

METHODOLOGY OF STUDYING THE EFFECTIVENESS OF CORRECTIVE EXERCISES IN SCHOOLS OF CHILDREN WITH HEARING DEFECTS

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Annotation: In a preschool educational organization with hearing problems, children are taught to speak and understand speech, develop their cochlear hearing. Education cannot be delayed. Because during this period, the difference between every word heard and remembered by a hearing child and a deaf child and a hearing child increases.

Keywords: methodology, effectiveness, education, psychology, child, preschool education

The child begins to perceive them first as a whole, and later in parts. It is very important to check the correct understanding of the spoken sentences and words. For this purpose, when the child learns, he shows the object, performs the movement, reflects what he understood in a picture, in an application. In order to develop reading comprehension skills, it is recommended to prepare and read small booklets that reflect events in the child's life. The pictures in the book are done first with the participation of an adult child, and then with the help of a child. Making a baby book and sleeping will encourage the baby to be interested in sleeping. Story telling is one of the important means of developing attention and imagination. In this, an adult tells a small story to a child, toys, figurines representing participants, and pictures are used to ensure demonstration. A child is taught to observe the emotional story of an adult. Telling exactly the same stories over and over will cause the child to tell first parts of the story, then the whole story. In the process of creating a story, children of older preschool age can develop creativity: inventing the continuation of the story, reading them independently. In order to strengthen the structure of words, it is used first to reinforce and memorize words from tablets, and then to write words and sentences from memory. Various methodical methods are used to form interest in writing: writing under pictures, letter-assignment, letter-appeal, sight-hearing and hearing dictations. Senior preschool children should know how to write a report on their work and other people's work, describe a plot picture, and write a few connected sentences about the weekend. The development of a child's speech, the acquisition of pronunciation is closely related to speech hearing, the expansion of imagination about the sounds of the surrounding world. In the pre-school age, the development of speech perception is continued in a stepwise manner. Children are taught to

distinguish familiar sounds and recognize familiar speech material (by hearing). In these bots, long-term auditory memory of acoustic images helps to operate with them in the process of speech perception. Forming a speech is a multi-faceted process. It is necessary to develop its various forms, first of all, oral speech, which forms the basis of communication. Starting training early is undoubtedly a success factor. As a child, he did not have time to reconcile any of the unique forms of communication, understand his shortcomings, that he is not like everyone else. Development of auditory perception is of great importance for the formation of the child's cognitive activity, speech and pronunciation perception mechanisms. It is especially important to start work on the development of auditory hearing early, therefore, the development of auditory function is carried out in the first years of the child's life in an increasingly sensitive period, in which the auditory analyzer is made from a physiological point of view, which ensures pedagogical efficiency. Along with special exercises aimed at developing auditory perception, children are taught to react and understand various household noises, natural sounds, and traffic signals. Listening to audio recordings also helps the development of auditory perception. An adult moves with the child to the beat of the music and encourages the child to perform dance moves. The main and most difficult task for parents is to find the right tone (tone) in training, the right way of dealing with the child. A mother (although she must be constantly engaged with the child) is not a caregiver, she must first be a mother. This can be achieved only when training is naturally adapted to life. It is recommended that parents spend as little time as possible with their child around the table. However, parents should be prepared for difficulties. because in order to overcome the terrible burden of deafness, a long and arduous effort is required from the parents. Moreover, how to overcome obstacles is not always clear to everyone and at all times. Pre-school age is an important, one can say decisive, period in human life. During this period, the main habits and skills are formed, the character is determined, that is, the foundations of the whole future life are built, we know very well what the foundation is for any building to be built. Parents should properly evaluate the achievements of the child's development. Overestimating them can have negative consequences in the form of pedagogical burnout and lagging behind their peers. If the effectiveness of the parents' activities on child upbringing and education is low, it is necessary to start education in a special preschool institution. Parents should regularly consult a deaf pedagogue. He monitors the child's development and educational results, identifies difficult areas of work for parents, gives specific advice on continuing corrective pedagogical work with the child. If possible, home-educated children should attend short-term groups where a deaf pedagogue conducts training in the presence of parents and gives advice on activities at home.

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