Recommendations on the organization of the educational process of visually impaired students

1. The auditory and tactile perceptions act as a mechanism to compensate for the deficiencies of visual perception.

2. During visual work, visually impaired quickly become fatigued, which reduces their activity. Therefore, they need to take small breaks.

3. Visually impaired can be contraindicated in many ordinary actions, for example, bending, jumping sharply, lifting weights, as they can contribute to visual impairment.

4. For the acquisition of information is required a greater number of repetitions and training.

5. During classes, it should take into account the importance of hearing in the need for spatial orientation, which requires the localization of sound sources, which contributes to the development of auditory sensitivity. Persons with visual impairments during classes in conditions of increased noise, vibration, prolonged sound exposure, may develop a feeling of fatigue of the auditory analyzer and disorientation in space.

6. In the lecture form of the lessons, the visually impaired should be allowed to use sound recording devices and computers as a way of taking notes during classes.

7. Information must be presented based on the specifics of a visually impaired student: large print (16 - 18 size), disk drive (to read using a computer with a sound program), audio files.

8. Everything written on the board should be announced. You need to comment on your gestures and inscriptions on the board and convey in words what is often expressed by facial expressions and gestures.

9. When reading aloud, you must first warn about it. Do not replace reading with retelling.

10. In constructing sentences, you do not need to use vague definitions and descriptions, which are usually accompanied by gestures, expressions like: "the subject is somewhere there, on the table, it is near you ...". Try to be precise: "The subject is on your right."

11. When working with visually impaired people, it is possible to use the Internet, submit material based on multimedia principles, use on-line seminars and consultations, and consultations in off-line mode by e-mail.

12. When working on a computer, the principle of minimizing visual stress should be used. You must provide:
- selection of individual settings for the monitor screen depending on the diagnosis of visual disease and on the individual characteristics of the perception of visual information;
- dosing and alternating visual loads with other activities;
- the use of special software to enlarge the image on the screen or to voice information;

- The principle of working with the keyboard, and not with the mouse, including using the "hot" keys and mastering the blind ten-finger method of typing on the keyboard.