



Organization Of Correctional Education And Upbringing In Special Schools For Deaf And Weak Hearing Children

Feruz Khakimbekovna Salomova

Chirchik State Pedagogical University independent researcher

Annotation: the article presents important corrective tasks in the process of teaching hearing perception and pronunciation, information on the formation and development of the skills of perception and reproduction of oral speech in children with hearing impairment.

Keywords: child with hearing impairment, correction, tactile-motor, visual and constructive, Family, speech activity

Kar Va Zaif Eshituvchi Bolalar Uchun Maxsus Maktablarda Korreksion Ta'lim Va Tarbiyani Tashkil Etish

Feruz Xakimbekovna Salomova

Chirchiq davlat pedagogika universiteti mustaqil tadqiqotchisi

Annotatsiya: Maqolada eshitishni idrok etish va talaffuzni o'rgatish jarayonida muhim tuzatish vazifalari, eshitishida nuqsoni bo'lgan bolalarda og'zaki nutqni idrok etish va ko'paytirish ko'nikmalarini shakllantirish va rivojlantirishga oid ma'lumotlar keltirilgan.

Kalit so'zlar: eshitishida nuqsoni bo'lgan bola, korreksion, taktil-motor, vizual va konstruktiv, oila, nutq faoliyati



Priority is given to the widespread introduction of modern technologies into the process of socialization of children with special needs in World Education. In particular, research on the organizational and pedagogical foundations of improving the effectiveness of correctional training aimed at the sustainable development of speech in children and adults with hearing problems is becoming relevant.

Deaf (deaf) children can attend Special (Correctional) schools of Type 1, which carry out the educational process in accordance with the level of general education programs of the three stages of general education:

Stage 1-Primary general education (5-6 years, depending on the subjects, the sample period of mastering, or 6-7 years, taking into account the preparatory class);

Stage 2-basic general education (sample period of 5-6 years of mastering)

Stage 3 – medium (full) general education (sample period of 2 years of mastering).

Usually, from the age of 7, children are admitted to the first grade. A preparatory class is established for children who have not completed pre-school education. Employment of classes-consists of 6 children.

In accordance with the educational plan and programs ,classes for deaf children with complex disabilities, rain(mental retardation, mental retardation in children) are organized in the structure of 1 type of schools. The employment of such classes is 5 people.

In the content of correctional and pedagogical work, several departments are distinguished, each of which includes the solution of educational and educational tasks and corrections aimed at overcoming some features in the formation of various aspects of the mental development of preschool children with hearing impairment.

The Department of "speech development" is considered one of the leading departments in the system of correctional work. Because its functions are related to overcoming speech and speech communication disorders that are



characteristic of deaf and weak hearing children. Main tasks: development of language skills;

- collect vocabulary and work on the meaning of the word;
- formation of various forms of speech(oral, written, tactile);
- development of various types of speech activity, conducting initial language observations.

In the process of teaching auditory perception and pronunciation, important corrective tasks are solved, the purpose of which is the formation and development of the skills of perception and reproduction of oral speech in children with hearing impairment. Work on the development of auditory perception in preschool children with deaf and weak hearing is aimed at the development of weak hearing: children learn to perceive speech material and non-speech sounds by ear. On the basis of the development of auditory perception, auditory and visual foundations of the perception of oral speech are being created and improved, and speech communication skills are being formed. So, weak hearing children, work on the development of pronunciation training is aimed at solving the following tasks:

- teaching speech materials and the perception of hearing sounds without speech;
- creation and improvement of auditory-visual foundations of the perception of oral speech; - formation of speech communication skills;

Pronunciation training includes:

- creating the need for verbal communication;
- formation of oral speech close to natural sound;
- extensive use of various sound reinforcement equipment;

Like their normally developing peers, children with hearing impairments systematize quantity and number, size and shape, spatial properties and relationships of things, and computational and measurement skills in elementary mathematical imagination formation classes.

Special importance is attached to the study of the game in preschool educational institutions for deaf and weak hearing children. Children with hearing



impairments, the ability to teach character with toys, form role-playing behavior, use replacements and fictional objects and actions, the ability to reflect people's actions and their relationships in games, the ability to open and enrich plots of games develop an interest in games to form game activities.

In the process of purposeful development and enrichment of visual and constructive activities, conditions are created for the aesthetic and cognitive development of preschool children with hearing impairment. In visual activities and design training, in free activities, in the family, targeted training in drawing, modeling, applications, design is carried out.

Emotional upbringing of children is an important task associated with the development of visual and constructive activities. In the process of education, the systematic development of various types of perception is carried out: visual, tactile-motor, motor.

In the process of labor education of preschool children with hearing impairment, interest in adult labor develops, and acquaintance with primary labor activity occurs. Cognitive and social development of preschool children occurs in the process of targeted work on acquaintance with the surrounding world.

In musical education, deaf and weak hearing children are of particular importance in the process of Correctional-pedagogical work with preschool children. Here, the tasks of correcting and compensating for shortcomings in children's development are solved with the help of such tools as the formation of musical perception, the vocal and intonational development of the voice, the development of movements and the rhythm of speech. Musical education contributes to the emotional and aesthetic development of children, their emotional sensitivity and sensitivity.

Children brought up at home can receive Correctional Training:

- in the surdology offices of the health system at the place of residence;
- in hospitals in the Otorhinolaryngology departments of large hospitals in the place of residence;
- in short-term groups in special preschool educational institutions (groups) and scientific medical and pedagogical centers;



- in medical, psychological, pedagogical and social rehabilitation centers of the social protection system.

The correctional care system for children with hearing impairment is constantly being improved. The natural stage of its development is the search for models of integrated education and training.

Preschool institutions of the unified type have the greatest potential for the organization of integrated education. The following forms of integration :

- temporary integration, in which all students of the task force, regardless of the level of psychophysical and speech development, unite with hearing-impaired children to conduct various educational activities at least twice a month;

- partial integration, in which children who cannot master the educational standard on an equal footing with hearing peers join 1-2 people in mass groups only for part of the day;

-integrated integration of children to the level of psychophysical and speech development corresponding to or close to the age norm, in addition to hearing, 1-2 children are brought up in mass groups ,receiving constant corrective assistance from a special group teacher-defectologist.

- a child with hearing impairment in a fully integrated way is directly brought up in a mass preschool without receiving the help of a daily specialist in kindergarten.

- children with normal and hearing impairments, mixed preschool groups that are brought up together (these are no longer 1-2 deaf children, but a group of 4-5 children). In the mixed group, not only two educators work, but also a teacher-defectologist.

To improve the effectiveness of correctional training in specialized educational institutions for children with hearing impairment, various aspects of the pedagogical problem of improving the effectiveness of education in specialized educational institutions are considered, as well as theoretical approaches and methods for solving this problem are proposed. The study identified key factors and principles that help improve the effectiveness of Corrective Education for hearing impaired children.



The clinical and psychological classification of children with hearing impairment is an important aspect in determining individual approaches to correctional education. This study proposes to consider and analyze the different types of hearing disorders and their clinical and psychological classification. The main categories of hearing impaired children were identified and their characteristics described. Proposes to develop a classification based on psychological and clinical data to determine the optimal strategy of correctional education for each group of children.

References:

1. Qodirova F. Imkoniyati cheklangan bolalarni ijtimoiy hayotga tayyorlashning samarali texnologiyalari. Pedagogika fanlari doktori (dss) dissertatsiyasi.2020
2. Qodirova F.U. Бошланғич синф эшитишида муаммоси бор ўқувчилар сўзлашув нутқини шакллантириш. пед.фан.ном. дисс.2009 –Т..ТДПУ.- 149 б.
3. Po‘latova P., Mamarajabova Z., Sh.Amirsaidova, L.Nurmuxamedova va boshqalar. Maxsus pedagogika. Darslik. T.: Fan va texnologiya nashriyoti.2014
4. Нуркелдиева Д.А. Методы определение речевой готовности умственно отсталых детей к обучению в школе: автореф. дисс. канд. пед. наук. -Т.: ТГПИ, 2001.- 21 с.
5. Nazarova D.A. Maktabgacha yoshdagi zaif eshituvchi balalar nutqini rivojlantirish. Nomz.dissertatsiya ishi. Toshkent-2009
6. Muminova L.R., Shomaxmudova R. Sh. Imkoniyati cheklangan bolalarni individual korreksion-rivojlantirish dasturining metodik asoslari. –T.: “Razzoqov O.J. bosmaxonasi”. 2007.-27 b.