

DEVELOPMENT OF SOCIAL ACTIVE CITIZEN COMPETENCES IN HEARING DISABLED STUDENTS

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Annotation. This article discusses the development of socially active civic competencies in students with hearing impairments.

Key words: students with hearing impairments, deaf pedagogy, speech, cognition, thinking skills, deafness, communication process.

Humans and the environment are in constant contact and this connection is made through various means: sight, hearing, skin, taste, smell and motion analyzers. The hearing analyzer is one of the most important of all analyzers, and its main function is to perceive speech. Full hearing is a factor in speech formation. Speech, on the other hand, develops a person's verbal reasoning, general and spiritual development. Things and events in the material world are reflected in our minds, they are expressed in words and linguistic phenomena are expressed in means. Man has the opportunity to express his impressions of the objects and events he has seen and experienced in words, to understand and express their impressions of the content in the form of images, thoughts, concepts, imaginations.

Speech is the leading means by which any object is reflected in the brain and firmly entrenched in the mind. Speech is a tool of communication in the process of communication. At the same time, speech serves as a means of expression, expression, expression and influence in the process of communication. Because the ability to think is at the heart of speech development, it also determines the level of development of one's thinking.

Isolation of hearing impairment can lead to many developmental problems. The emergence of such specific problems is due to various interrelated reasons, in this regard, L.S.Vygotsky said: in turn, it inhibits social education and speech development.”

If we look at the history of deaf pedagogy, J. Cardano partly because they have children who have a wealth of vocabulary, sometimes even composing simple sentences and partly emphasizing that if the speech is said aloud to them, all the problems of the education of such children can be solved. We see that children with disabilities pay special attention to the specific development of their speech.

Require special care and attention of the relatives and especially the mother for the formation of the child's personality and the special role of the first age for the development of speech in deaf children, the first words of the child "The smaller the deaf and dumb child, the higher his ability to learn".

Despite the fact that the problems of speech development of children with hearing problems have attracted the attention of many teachers and methodologists for centuries, new approaches to solving this problem, the organization of the educational process in special schools L.S.Vygotsky's series of works on the special education system contributed to this direction.

A number of studies have shown that the scientific solution of special language teaching problems as a result of comparing the developmental characteristics of speech of children with hearing impairments and the existing teaching process that does not correspond to such specificity. On the basis of these recommended methodologies, a new type - a series of textbooks for schools for children with hearing impairments and methodological recommendations that allow them to be developed.

The theoretical founders of modern deaf pedagogy emphasize that the effectiveness of speech development depends on the regular interaction of foster family members, especially parents, with their children. In particular, S.A.Zikov argues that high success in language teaching is achieved not only through a specially organized

speaking environment, but also through the direct participation of parents and others, R.M.Boskis: should do so”.

The scientific basis of deaf pedagogy in our country began in the of the last century. A number of studies conducted in our national deaf pedagogy are aimed at scientifically substantiating the ways and means to improve the educational process of special boarding schools for children with hearing impairments in our country in accordance with regional conditions, the characteristics of the Uzbek language.

Elementary school students with hearing impairments are more likely to lag behind in speech and higher learning. Elementary students have difficulty comparing, analyzing, summarizing, and drawing conclusions. Elementary school students with hearing impairments are more likely to work with didactic visual aids and natural materials. Elementary school students with hearing impairments think for a period of time until they have mastered the art of speech, visual-figurative thinking.

At the school for children with hearing impairments - in the process of environmental education - to acquaint children with the environment, the structure of the world and natural phenomena, animate and inanimate nature, the work of people living around the school, in nature, human labor in different seasons. Tasks such as providing internal information, conducting regular observations with children on the study of animate and inanimate nature, and developing their skills and practical skills.

Children with hearing impairments need to focus on relating to the general concept of the object, that is, emphasizing the individuality of the object; if it is a monographic object, it is necessary to give a spatial description of the object, that is, to determine its location on the map.

In order to instill a sense of love for nature in children with hearing impairments, it is important to relate the knowledge gained in science classes to life, and to teach them to apply the fruits of knowledge, skills and abilities in their own life experiences. One of the most effective ways to instill a love of nature in children with hearing impairments in a special school is to use new pedagogical technologies and non-traditional methods. Play affects children's emotions and stays in their memory for a long time.

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