

PEDAGOGICAL CONCEPT OF TEACHING CHILDREN WITH HEARING DISABILITIES TO READ SPECIAL FEATURES

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Abstract:

This article presents a pedagogical concept for teaching children with hearing impairments to read. The main aspects of its specific features and the application of didactic principles in native language lessons for children with hearing impairments are discussed in the general pedagogy of modern secondary schools.

Keywords: Scientificity, awareness and activity, clarity, demonstrativeness, thoroughness, individual approach, consistency and regularity.

Introduction

Concept (lat. conceptio - set, system) - 1 a system of views, principles related to a certain field, a specific method of understanding, comprehending and interpreting facts and phenomena, a basic point of view; 2) in literature - the main idea of a work. The concept expresses the essence of a work of art, the "mind" of the creator. However, the concept of a work of art can in some cases be broader than the subjective views of the author. Even if sometimes a situation occurs that contradicts the author's intention, the work, in terms of its essence, belongs to the author's artistic and aesthetic world according to its Concept. The concept of the work of art is emphasized and clearly expressed, taking into account the spiritual and moral level of the reader and historical conditions. Human and According to the essence of existence, the Concept constitutes a whole. The issue can also be posed in terms of the Concept of a particular artist or the Concept of a particular work of art. In another sense, the Concept of a work of art also appears as a mechanism - a method of understanding life through the artistic, aesthetic, figurative world depicted in it. In general, the Concept of a work of art is a way of understanding the meaning of life, whether it is art, literature, or other

forms of expression. and It determines its place in the history of culture and the degree of influence it has on the reading public.

One of the important problems facing the science of pedagogy today is the problem of working conditions for teachers and pedagogy. Because the teacher embodies all pedagogical ideas, and through his work these pedagogical ideas are realized and put into practice.

The multifaceted and complex work of a teacher includes such important tasks as educating the younger generation to be polite and attentive, and arming them with scientific knowledge. The implementation of these tasks depends on the diverse activities of the teacher: teaching children, organizing and conducting school and extracurricular activities, conducting pedagogical propaganda among parents, etc. All this requires teachers to have deep knowledge, love for their field, and love for children.

Teaching dactyl speech is associated with the use of word tables and children I- from a quarter them reading necessity in front of They stand. Elementary in the period Children do not analyze words, but rather perceive them as a whole. For this stage Analytical activity is inherent in the reception of the word dastil. Type the words in one go. in the form of application begins, this in children words analysis - synthesis qualifications shapes. This in the period correct reading on work begins.

The application of didactic principles in native language lessons for children with hearing impairments in modern secondary schools is based on the system of didactic principles, scientificity, awareness and activity, clarity, demonstration, thoroughness, individual approach, consistency and regularity, connection of theory with practice, and other principles, which are based on general pedagogy. The principle of science .. To ensure the acquisition of scientific knowledge, it is necessary to select the most important scientific information, taking into account the cognitive abilities of younger schoolchildren. The cognitive abilities of students expand in the process of gradually increasing the complexity of educational topics and practical problems that require physical strength and mental exertion. The scientificity of the educational material should be combined with comprehensibility . This is achieved by adapting it to the mental and spiritual development of students, as well as their readiness. The comprehensibility of the content of knowledge arouses interest in reading in younger schoolchildren, feeds

the mind, forces them to think logically, compare and draw conclusions, and solve practical problems.

The principle of linking theory with practice in the process of teaching students with hearing impairments. Linking theory with practice leads students to understand the importance of theory in solving practical problems. This improves the quality of learning materials. This principle is of particular importance in solving the tasks of labor education and preparing students for practical activities. The nature of the connection between theory and practice in teaching is dictated by the content of the subject. In teaching, theoretical knowledge is more thoroughly mastered in the process of practically introducing students to certain phenomena of nature. In this case, practice can come earlier to interest students in mastering theory. The connection of theory and practice is best implemented in the process of students' work in a corner of living nature, as well as in the educational and experimental field, which is associated with conducting experiments to determine the need of plants for water, heat, light, the effect of organic and mineral fertilizers on the growth and development of flowers and ornamental plants, the ripening and yield of tomatoes. When implementing the connection of theory with practice in lessons, it should be remembered that the practical activity of students should not weaken their desire to master theoretical knowledge. In teaching the deaf, the connection of theory with practice should be carried out at all stages, helping to deepen theoretical knowledge and prepare for practical activity. Depending on the content of the theoretical knowledge being studied, there are various forms of classroom and extracurricular activities.

The principle of awareness and creative activity in teaching students with hearing impairments. The principle of awareness and creative activity of students' knowledge includes : a conscious and creative attitude of students to learning ; understanding of the material being studied and the ability to express what they have understood; the creative nature of learning activities; conscious application of knowledge in practice and its transformation into confidence. The main role in implementing the principle of awareness belongs to the teacher. He must clearly state the tasks facing the student and arouse interest in their thorough implementation. The highest form of manifestation of awareness in teaching is the creative activity of students. If there is awareness in acquiring knowledge, the formation of creative activity in students gives a positive effect.

The principle of demonstrativeness of teaching. The main task of using the rules of demonstrativeness is to activate the cognitive activities of students. This principle implies teaching based on direct perception of the surrounding world. Adherence to the principle of demonstration is especially important in the early stages of studying nature. Because young schoolchildren should receive valuable knowledge that helps them form correct concepts and conclusions based on their own impressions of what they see. It is appropriate to divide demonstration in teaching natural science into scientific demonstration, in which only natural objects are used in the process of classes or phenomena are recalled in the form of experiments, and pictorial demonstration, in which natural objects or phenomena are presented using tables, blackboard drawings, models, models, slides, films, maps, schemes, etc. Teaching based on the practical application of scientific and pictorial demonstration, especially in the early stages of children's development, helps to activate thinking, observation, and increases interest in the issues being studied. It teaches them to conduct simple research, helps them actively absorb knowledge, facilitates the process of assimilating it, and ensures the consolidation of knowledge.

The principle of thorough assimilation of knowledge. This principle implies that the acquired knowledge and the formed learning skills are retained in the memory of students for a long time. The thoroughness of students' knowledge depends on how well the indicated principles are used in accordance with the level and interests of students. In order to achieve thoroughness of knowledge, first of all, at the beginning of the academic year, it is necessary to review the previously studied material in order to consciously master new knowledge. First of all, it is necessary to repeat the sections of the program that are most related to the new material. In this case, at the first stage of mastering new knowledge, the teacher should give the students not the entire volume of the new material, but its main content, so that they can reasonably understand and master it. For example, when studying the topic "The Diversity of the Nature of Our Motherland", students first get acquainted with the diversity of natural conditions in the country, and then with each region. This allows for the introduction of new information. With their help, the characteristics characteristic of each region, including flora and fauna, are determined, and additional information is provided that activates the cognitive activities of students. In achieving thorough knowledge, systematization based

on the active thinking of students is of particular importance. Students better assimilate new knowledge by connecting it with previously studied material.

regularity and consistency in teaching. From a huge amount of information about the surrounding world, educationally valuable educational material is selected for younger schoolchildren, revealing seasonal changes in nature, the diversity of the nature of our Motherland, the nature of the native land, etc.

This presentation of the material is explained by the fact that younger schoolchildren can master the basics of natural science only through a consistent introduction, first with simple natural objects, and then with more complex ones, reflecting the objects and phenomena of the surrounding world and revealing the connections between them. This implements the principle of regularity in teaching education implies that, in addition to adhering to a specific system in the presentation of knowledge, various forms of connection with practice are implemented, including interesting games aimed at observing and learning theoretical knowledge; with life and construction practice from the environment; with labor education and socially useful work; with work in the preschool area and productive labor .

The principle of an individual approach. In the context of the restructuring of the secondary education system, the study of the individual characteristics of children is becoming increasingly important. Each child entering school has a certain set of information and individual characteristics that affect the processes of assimilation of knowledge. However, the level of assimilation of knowledge in a group of children during the training process may be the same . Consequently, it is possible to identify commonalities in the development of children . It can be the similarity of the level of development, knowledge base, nature of thinking, activity and behavioral assessments.

But along with the generality, each student has his own individual characteristics: the development of his attention, the nature of his behavior in the lesson, his attitude to science , the speed and accuracy of his perception of visual and oral material; his understanding of the educational material and the nature of his thinking; the quality of his knowledge of nature and the level of development of his oral and written speech.

While working in the classroom, the teacher should not forget the need to study and take into account the individual abilities of each child in order to work with

each student individually, develop positive feelings and eliminate negative ones, and involve the class in teamwork.

The principle of corrective orientation. The principle of corrective orientation implies relying on the health of the child, ensuring compensatory opportunities in the development of a deaf child. A deaf child has a healthy brain and is able to reflect and perceive the world around him at an expressive-motor and expressive-figurative level. They master the system of expressive movements - gestural speech, seeking the need to enter into communication. In deaf children, the lost, impaired hearing function is partially replaced

visual, kinesthetic and other analyzers take over. Reliance on preserved visual perception allows the deaf to form a special method of perceiving oral speech through visible movements of the speech organs - lipreading. In this case, the quality of lipreading depends on the activity of the listener. Such a contrasting activity is manifested, first of all, in predicting the expected message, in pronouncing words with reflection, in processing all the information provided. The curriculum of the school for deaf children is also drawn up taking into account the principle of correctional orientation, and includes the formation of pronunciation and the development of auditory perception, familiarization with the environment, and subject-specific and practical training. The principle of correctional orientation is implemented in each lesson. The surdopedagogue tries to form oral speech in children, develop cognitive activity, and while forming new concepts, the teacher activates the work of all preserved analyzers. The principle of correctional orientation involves the use of demonstrative and practical methods in combination with verbal methods.

The basics of science and spoken speech. While students of general education schools master the basics of science using speech formed in communication with adults and peers based on hearing preserved in preschool age, in deaf students the processes of mastering the basics of science and spoken speech are interconnected. Enriching the vocabulary and forming grammatical vision facilitates the process of mastering the basics of science for the deaf, and vice versa, mastering the basics of science further enriches the students' vocabulary and develops oral speech. The programs of the school for deaf children specifically emphasize the need for work on developing speech in parallel with mastering the content of the curriculum in the subject.

The principle of unity of the process of mastering the basics of science and oral speech requires the primary school teacher and the subject teacher to correct all aspects of the speech of deaf students (phonetic, grammatical, lexical). This implies that the teacher must know the speech capabilities of the class and each student, and set requirements for the student's speech, taking into account the content of the individual work. Based on this principle, the subject teacher, in addition to mastering the terminology of his subject, activates the vocabulary accumulated by children in the study of other subjects. Students can be actively trained in synonyms, antonyms, various generalizing words. The teacher should pay special attention to the development of oral and written forms of connected speech, dialogic and monologic speech skills in students.

The principle of intensive development of auditory perception in education of students with hearing impairments. The principle of intensive development of auditory perception in education implies the development of the residual hearing needs of deaf children to the extent possible in order to clearly and completely perceive the speech of people around them, based on hearing and vision, with the help of equipment.

Based on this principle, the curriculum of secondary schools for deaf children has been developed, in which separate time is allocated for individual classes on the development of auditory perception and the formation of pronunciation.

The program of the subject "Development of auditory perception" indicates the tasks, content and organizational forms of work on the development of auditory perception. The main requirement is to implement education through the widespread use of sound amplification devices in speech listening conditions.

The principle of intensive development of auditory perception is aimed at creating such didactic conditions for training hearing and expanding the sensory base, in which each child not only learns to interpret acoustic information using simultaneously auditory, visual, kinesthetic, and tactile-vibratory sensations, but also develops positive motivation in it, the need to use it in listening to speech. According to EP Kuzmicheva, as a result of auditory exercises, 1st grade students can distinguish up to 150 new words, 2nd grade students can distinguish an additional 200 words, and 3rd grade students can distinguish 300 new words.

subject-practical activity. The principle of reliance on subject-practical activity implies the widespread use of various forms of subject-practical activity as a special correction tool in ensuring the comprehensive development of a deaf

child, preparing students for general education and vocational guidance. In the conditions of subject-practical activity, the cognitive activity of deaf students improves. The practical use of subjects (examination, touching, touching, making) helps to develop hearing about various properties and qualities of objects, some important relationships between them. Various types of subject-practical activity facilitate the process of forming vital concepts, mastering thinking operations, and logical connections in a deaf student. In the process of such activity, deaf students more quickly acquire the skill of establishing the logical connection of surrounding phenomena and events. Subject-practical activity ensures involuntary memorization of the names of actions, object properties and qualities, and helps to develop word-logical phenomena. Successful implementation of the principle of relying on subject-practical activity is associated with the organization of various forms of work of students in the lesson (collective, group, in pairs, individually).

The principle of accelerating speech communication. Language learning, speech communication is important as an important means of correction and compensation for the deaf. The principle of accelerating speech communication indicates the need to implement the communicative function of language, to form the need for speech-based communication in the deaf, and to ensure the extensive speech practice of students at all stages of the educational process.

involves the formation of speech in dactyl, oral and written forms. Dactyl speech, as an initial form of communication, provides a deaf child with the ability to express words using dactyl signs through imitation when oral and written forms have not been mastered. Dactyl speech is a means of accelerating the mastery of oral and written forms of speech.

written and spoken language serves the purpose of accelerating the child's verbal communication. In this regard, special importance is given to the forms of verbal communication such as reports, applications, letters, etc.14.

Oral speech is formed simultaneously with dactyl. Having mastered the basic sounds (a reduced system of phonemes), children are able to use the necessary speech material, mastered in dactyl form, to communicate with others.

Learning a language as a separate means of speech is impossible without correct perception of oral speech, clear pronunciation. To improve their quality, it is necessary to rely on the child's developing hearing. Work on the development of hearing in speech communication is a necessary component of all educational and

extracurricular activities - an important condition for the intensification of speech communication.

The implementation of the principle of intensification of speech communication is manifested in the formation of a complex of speech skills in deaf students . These include speech skills that develop in lessons in all subjects , answering questions, formulating questions, expressing one's attitude, activity, and completing the task. The principle of intensification of speech communication also includes work on developing speech in various pedagogically organized communicative conditions outside the classroom. Another way to implement this principle is to organize a single speech routine at school. The unity of the requirements for students' speech by the pedagogical process consists in creating conditions for students' communication, the implementation of which is essentially carried out by various forms of students' work in the lesson: collective, group, individual. Various methods are used in the process of teaching the native language. These methods are based, first of all, on the physiological and psychological characteristics of students with hearing impairments.

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