

**PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF PREPARING
THE STUDENTS OF THE GRADUATING CLASS OF A SPECIALIZED
BOARDING SCHOOL FOR CHILDREN WITH HEARING DEFECTS FOR
HIGHER EDUCATION**

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Annotation This article describes the content of the development of Uzbek deaf pedagogy. An analysis of the pedagogical and psychological aspects of the preparation of students of the graduating class of a specialized boarding school for children with hearing impairments for higher education was carried out.

Key words: children with hearing impairment, specialized boarding school, students of the graduating class, higher education, training, pedagogical and psychological aspects.

The development of Uzbek deaf pedagogy is connected with the separation of the first special boarding school for deaf children in 1922 from the first school for all disabled children in Central Asia, which started operating in Tashkent in 1919. The practice of the special system developed spontaneously by carrying out work in the system based on the curriculum of Russian special schools for deaf children and textbooks of general education schools. Classified education of children with hearing problems (deaf and hard of hearing) began in our Republic in 1965. This year, a special boarding school for hard-of-hearing and late-deaf children No. 102, consisting of Russian and Uzbek departments, began to operate in Tashkent. Instead of being conducted on the basis of programs and textbooks, special schools in Russia or general schools in Uzbekistan, sometimes schools for mentally retarded children, were organized on the basis of slightly changing programs and textbooks.

Of course, on the one hand, the inadequacy of the language system, and on the other hand, the organization of work on the basis of textbooks based on the characteristics of normally developing children did not allow to successfully solve the tasks set before the schools of children with hearing problems. Only advanced practicing pedagogues gradually promoted the work of special schools for deaf and

hard of hearing children provided with non-specialist pedagogues. The "Alifbe" textbook, published in 1968, ensured a slight increase in the quality of the practice of teaching deaf children (A. Dostmuhammedov).

In 1983, the opening of the Department of Deaf Pedagogy in the Uzbek language at the Faculty of Defectology of the Nizomi TDPI required the theoretical and methodological foundation of the field, on the other hand, the development of the special education network with specialized qualified deaf pedagogues-experts creation of programs and textbooks, methodical manuals for teaching deaf and hard of hearing children was a factor in the advancement of deaf pedagogy. For the first time, republican schools for deaf and hard-of-hearing children were provided with educational programs and textbooks created based on regional, national mentality, laws of the Uzbek language, which were considered the product of scientific and practical research (U. Fayzieva "Alifbe", "Nutq o "stirish", N. Dadaho'jaeva "Mathematics", etc.) (1989). Before independence, the educational process of children with hearing problems in our republic was not based on original programs and textbooks, and Russia programs and textbooks intended for special institutions or institutions of general education in Uzbekistan, and sometimes for mentally retarded children, were organized on the basis of slightly modified work [1].

The practice of a special system developed spontaneously by conducting work in the system based on this direction. Naturally, on the one hand, the inappropriateness of the language system, on the other hand, children with normal development, on the other hand, based on the characteristics of children with problems in mental development, on the third hand, the program and the organization of work based on textbooks, the education of children with hearing problems would not allow the institutions to successfully solve the tasks set before them. The scientific foundation of deaf pedagogy in our republic began in the 80s of the last century. A number of studies carried out in our national surdopedagogy (N.Sh. Bekmurodov (1989), Kh.M. Gaynutdinov (1990), F.J. Alimkhodjaeva (1992), U.Yu. Fayzieva (1994), N.Kh. Dadakhodjaeva (1995), F. U. Kadirova

(2006), D. A. Nazarova (2009), R. Rustamova (2010)) special boarding schools for children with hearing problems in our country, regional conditions , it was directed to scientifically base the ways and means of improvement in accordance with the characteristics of the Uzbek language. As a result of the scientific research conducted by N.Sh. Bekmurodov for the first time in the field of deaf pedagogy, the agenda of special boarding schools in accordance with our region, if the requirements that should be taken into account in the organization of the educational process have been developed, as a result of the scientific researches of Kh. M. Gainutdinov, for the first time in the conditions of Uzbekistan, the process of vocational training of persons with hearing impairments, improvement of the process of further labor activities work-oriented recommendations, ways to raise the level of social adaptation of such individuals were revealed [4].

F.D. Alimkhodzhaeva's long-term practical experience became the basis for scientifically justifying the ways of improving the system of hearing perception development of hearing-impaired students due to the development of a differentiated methodology of using didactic materials in the process of special education. U.Yu. Fayzieva's research work is the first study aimed at solving the problems of teaching mother tongue to hearing-impaired children. the reasons and time of disappearance were studied, the methodology of preparing such children for literacy and teaching literacy was theoretically justified for the first time[2]. That is, the researcher developed the necessary factor in the period of teaching literacy to hard-of-hearing students - the sequence of passing letters, and based on these theoretical conclusions, he created the textbook "Alifbe".

For the first time, N. Kh. Dadakhajhaeva studied the characteristics of hard-of-hearing students in performing arithmetic operations on multi-digit numbers, the state of readiness of students' speech and thinking in this process, and teaching them to perform arithmetic operations on multi-digit numbers. theoretically substantiated working methods and methods. F.U. Kadirova's scientific research analyzed the deficiencies in the practice of education of deaf elementary school students,

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identified effective methods and ways to eliminate them, and determined the factors and stages of conversational speech formation. Nazarova stated that although the issues of speech development of students with hearing problems in the field of deaf pedagogy have been studied in general, the problems of speech development of preschool-age hearing-impaired children have not been scientifically and theoretically studied in depth, therefore scientifically based early correctional and developmental pedagogical system. Considering the creation of m as an urgent issue, he defines the topic of research as "Development of the speech of children with hearing impairment of preschool age"[2].

The preparation of the students of the specialized boarding school for children with hearing impairments for higher education is directly related to the development of the youth, who is its foundation, in the process of childhood and adolescence. . Education and training for hearing-impaired children in the complex educational environment "developing the most appropriate model of behavior in personal, social, family life and work activities" and "personal and socially oriented education" In order to ensure the most appropriate development of students in the country, it is decided to establish a school with the task of "establishing a differentiated and individual education school". As a result, it is important to expand the possibility of the child with limited opportunities to participate in all forms and types of social life as a result of the inclusion of the child with a disability in the normal interaction and society. Encouraging the child with a hearing impairment to higher education will help the child's socialization and improve the existing social experience in this area. it is required to be covered.

To date, the problems related to families raising children with hearing impairments have not been limited to the implementation of scientific and practical research by our team of scholars and scientists. it became known.

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