

THE UNIQUE PROCESSES OF FAMILIARIZING PRESCHOOL CHILDREN WITH HEARING IMPAIRMENT WITH THE ENVIRONMENT

Makhmudova Madinakhan

Kokan State Pedagogical Institute

Department of "Special Pedagogy" v/b Associate Professor, Ph.D.

ABSTRACT

In this article, the specific processes of introducing preschool children with hearing impairment to the environment and the early diagnosis of deviations from the norm in the child's development, recovery of the consequences of the problem, to children of the first and early age with one or another problem in their development the issues of providing pedagogical support and integrating them into general education institutions are highlighted.

Keywords: Speech, correction, speech therapist, norm, preschool age, improvement.

A number of positive changes that have taken place in the field of education in recent years are closely related to the unification of the activities of representatives of various fields in new directions in solving the issues of the fate of children with developmental problems. The issues of early diagnosis of deviations from the norm in the development of the child, restoration of the consequences of the problem, providing pedagogical support to children of the first and early age with one or another problem in their development, and developing models for their integration into general education institutions are on the agenda. remains one of the urgent problems.

In our country, serious attention is paid to the issues of children with developmental problems being brought up in the national spirit, mentally, morally, and physically matured, ready for social life at the level of independent mature citizens, along with their healthy peers. Therefore, in order to restore the health of children with developmental problems in one way or another in our country, to improve their education, and to consistently reform the social protection system, we have planned a number of measures aimed at solving these issues in the State programs adopted for each year. is being successfully implemented.

In hearing-impaired children, spontaneous accumulation of knowledge and ideas about the world around them cannot be a source of mental development. Therefore, education plays a leading role in acquiring knowledge of a child with a hearing impairment. [2,B.45] Education organizes the acquired knowledge of a hearing impaired child and helps the child's mental development.

Pedagogues and educators provide children with knowledge about the environment throughout their life and activities in the preschool educational institution. A special role in this process is played by exercises, observations and specially organized children's activities [3, B.148]

Each type of training and each type of activity makes its own special contribution to the mental development of the child. Training for the formation of elementary mathematical ideas helps to organize children's knowledge and also has a positive effect on the cognitive process and develops them. the basis of development is that preschool children learn quantitative and qualitative relationships between objects. Such relationships can be understood by children after learning to compare, contrast, (objects and groups of objects).[2, B.99]

Introduction to the environment is one of the special sections that ensures systematic knowledge of a preschool child.

Acquaintance with the environment is carried out in different directions. This is an introduction to inanimate nature, animate nature, and the events of social life. It is important to form the thinking of children with hearing impairments about social events when introducing them to the world around them. First, children's self-image is created (teaching children to recognize themselves from a picture, to say their name, body and face parts). [2,B.102]

Also, great importance is attached to the formation of children's ideas about their family. All types of children's activities are of great importance in the intellectual upbringing of children with hearing impairments and in the development of cognitive processes. When organizing all types of activity, it leads to the formation of general mental skills of planning, control and self-control. [3, B.54] It is obvious to everyone that educational activities cannot be formed without them. It is important to use such methods of teaching in speech development and introduction to the environment that they help to develop a deeper understanding of existence and the development of speech and thinking. development tasks are solved in one material. The corrective pedagogical work process for forming the understanding of the environment of children with hearing impairment of preschool age should not be limited only to the scope of activities and games. All opportunities should be used to activate speaking skills. Based on the development of interest in objects and events in the world around them, children should be taught to perceive speech directed at them by speech pathologists, educators, parents and other people. the task of getting to know words, determining their meaning and gradually introducing them into children's vocabulary is solved. [4, B.67]

In the educational process, it is appropriate to follow the requirements of the song: The picture selected for the exhibition should be for all children, and the depicted items should be large and colorful. The advantage of the objects in the color image is that - the black image does not allow children to get acquainted with their color, which impoverishes the verbal means and knowledge. When performing actions with the object, the tasks of developing perceptual and verbal means, such as in demonstrating and examining the object, enrich the child's vocabulary. will be resolved. Carrying out actions with the subject allows children to be introduced to the words that express the signs of the subject. The question-answer method first of all activates children's speech and encourages them to use oral speech. The use of this method also implies that children use words and phrases of different grammatical forms correctly.

Thus, through the method of repeated repetition of speech materials, the following tasks are solved by the speech therapist: development of speech perception by children, enrichment of children's vocabulary, development of understanding of words and phrases of different grammatical forms. Interpretation of actions speech perception It is used to develop speech samples of different complexity. It is important for children with hearing impairment of preschool age to rely on the use of adult speech, demonstration and activity in the process of learning.

REFERENCES

1. Maxmudova, M. S. "Logopediya."
2. Sobirkhonovna, Mahmudova Madina. "THE IMPORTANCE OF THE USE OF PROJECT TECHNOLOGY IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF STUDENTS IN THE PROCESS OF INDEPENDENT LEARNING." EURASIAN EDUCATION, SCIENCE AND INNOVATION (2020): 29.
3. Sobirxonovna, Maxmudova Madinaxon. "GENEALOGY OF SCHOLARS AFTER THE 15TH CENTURY IN THE STUDY OF SPEECH DEFICIT." Confrencea 11.11 (2023): 21-25.
4. Sobirxonovna, Maxmudova Madinaxon. "The genealogy of thoughts of the manifestations of ancient antiquity in the study of the speech deficit of dislaliya." Confrencea 11.11 (2023): 17-20.
5. Sobirkhonovna, Makhmudova Madinakhan, and Goyipova Nodira. "Theoretical aspects of the development of academic mobility of future speech therapists in dual education." Asian Journal of Multidimensional Research 11.12 (2022): 148-154.
6. Dildora, Madinahan Makhmudova Musayeva. "THEORETICAL SIGNIFICANCE OF THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF THE EDUCATOR OF A SPECIAL EDUCATIONAL INSTITUTION ON THE BASIS OF NATIONAL VALUES." Confrencea 12.2 (2023): 170-178.
7. Махмудова, Мадинахон Махмудов Хуршид. "Нутқи тўлиқ ривожланмаган мактабгача ёшдаги болаларни ёзма нутққа тайёргарлигини шакллантириш муаммолари." Confrencea 12.2 (2023): 179-186.
8. Махмудова, Мадинахон Махмудов Хуршид. "Мактабгача тарбия ёшидаги болаларни ёзиш ва ўқиш кўникмаларини эгаллашга тайёрлаш." Confrencea 12.2 (2023): 187-192.
9. Эркабоева, Нигора, et al. "Педагогик маҳорат: схема ва расмларда." Т.: "Наврўз (2012).
10. Erkaboeva, N., et al. "Pedagogical skills: in diagrams and pictures: Methodical manual." Tashkent: TDPU named after Nizami (2012): 14.
11. Эркабоева, Нигора Шерматовна. "ОСОБЕННОСТИ СОВРЕМЕННЫХ УЗБЕКСКИХ СЕМЕЙ." Ученый XXI века 4-1 (2016).
12. Erkaboeva, Nigora Shermatovna, and Mukhtorova Maftuna Bakhromovna. "A MODERN APPROACH TO THE FORMATION OF PROFESSIONAL COMPETENCE IN FUTURE DEFECTOLOGISTS." Galaxy International Interdisciplinary Research Journal 10.12 (2022): 1723-1725.
13. Erkaboeva, Nigora Shermatovna, and Dildora Akiljon-Kizi Musaeva. "FACTORS OF DEVELOPING THE PROFESSIONAL COMPETENCE OF A TEACHER OF A SPECIAL EDUCATION INSTITUTION." Open Access Repository 8.12 (2022): 109-111.
14. Sobirkhanovna, Makhmudova Madinakhan, and Vakhobova Munirakhan Sadirdinovna. "PECULIARITIES OF SPEECH OF CHILDREN WITH MOTOR ALALIA SPEECH DISORDER." Open Access Repository 4.3 (2023): 851-858.
15. Shahnigor, Rakhimova Khurshidakhon Sadikovna Khomidova. "FORMATION OF KNOWLEDGE, SKILLS AND COMPETENCES IN THE PROCESS OF TRAINING CHILDREN WITH HEARING DEFECTS TO WORK." Confrencea 3.03 (2023): 188-192.

16. Sadikovna, Rakhimova Khurshidakhon. "COCHLEAR IMPLANTATION: AN INNOVATION IN THE DEVELOPMENT OF TECHNOLOGY, MEDICINE, DEAF PEDAGOGY AND SPEECH THERAPY." *Open Access Repository* 4.2 (2023): 321-330.
17. Sadikovna, Rakhimova Khurshidakhon, and Rustamova Feruzabanu. "CONTRIBUTION OF CHARLES MIKHAIL EPE TO THE EDUCATION OF DEAF CHILDREN." *Galaxy International Interdisciplinary Research Journal* 11.3 (2023): 563-566.
18. O'ghiloy, Rakhimova Khurshidakhon Sadikovna Kurbanuva. "CHILDREN WITH LOCAL MOVEMENT DEFECTS." *Confrencea* 3.03 (2023): 226-230.
19. Raximova, Xurshidaxon. "NATIONAL AND FOREIGN ADVANCED TRENDS IN HIGHER EDUCATION EFFICIENCY IMPROVEMENT." *JOURNAL OF NORTHEASTERN UNIVERSITY* (2022).
20. Sadikovna, PhD Rakhimova Khurshidakhan, and Nabiyeva Umidakhan. "ORGANIZING SOCIAL WORK ACTIVITIES OF STUDENTS WITH HEARING PROBLEMS." (2023).
21. Sadikovna, PhD Rakhimova Khurshidakhan, and Odilova Rislig'oy. "PROBLEMS OF PREPARING HIGH SCHOOL STUDENTS WITH HEARING DEFECTS FOR FAMILY LIFE." (2023).
22. Sadikovna, PhD Rakhimova Khurshidakhan, and Sharafuddinova Zuhra. "FORMATION OF MATHEMATICAL CONCEPTS OF CHILDREN WITH HEARING DEFECT USING INNOVATIVE TECHNOLOGIES." (2023).
23. Komiljon, Raximova Xurshidaxon Sadikovna Sattarova Kamola. "PEDAGOGICAL AND EDUCATIONAL SYSTEM OF EDWARD SEGEN IN SPECIAL PEDAGOGY." *Confrencea* 3.03 (2023): 63-67.
24. Khayitov L. R., Komilov O. TECHNOLOGIES FOR GROWING SPEECH OF MENTALLY RETARDED CHILDREN OF PRESCHOOL AGE //Science Promotion. – 2023. – T. 1. – №. 1. – C. 32-35.
25. Khayitov L. R., Turgunova S. CHILDREN WITH VISUAL IMPAIRMENT IN PRESCHOOL AGE SPEECH DEVELOPMENT //Science Promotion. – 2023. – T. 1. – №.
26. Ogli, Nabiev Ravshanjon Shavkatjon, and Quchqorova Farida Erkin Qizi. "Features of the Higher Nervous Activity and Psychic Processes of Students with Intellectual Deficiencies." *Eurasian Journal of Learning and Academic Teaching* 19 (2023): 146-151.
27. Shavkatjon o'g'li, Nabiyev Ravshanjon. "CONDUCT A CULTURE OF STUDENTS WHO ARE DEFICIENT IN INTELLIGENCE THE WAY OF THE FORMATION." *Galaxy International Interdisciplinary Research Journal* 11.3 (2023): 551-557.
28. Shukhratovich, Makhmudov Khurshid, and Tahirova Mahliyo. "Ways To Increase The Vocabulary Of Mentally Retarded Children Of Preschool Age Based On Plot Role-Playing Games." *International Journal of Early Childhood Special Education* 15.2 (2023).
29. Shukhratovich, Makhmudov Khurshid, and Isodullayeva Iqboloy. "PHYSIOLOGICAL FOUNDATIONS OF SPEECH ACTIVITY." *Open Access Repository* 4.3 (2023): 765-771.
30. Махмудова, Мадинахон Махмудов Хуршид. "Мақтабгача тарбия ёшидаги болаларни ёзиш ва ўқиш кўникмаларини эгаллашга тайёрлаш." *Confrencea* 4.04 (2023): 187-192.