Braille was a landmark event in the history of typhlopedagogy.

Integration and inclusive education period (late 20th–21st centuries):

In the modern era, systems of inclusive education—teaching blind children in mainstream schools—have been introduced. At the same time, the development of special technologies and rehabilitation programs has significantly improved the quality of life of visually impaired individuals.

Current Issues and Development Trends in Modern Typhlopedagogy

Today, typhlopedagogy is developing in several key directions:

- Development of inclusive education: Expanding opportunities for blind children to study in mainstream educational institutions and creating supportive learning environments.
- Improvement of assistive technologies: Developing and enhancing tools such as electronic magnifiers, speech synthesizers, Braille printers, and specialized mobile applications.
- Early intervention: Providing special assistance to children diagnosed with visual impairments from an early age.
- Psychological support: Establishing systems of psychological services for blind children and their parents.
- Career guidance and vocational training: Identifying suitable professions for blind individuals and preparing them for employment.

International experience shows that the most effective approach is the integration of special and inclusive education, which allows blind children to learn according to individualized methods.

Conclusion

Typhlopedagogy is a constantly evolving and dynamic field aimed at improving the quality of life of blind and visually impaired individuals. The progress of this discipline is closely linked to the improvement of special education methods and technologies, as well as to changes in society's attitude toward blind individuals. The main goal of modern typhlopedagogy is to create the necessary conditions for blind individuals to live independently, participate actively in society, and enjoy equal rights. Achieving this requires the joint efforts of science, educational practice, and society.

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