Methodology of Working with Students with Disabilities in Primary Schools

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A B S T R A C T

This article provides information on the causes of disability in children and methods of working with them.

R T I C L E I N F O

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Bringing up the young generation as a spiritually and morally harmonious person is a necessary task for strengthening, developing and improving today's independence. In this regard, the first President of the Republic of Uzbekistan I.A. Karimov's words are exemplary: "The importance of pulling is incomparable."

After all, spiritual and moral perfection effectively influences the development of a new legal democratic society. In this regard, we note that our first President I.A. As noted in Karimov's book "High spirituality is an invincible force", on the basis of the principle of unity of education and upbringing in our youth to form a scientific worldview, to share their rich scientific heritage of our ancestors, to form a sense of national pride. the need for action determines the relevance of the topic.

Preschool is important for the development of a child with hearing impairment, as the early start of correctional and pedagogical measures helps to prevent developmental disabilities, as well as to cultivate a socially active, independent-minded, educated person. (L.A.Golovchis). Psychologists and deaf pedagogues LS Vigotsky, IM Solovyov, NA, Rau, U. Fayzieva, F. Alimkhodjaeva, F. Kadyrova, I. Kislisina recognize preschool education as a starting point in the system of social education of deaf children.

The task of didactics is to study the essence, laws, principles and prospects of educating children with hearing impairments. On this basis, the goals, content, principles, methods, organizational forms and tools of education are developed. The science of deaf pedagogy is based on the science of ethics in the development of didactic issues, for example, in the study of moral education, in defining the goals, ways and methods of aesthetic education

Ethics theoretically justifies morality and deepens the understanding of the younger generation, the problems of its moral upbringing, the role of moral ideas in the formation of the human personality. Aesthetics studies the general laws of the development of man's aesthetic attitude to reality, art, and serves as a scientific basis for the education of sophistication. (P.Yusupova) Physiology is a natural-scientific basis of preschool deaf pedagogy, which studies man as a product of biological evolution, the development of human higher nervous activity, typological features of the nervous system, sensory organs, musculoskeletal system, cardiovascular and respiratory relies on information about the

development of retention systems, endocrine glands, and the like. Also, information about the science of physiology, the doctrine of the higher nervous system, the formation of conditioned reflex connections, the activity of various analyzers and their role in the mental development of the child is the natural-scientific psychophysiological basis of deaf pedagogy. lib serves. (I.M.Sechenov, I.P.Pavlov, A.R.Luriya and others). IP Pavlov studied the formation and inhibition of conditioned reflexes, the physiology of analyzers, the types of nervous activity.

The conditioned reflexes formed during excitation and braking in the cortex of the cerebral hemispheres help to organize the agenda of a child's life. The complex system of traces associated with the perception and expression of words, formed in the brain under the influence of kinesthetic and auditory stimuli, forms the physiological basis of language learning. IP Pavlov recognizes the kinesthetic excitations that occur during the movement of the limbs as the main basis of the second signaling system. The development of oral speech in deaf and hard of hearing children can be seen as the formation of complex conditioned connections of the second signaling system. In the early and preschool period, during the growth of all functions and organs of the child's body, the study of developmental features allows to identify developmental disorders in deaf and hard of hearing children and to effectively organize correctional education.

RMBoskis believes that the first step in achieving effective teaching of pronunciation in adolescents with hearing problems should begin with an understanding of the developmental characteristics of this category of adolescents. It is based on the psychological teachings of "the balance of education and development." He also developed a pedagogical classification based on a number of factors that lead to peculiarities in the development of such adolescents, with a broad study of the interrelated development of hearing and speech . According to this classification, first, the dysfunction of the auditory analyzer in a young child is different from that in an adult. That is, before the onset of hearing problems in adults, their speech, logical thinking, and personality are formed, while hearing problems acquired at an early age prevent a child from developing normally. Second, in order to properly understand the specific development of adolescents with hearing problems, it is important to consider the possibility of independent speech in this case, i.e., the interrelationship between hearing and speech. On the one hand, hearing impairment hinders the normal development of speech, on the other hand, the closer to normal functioning of hearing depends on the level of speech development of the child.

The higher a child's speech level, the higher their use of hearing aids. The more a person masters a language, its vocabulary and its grammatical system, the more its ability to use its own hearing is preserved. Because adolescents with verbal communication experience understand the meaning of familiar words and sentences, they are better able to understand the speech being addressed and can impress those around them as good listeners. In turn, the better the child's hearing is preserved, the better the chances of mastering speech independently based on the imitation of the speech of others. Third, the child's ability to use the rest of the hearing to acquire speech is a criterion for assessing his or her hearing. Accordingly, hearing and speech development factors are taken into account when limiting hearing-impaired adolescents with partially hearing-impaired (partially-hearing) adolescents.

Deafness is a permanent loss of hearing in which it is not possible to speak independently, or even to perceive speech clearly at a distance close to the ear. Total deafness is as rare as total blindness. Often, deafness preserves the remnants of hearing that are at the level of perceiving non-verbal sounds, some speech sounds close to the supraspinatus. 80 db of audiometric auditory hearing. (decibel - a unit of measurement used to measure sound perception).

Hearing loss is a permanent decrease in hearing, in which on the basis of this auditory remnant it is possible to independently occupy the speech reserve in a minimal state, to perceive the spoken speech at a distance close to the supraspinatus. An audiometer test shows a hearing loss of at least 80 dB.

The level of speech development in hearing problems depends on four factors:
1. level of hearing;
2. the time of onset of the hearing problem;
3. individual characteristics of the child;
4. The pedagogical conditions created for the child after the hearing problem.

As a result, both groups of hearing-impaired adolescents are further subdivided into two groups:

Deaf:
1. deaf adolescents with congenital or early hearing loss and inability to speak;
2. Deaf adolescents with late hearing loss and speech retention.

Weak listeners:
1. hearing-impaired adolescents with partial speech deviations (deviations from the norm in the grammatical system of speech: misuse or omission of affixes, sometimes pedagogical problems);
2. hearing with deep speech problems (vocabulary is very limited, speech is short, inaccurate words, grammatical system consists of words, syllables) adolescents with disabilities.

As the scientist continues his research in this area, he takes into account the fact that the development of any child takes place in communication, in different forms and types of activities. Studies have shown that children who are deaf and hard of hearing are very different. An essential analyzer for a person with a hearing impairment is an incomplete or partial hearing impairment that allows some speech to be formed. However, the extreme limitation of speech acquisition in this way creates a difference in the child's perceptions and perceptions (subsequent perception and comprehension of speech). A child with a hearing impairment not only does not develop speech, but is also impaired. For example, in addition to the lack of vocabulary, there is a use of words in other senses, the inability to develop a grammatical system, as well as a misunderstanding of their meanings. All of this affects cognitive activity: mental processes such as comparison, analysis, and generalization are unique to hearing-impaired people.

Verbal communication plays a crucial role in a child's personal development. The specific development of speech in a hearing-impaired child prevents them from acquiring the basics of science under normal conditions. For this reason, speech should be given priority in the structure of this category of adolescent anomalies, and the issue of planned speech formation should occupy a central place in the specially organized educational process.

A number of studies have shown that the scientific solution of specific language teaching problems as a result of comparing the features of pronunciation teaching in adolescents with hearing impairments and the existing teaching process that does not correspond to such specificity: psychological, linguistic, psycholinguistic, general didactic and served as the basis for its development from a methodological point of view [20]. Based on these recommended methodologies, a new type of textbook for hearing-impaired adolescents has been developed, as well as methodological recommendations that will allow them to conduct it. An important factor in the finding of a place in the social life of adolescents with hearing problems, the theoretical founders of modern deaf pedagogy - the effectiveness of pronunciation is directly related to the regular interaction of the pupil with family members, especially parents. They note that In particular, SAZikov said that high success in language teaching is ensured not only through the speech environment organized in special institutions, but also through the direct participation of parents and others, RMBoskis said: should be carried out jointly ”.

It is in the new era of deaf pedagogy that the need for family and special education to be shared in the upbringing of children is realized: parents cannot succeed in raising their children without the guidelines set by deaf educators, and similarly, deaf educators cannot succeed in their activities without parental involvement [2.11.48]. The article and methodological recommendations created by the founders of educational institutions for adolescents with hearing problems at an early age help parents of deaf and hard-of-hearing adolescents to organize the education of their children, ways to develop speech. illuminated.

While A.I. Dyachkov emphasizes that the common goals of family and social upbringing are a mandatory condition for the upbringing of adolescents with hearing problems, the family's cooperation with a special preschool institution, B.D. Korsunskaya provides advice on the preparation of a deaf child for preschool education and the requirements for parents after its placement. Emphasizing the uniqueness of the role of different forms of activity and the formation of movement in the development of children's speech, the scientist focuses on the development of speech in the system of activities in this area: expanding vocabulary, vocabulary work on the content; the factor that ensures the mental and moral development of the child is the teaching of dactyl speech as a tool for communication with others, as well as the formation

of the child's oral speech.

Thus, only the works of U.Yu. Fayzieva and F. Kadyrova are aimed at scientifically substantiating the system of teaching the Uzbek language in boarding schools for deaf and hard of hearing teenagers. Both scholars, who selected school-age adolescents as the subject of the study, argued that a foundation should be laid for their successful schooling in the preschool years. U.Fayzieva: “Corrective action from an early age can reduce or eliminate these serious complications.… Parents can create special conditions at home and deal with their deaf children, if possible. To do this, they need to work with a deaf educator, ”said Fukadirova. emphasizes that it is an important factor in the learning process.

While children with disabilities are an area of the education system that requires a high level of attention, children with disabilities are a social stratum of society because many of them grew up in low-income families.

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