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THE UNIQUE DEVELOPMENT OF SPECIAL EDUCATION IN FRANCE

Rakhimova Munirakhan Ilhomovna
Kokan State Pedagogical Institute
Teacher of the Department of Inclusive Education

Dinora Mamatova
2nd Year Student of Surdopedagogy

ABSTRACT

This article aims to shed light on the unique role and importance of the development of special education in France in the education of children with disabilities.

Keywords: anomalous, speech, oral, dactyl, deaf, hard of hearing, special education, healthy child, special institution, pedagogue, doctors, sensor, intellectual, auditory analyzer.

INTRODUCTION

Early experiences in teaching abnormal children. The role of great French pedagogues and doctors in the formation of special education (18-19 centuries)

The development of special education in France has a unique history. At the end of the 18th century, talented and enterprising specialists in this country started teaching children with sensory and intellectual disabilities, creating a purpose-oriented, well-thought-out methodical support, and made significant progress. French researchers and pedagogues-practitioners who are directly or indirectly related to special education - Ya. R. Pereira, Sh. M. de Epe, R. Sikara, V. Gaui, L. Brailla, F. Pinella, J. Eskirolha, J. Itara, E. Segena, D. Buenevilla, A. Bine, T. Simona, - world science are considered ururi. Unfortunately, their active activity, which gained worldwide popularity in the early stages of the development of science and practice, did not serve as a basis for the solemn development of special education in the country in the coming years. But this does not reduce the contribution of French pedagogues and scientists - representatives of pedagogy, psychology and medicine to the development of special education not only in France, but also in the whole world.

The great French bourgeois revolution and the advanced ideas of enlightened philosophers (D. Locke, MFA Voltaire, D. Diderot, EB Condillac, JJ Rousseau) played a significant role in the confirmation of a humane approach to people and ordinary suffering people. The adoption of the "Declaration of the Rights of Man and the Citizen" (1789) contributed to the confirmation of a unique attitude compared to other countries in relation to the person, the individual, including the disabled persons who are cared for by the state.

The first initiative to provide special assistance to people with disabilities is related to the education of children with hearing impairment. In 1760, Charles Michel de Epe (1712 - 1789), an excommunicated religious school teacher, tried to teach two deaf girls. A consistent practical interest in the problem influenced the decision of the pedagogue-humanist to open the first private school for deaf children. This school was later named Paris National Institute of the Deaf. Sh.M.Epe believed that the language of gestures, that is, the mimic method, is the best method for teaching such children. He described his pedagogical ideas in the book "Teaching

the deaf and dumb by means of methodical signs". The author considers the mime and gesture methods of teaching to be favorable and rightly assumes that this method is the most natural method for children, which allows them to fully express their feelings and experiences. At the same time, the pedagogue believed that for the mental development of deaf children, it is necessary to use other means of speech in addition to gestures - verbal speech (mainly in written form), as well as its oral and dactyl forms.

A supporter of JJ Rousseau's views, de Epe glorified the principles of "naturalness", "conformity with nature" in his work and assumed that the development of a child's emotions and feelings plays an important role in the formation of his personality. He saw the goal of education as perfecting the natural talents and abilities of the deaf, preparing them for work and community life. (Andreyeva LA 2005). The pedagogue set before him the task of mentally and morally educating the deaf children, trying to educate them as useful members of the society. (Zaitseva GL 2004).

Rene Sicard (1742 – 1882), who headed the institute after his death, continued the improvement and methodical development of the mimetic method proposed by Epe. He enriched the "mimic signs" gesture system with additions that allow the complex lexical and grammatical means of the French language to be conveyed by gestures. He developed various gestures to express the surrounding objects and abstract concepts.

Around 1850, Alexandre Blanchet, a doctor at the Paris National Institute for the Deaf, began to teach deaf children through the oral method. Unlike the mimic method, this method was built on the basis of using only verbal means of communication. Blanche was able to establish deaf education and integrated classes for the hard of hearing in several secondary schools. Despite the obvious positive results of this experiment, these classes did not exist for a long time and ceased their activities due to the change of managers in the country's education system, as well as financial shortages.

The experience of teaching the blind was used by the pedagogue Valentin Gayoui (1745 - 1822): in 1784, he founded a school for the blind at his own home in Paris. His first student was 7-year-old Francois de Lesueur, and then 11 other orphans joined him. Gayui Day School soon had 24 students. Boys and girls practiced together. The pedagogue included in the curriculum reading, writing, "ciphering", handicrafts and crafts, playing musical instruments (musicology) for some who showed the ability to be educated.

In order to teach blind children to read and write, the pedagogue first developed a relief - linear (tactile) font - ("unitial" (translated from Latin "one ounce of the same length").

A clear and persistent decline in hearing leads not only to speech perception, but also to the impairment (or lack of development) of expressive speech. In this case, the level of expressive speech disorder (underdevelopment) in each specific case depends on the level of hearing loss (the more severe the level, the worse it is), the time of onset of poor hearing, the conditions of the child's development (use special measures for the development and preservation of speech lling will ensure its somewhat better condition) will depend.

For children with hearing loss, the lack of formation of speech components (components) directly related to hearing loss is typical. It covers all aspects of speech. However, in hearing-impaired people, there is also a pattern of

speech deficits that are not related to the status of the hearing function. These are stuttering; speech tempo disorder, rhinolalia, optical dysgraphia and dyslexia, dysarthria, mechanical dyslalia, voice disorder, alalia, early childhood aphasia.

The normal functioning of the phonemic system provides for the possibility of accurate auditory differentiation of all speech sounds (even when adding acoustically close sounds) and their correct pronunciation. These two sides, which characterize the state of the phonetic system, cannot be formed normally in early-onset hearing loss.

The difference in hearing of speech sounds in the hearing impaired primarily suffers from the limitation of the frequency range of sounds perceived by them. In addition, secondary underdevelopment of analytical-synthetic activity in the central part of the speech-auditory analyzer is observed in children. This is due to the "poor quality" coming from the periphery of the auditory effectors (the complete absence of auditory perception of sounds or the failure to perceive all their formants).

At the first level of hearing-impaired children, they distinguish no more than 75% of consonants pronounced near the top of the ear, in a voice at a normal conversational level. In this case, at a distance of 0.5 m from the ear, the ability to distinguish consonants decreases to 60%, and at a distance of 2 m, the ability to distinguish even decreases to 40%. It happens only because it relies on the integral image of z and phrases. In this case, the child understands the missing part of the word and phrase (often wrong). If the child does not have perfect speech, such understanding will not be possible. Therefore, hearing-impaired children of the same level (but with different levels of speech development) perceive speech sounds differently. It is for the same reason that the condition of auditory differentiation of sounds at the same level of hearing impairment is relatively worse in the students of the II section than in the students of the I section. However, according to the research of LG Parmonova, even in the first section of the school for the hearing impaired, more than 78% of high school students do not distinguish between 4 and 45 pairs of consonants. It is especially difficult to distinguish between the sliding s and z sounds. Distinguishing consonants belonging to another phonetic group by hearing does not cause much difficulty for the students of the first section.

Part 2 is difficult for hard-of-hearing students to perceive precisely the sliding and noisy sounds. Moreover, pure acoustic properties indicate a relatively late onset of differentiation in the pronunciation of these sounds. Here, the inhibitory effect of the speech movement analyzer on the speech hearing analyzer is observed.

So, the situation of auditory differentiation of speech sounds in hearing-impaired people is similar to that of the II part, as in the first part - it cannot ensure children's perfect acquisition of sound pronunciation (and later writing).

Due to the imperfection of the speech hearing analyzer, the formation of sound pronunciation in hearing-impaired people takes place with a certain number of defects compared to the norm. The speech-auditory analyzer cannot fulfill its "leading role" in relation to the speech-action analyzer as it should. Due to the lack of ability to hear and perceive this or that speech sound or to distinguish it from similar sounds, the child is independent and cannot acquire the correct articulation of these sounds. In addition, hearing-impaired children may have disturbances in the construction and operation of the speech movement analyzer, and this is the basis for deficits in sound pronunciation.

Sound pronunciation disorders are especially common among students with hearing impairment in Section II. On top of that, not only consonants are broken, but also vowels. However, according to LGParamonova, in the first section of the school for the hearing-impaired, even in the upper classes, there are sound pronunciation deficiencies. As with the II hearing impaired, there are more cases of polymorphic disorders of sound pronunciation. Such a disorder covers most phonetic groups of sounds. (11 mispronounced sounds per student). In the listeners of the first section, not only articulatory complex sounds are disturbed, but also the pronunciation of relatively simple consonants (lip-lab, lip-tooth, t, d, n, etc.) Defects in the pronunciation of sounds are less noticeable. It is based not only on the speech-hearing analyzer, but also on the imperfection of the speech-action analyzer.

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