



THE ROLE OF SURDOPEDAGOG TEACHERS IN IMPROVING THE EFFECTIVENESS OF THE EDUCATION OF DEAF AND WEAK HEARING CHILDREN

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Abstract:

The role of deaf pedagogic teachers in increasing the effectiveness of the education of deaf and hard-of-hearing children, teachers competencies, correctional orientation of lessons, teachers conduct lessons, based on the principle of integrity, attend lessons and the requirements for teachers are oriented to the correction of lessons. The positive effects and results of the equipment on educational efficiency are highlighted.

Key words: Deafpedagogy, correction, children with hearing impairment, deaf children, hearing impaired children, communication.

Introduction

The content of education in a school for deaf children is understood as a certain volume and system of knowledge, skills and qualifications that students must acquire in the educational process. Improving the content of education is carried out by clearly highlighting the main concepts and ideas given in educational programs, establishing the volume of educational material in each educational subject, determining the appropriate size of the skills and qualifications that students should acquire. Educational content is covered in educational plans, curricula and textbooks.

The content of children's education with hearing problems is also carried out on the basis of generally accepted content and requirements, through a special correctional approach.

A special approach is defined by the introduction of an additional corrective science into the main subject in teaching and knowledge of each subject. In addition, it is envisaged that individual corrective methods, visual dissemination and visual materials will be used in the teaching of each subject.

A boarding school teacher, the requirements for the equipment of the lesson determine the need for the teacher to provide a correctional developmental education in the course process.



The main problems of his students with hearing problems are the inability to understand oral speech and verbally state his opinion due to hearing or weak hearing. It follows that the formation of their speech, carried out in parallel with auditory perception, is the basis of their education.

Currently, among all children with special needs, education is carried out on the basis of the national program and on a special educational plan.

Special corrective methodologies are used, which are developed in order to implement the content and purpose of educational plans and programs.

From the history of the emergence of speech, we know that any person hears, learns and occupies speech in imitation. Students with hearing problems acquire speech and eloquence by first achieving auditory perception and imitation in order to acquire speech.

It is scientifically and practically N that deaf children effectively occupy active speech in the process of movement. F. Slezina, U. Fayzieva and F. U. It has proven itself in the scientific research of Kadyrova and many years of practical experiments. 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.

Teaching spoken speech is given through three groups of communicative qualifications each year of teaching. These qualifications are in the content of a message, interrogations of motivating content, which are formed in the process of interaction between students and with a teacher or educator, and in their composition there are certain requirements.

Classes are aimed at creating an opportunity for students to realize their communicative communication needs, desires and desires.

The formation of speech communication, that is, the implementation of communicative desires, begins with the training of each student to express his reaction, attitude towards the expressed relationship. It provides for the formation of dialogical speech in students, the creation of conditions for creating a communicative need in students and its implementation by purposefully committing and using various situations of the educational process.

In order for students to communicate with each other and with those around them, to consciously understand the attitude towards themselves in the process of interaction and various activities, to teach them to be able to convey their desire, desire or objection to those around them, the content of the program provides:

Both viewing and hearing acceptance of the entire teaching material;

- Addressing the interlocutor (calling, focusing on himself) and reacting to the address of his comrades;
- Address, request, objection to which he wants to say or express, direct attention to the interlocutor and a speech or appeal aimed at himself, active acceptance of the attitude, as well as attention;
- In the textbook, a certain speech material is envisaged, which is aimed at teaching communication, which is reflected in various situations that provide interaction in the communication–communication process. "Speech material given in the oral speech Department" is a mandatory and basic material that



provides for teaching students to speech communication in all educational processes, and its occupation is among the main requirements.

The part reserved for written speech comes from the content of each subject in the part of oral speech. In the educational process of "teaching oral speech", it is envisaged that the work carried out in the lessons will be continued by the educator in the process of conversation, play. Because each speech material given in the lesson is intended to be used in practice throughout the day, that is, the educator is required to organize a speech environment based on constant eloquence. To create a situation that makes students need to turn gestural speech into oral and written speech, to organize and conduct conversations in an interactive way. This is reflected in the educator's daily plan, which forms the content of the educator's daily activities. The program and textbook also provide students' activities in the boarding school, separate speech material that will need to be used throughout their lives, which are required to be strengthened and developed after the lesson under the guidance and supervision of the educator in various conditions and situations. Requirements for the equipment of the class in a school for deaf children, the classroom is decorated in the appropriate sanitary order, in which the teacher's desk is placed in the center, 12 partitions in a circle around it (depending on the nature of deaf children). Students in the classroom are adapted to see the face of the teacher and all students in the classroom and to see and hear the speaker's speech. On the left side of the board, on the screen, a calendar of the lesson schedule, a list of shifts and a control map of the pronunciation of students are located. On the right side of the board are speech exercises that are mastered during the Week: words, phrases, literature that is recommended to study in the appropriate class. All speech material placed on the right and left side of the class serves as an auxiliary resource for students. Due to the fact that the structural structure, purpose, tasks of the lesson are deaf, weak hearing children have a very limited vocabulary, their vision of the environment, which they occupy in each class, difficulties are observed in using previously familiar, acquired speech material on all subjects.

In all subjects that take place with this in mind: it allows you to remember names by showing cards, repeat, repeat words in the corner of speech.

1. Hearing, audible repetition:

Attention is paid to the fact that students hear each other, conduct a question-and-answer in a mutually verbal, verbal-Dactyl manner. Therefore, when preparing for each lesson, it is required to make good use of time and the entire attention should be paid to the development of their hearing, the acquisition of oral speech.

2. Structural structure of classes.

The most basic requirements for classes:

- the use of a hearing aid at all times;
- the use of modern technologies;
- corrective orientation;
- the fact that classes are conducted on the basis of the ability to hear students;



- statement, explanation of the lesson first through Dactyl-oral, then oral speech during the first half-year in the statement of a new topic;
- explanation of only new, unfamiliar words in the second half of the year by oral speech first after Dactyl;
- during the lesson, the speech, pronunciation of students are always in control, corrected in time;
- the strengthening of each topic mentioned in the lesson in the planned training of the educator, the teacher of solo training, the fact that the work carried out on the topics stands in mutual control between these three;
- systematicity in teaching science, compliance with consistency;
- drawing up an individual performance program for the student who is lagging behind in mastering.

3. Equipment of classes:

It is envisaged that visual and relevant materials on each topic given in the textbook and program will be prepared and applied, taking into account the fact that the abstract imagination of students of the second grade has not yet been formed, the image of all educational material on the board or screen before their eyes, new words and concepts under the image Visual, distributive material is given in the form of paintings, mullions, natural material.

4. Requirement for the teacher.

- Students with hearing problems are always focused on the classroom, on students, taking into account the order of learning in imitation, seeing and hearing each element of speech;
- The articulation of the teacher is clear enough to represent the state of pronunciation of each sound;
- Speech and pronunciation, compliance with the grammatical construction of the language being taught;
- The teacher constantly demands that students verbally express reinforced speech material in one zayl.

Structure of the lesson:

In a hypothetical pattern style, the structure of the DAS is chosen so that each teacher's speech material corresponds to the needs of the class and the potential of the students, and accordingly the boorish style and technology are applied.

- introduction to the lesson: by hearing the review, An Oral Question-Answer and an introductory conversation are conducted (greeting, activating the apparatus, setting up, date, week day determination, attendance, speech charge)
- repetition of the mentioned topic: identifying the mentioned topic, asking questions behind the screen, in which students are required to understand and answer the teacher's question. The teacher is carried out an answer, a conversation, which is always used in everyday life, only hearing oirqali understand the words. The reader's response requires that new words be expressed dactylally, acquired words, and sentences verbally.



- reinforcement: to strengthen the mentioned topic, the teacher uses the question and answer method "dialogist" to express in pictures, answer using pictures and other methods. In this case, the main emphasis is placed on the students' occupation of words on the mentioned topic, their oral, or oral Dactyl response, their written expression.

- outline a new topic.

The educational material on the topic is prepared in advance and placed on a board or screen before the lesson. Reflexion can be performed by asking questions about a new topic based on the students' opportunity. New words, concepts are shown in the picture, "who knows?" Through the question, the circle of knowledge is determined from readers.

Conclusion

In improving the effectiveness of the education of deaf and weak hearing children, surdopedagog provides for the competence of teachers in their profession, the assimilation of classes in accordance with subjects and topics, corrective requirements for classes, orientation towards goals. By directing lessons to understand learning material by hearing, deaf children are focused on the acquisition of Speech Communication at the level of communication.

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