

DEAF AND WEAK ROWING CHILDREN WITH A MUM IN ROWING ARE THE PRESENT AND FUTURE OF YOUR EDUCATION

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ABSTRACT

The main content of the article is the development of children with hearing difficulties in listening, the conditions for mastering the language and learning subjects, the necessary educational and methodological provision for their education, analysis of the achieved results in teaching children with hearing difficulties, requirements placed on students and their implementation in the school for deaf children, our current situation and future outlook.

Keywords: children with hearing difficulties (deaf and hard of hearing), articulation - condition of the speech apparatus, correctional exercises, individual exercises, auditory perception, speech communication, formation of pronunciation skills, surdopedagogy.

INTRODUCTION

The main problems of his students with hearing problems are his inability to understand oral speech and verbally state his opinion due to hearing or weak hearing. It follows that the formation of their speech is required to be carried out in parallel with auditory perception. Classes require all speech material, Daily speech exercises to be received first by visual hearing, then only by hearing, and to be expressed in one's own speech. The methods of communication, which are the main content of the work carried out on the cultivation of speech, provide for the upbringing of oral speech, the etiquette of speech treatment, the formation of speech activity, the development of speech thinking.

But at the same time, the main goal was made to comply with the requirements of the special methodology of speech acquisition, correctionism of students with hearing problems. That is, in order for them to actively assimilate educational material, surdopedagogical competence and skill are required from the teacher, conducting speech mainly in the process of activity, choosing the form of the educational process, illuminating the content of work for the class, applying speech forms.

Russian scientists R.M.Boskis and Slezina N.F. Bunda R.M.Boskis believes that one of the important criteria for the role of rowing in the general development of their children is the independence of speech. In children with a normal perception of the ability to Eeshtish, this

process is spontaneous and develops, in children with a weak ability to eshtish-special training is required, since the latter cannot master speech even through the hearing aids in their independent speech, in order to accumulate vocabulary, master speech.

N.F.Slezina studied all the tools and methods to help a deaf child learn to speak well, and for several years conducted special studies aimed at studying the feasibility and effectiveness of the use of various technical tools in teaching pronunciation to deaf children. N.F. Slezina's research is a valuable contribution to the theory and practice of surdopedagogy. Their results are reflected in his published works: monographs, school and university textbooks, textbooks, articles of a scientific and methodological nature can be cited as examples.

The development of special education of children with hearing problems in Uzbekistan, in particular the methodology of teaching the native language, as a science, began in the late 1990s and flourished in the early years of independence. L.Muminova, R.Under the scientific leadership of the abdulhatovas, he was awarded the. A wide range of work was carried out by fayzieva on the creation of a special methodology for teaching mother tongue to children with hearing problems: during this period, educational programs "methodology for teaching mother tongue to deaf, weak hearing children"; "special methodology for teaching pronunciation" were created.

During this period, a program for creating a methodology for teaching the native language, lecture texts and scientific research work were founded, preliminary research began.

The first research in this regard was conducted by U. Yu. Fayziyeva's scientific research focused on the issues of "preparing weak hearing children for literacy and teaching literacy", and was the first to address the problems of teaching mother tongue to deaf children (1994).).For the first time in this study, a methodology for examining the hearing of children with hearing problems in the Uzbek language, a methodology for checking pronunciation skills, vocabulary wealth and speech capabilities was created, methods for collecting anamnestic data were created and applied.

N. X. A study of dadakhojayeva (1995.) On the topic" methodology for the formation of speech skills in the process of teaching weak-hearing students to arithmetic operations on multi-digit numbers", scientific novelty, theoretical and practical significance for the first time features of weak-hearing students in performing arithmetic operations on multi-digit numbers, during this process, study the state of speech and thinking preparations for students to study them, it consisted of developing work methods and techniques for teaching arithmetic operations on multi-digit numbers.

F. U. Kadyrova's scientific research (2006.) On the topic" primary-grade deaf and weak-hearing students form spoken speech", the study identified effective methods and ways to overcome them through the analysis of deficits in the educational and educational practices of deaf children, identified factors and stages of formation of spoken speech.2022.....

For surdopedagogics, the doctrine of the unity of language and taffakur is the chief criterion. Language was a social phenomenon that was influenced by the communicative needs of co-workers. The fact that language is a means of communication and a means of thinking, the essence of the unity of language and taffakur is confirmed through the research of physiologists, psychologists, linguists, philosophers.

D.A.Nazarova Uzbek scientists on issues of development of speech of students with hearing problems in the field of surdopedagogy U.U.Fayzieva, F.Alimkhojayeva, N.Dadakhoyeva, F. On the topic " formation of speech of deaf, weak hearing children of preschool age on the basis of the results of scientific research conducted by kadyrovas", Rustamova R. In his work on the development of a correctional - pedagogical system designed to form the grammatical construction of speech of weak-hearing children, the speech of weak-hearing children, the typical shortcomings in it and the factors and ways of their correction are highlighted. In 2010, the " methodology of teaching the mother tongue in Deaf Children's schools", in 2012, the " Surdopedagogika " tutorials were created.

CONCLUSION

When children with hearing problems acquire speech , acquire communication skills through colloquial speech, such an approach as the need for speech communication and expression is important in them, creating a speech situation during the activity, forming an expressive reading skill with sound.

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