

Methods and Tools for the Formation of Knowledge, Skills and Abilities of Weak Hearing Students

Temurova Gulchehra Xudaykulovna

Jizzakh State Pedagogical University, Department of Special pedagogy,
Acting associate professor, candidate of Pedagogical Sciences (PhD),
Uzbekistan. Jizzakh region. Jizzakh

Abstract: In the article, the necessary requirements for the level of preparation of primary school students according to the state educational standard and program for the formation of knowledge, skills and abilities in the process of training hard-of-hearing students to work, the technical stages of paper production for hard-of-hearing students, to have information about their creation processes, methods of working with paper, paper, types of paper and their characteristics, to acquire general concepts about professionals in the direction of paper production.

Keywords: Work, knowledge, skills, skills, geometric shapes, paper, cutting, folding, gluing, elements, application, technology, technical stages of paper production.

Weak hearing students should be provided with deep and solid knowledge of the subjects in the course of the lesson, as well as to educate in them an interest in knowledge, the need to work. Special boarding classes provide for educational, development and correctional goals. The following important requirements for a modern lesson were also implemented in our work, the purpose of the lesson and the possibility of students before covering the topic of the lesson were taken into account, the size of the topic was determined and its complexity was determined, the previously studied topic was associated with it, the assignment to students and the sequence of independent work Conducting teaching methods and methods in a strong connection with each other increases the effectiveness of the lesson. Therefore, with the help of new methods and means of teaching, important tasks of education were solved. The selection and use of teaching methods organizational forms of classes, the successful solution of which was achieved through consistency in the provision of educational material, practical approach, the effectiveness of mastering through the active participation of students.

The requirement for a system of teaching methods and methods of labor education in special schools of weak hearing students is such that it must practically ensure the formation of language as a means of communication and a weapon of thinking, and at the same time allow the solution of learning tasks as a science of Labor Education. The result of the study and the generalization of the experiments of teaching weak hearing students made it possible to develop a system of the same methods.

From different methods of pedagogy:

1. Traditional tutoring methods:
 - Oral exposition (narrative) of the subject of study; conversation (question-answer); work with the textbook; explanation-demonstration; demonstration-show, travel method.

2. Innovative methods:

Mobilizing all available opportunities for the correct Organization of the educational process is one of the first priority tasks of teachers. Every educator should always remember that the lesson is the main form of the educational process. All the processes of modern education consist in teaching students to think independently and create independently.

We saw working on the mistakes that weak hearing students make both in the process of understanding and in the process of making their feedback as an integral part of technology lessons. The state educational standard of general Secondary Education, applied to the educational process, clearly indicates the minimum level of knowledge, skills and qualifications that students should acquire in the program created on the subject of labor education for primary classes, and this is also reflected in the program developed from the subject of labor education for primary classes of special boarding schools of weak hearing children. This program provides the level of knowledge, skills and competencies that weak hearing learners must acquire.

It will be necessary for teachers to use various forms and methods of special education in order to convey them to students, to be able not only to acquire a thorough knowledge, but also to be able to independently study and direct creative search, to form and develop thinking skills, skills in them. The organization of educational process classes in the special education system of this type creates favorable conditions for the formation of labor skills of weak hearing students. After all, the fact that these methods are an effective and effective method is finding its proof in experiments. At the moment, it is worth noting that each teacher should approach pedagogical technologies not blindly, but creatively, by obtaining a special education, a whole line of weak hearing people who have acquired literacy, speech can find their place in society. Labor education classes differ in their structure, the types of exercises used in them. The methodology for conducting them was determined by the characteristics of the material under study, didactic tasks that were intended to work on it. In the lesson of labor education, in accordance with the tasks of developing skills, visual material was selected (subject, situational and plot pictures, objects, etc.). As for the structures, in classes with new speech material, students formed them under the guidance of a teacher. Ready-made structures were given to students in subsequent lessons on the topic and became an informative guide to practice (during Control work, they were, of course, withdrawn).

Since the main task of labor education classes is to form relevant skills on the basis of bringing students to generalizations, various exercises were introduced into them, which are performed using methods of comparison, analysis and synthesis.

Each class had assignments that students had to complete independently. The work was carried out in oral and written form. Homework assignments were given to students in view that when performing them, students would not have to face the need to use the laws that had not yet been passed in the lessons in written exercises. The new approach we propose is to carry out the following correction work: to carry out the work on the basis of teaching weak hearing students to use the hearing residues preserved in them in a wide range; formation of the vocabulary of readers: tevarak–naming surrounding objects; naming actions; verbalizing signs and characteristics of objects; words expressing the number of objects; presupposing knowledge of words expressing the order of objects.

In classes dedicated to the automation of skills, a large part of the time was allocated to collective and independent exercises in the tone of repetition. In classes, students performed control work independently, in the next lesson, errors were discussed and corrected, in which laws were made mistakes, exercises were given on those laws. In this, the activity and independence of students became an important demand in the work. As noted above, the repetition of the material was carried out in a natural way, since the methods of grouping it inevitably led readers to repeatedly return to the laws in the new conditions of their manifestation (in combination with the new ones studied), which were previously studied many times. In conjunction, time was devoted to reproducing material that had not been sufficiently mastered at

the end of the year. We can conclude that according to the acquisition indicators calculated by the methods of teaching students carried out in the pilot and control classes, the acquisition in the pilot classes was higher than in the control classes.

So, it turns out that the experimental test work carried out on the formation of knowledge, skills and qualifications of elementary students of weak hearing students is effective.

The difference between the levels of formation of skills and competencies acquired by students in experimental and test classes in labor has proven the correctness of the scientific hypothesis of our research. Educational experiments have proven that the formation of skills and competencies acquired by weak hearing students in labor is carried out on the basis of a correctional-pedagogical system, which relies on general and private principles of teaching.

Differentiation of stages of speech activity in the formation of knowledge, skills and qualifications in the process of training students with hearing impairment for Labor, the creation of special pedagogical conditions, the creation of problem situations that create a need for communication, work on the basis of specially selected and systematized speech material; an important factor is the organization of Labor Education based on the wide involvement of visual media, the regulated use of various types, forms and methods of speech, the accounting of information obtained in the process of regular study of the state of speech of students.

In the process of teaching weak hearing students to work, the level of formation of knowledge, skills and competencies increases, the pace accelerates when the formation of knowledge, skills and competencies is carried out in the form of interdisciplinary integration on the basis of Correctional-educational subjects. By ensuring the correct formation of knowledge, skills and qualifications in technology classes, oral and written speech of students in this category is developed to the level of a means of communication, educational opportunities are created, the effectiveness of the educational process is increased. Primary special boarding school provides independent, interactional skills of knowledge and students and simple labor skills (measurement, drawing, painting, folding, installation, letting, etc.) when teaching labor in weak hearing students.k.) as well as item characteristics: mark, shape, color, knowledge of function, skills and skills were directed towards development. In these lessons, pedagogical Diagnostics was studied at the stage of making paper, cardboard, plasticine, clay, scissors, yarn, fabric, natural materials, various items from used materials. The study was conducted on the basis of special boarding schools. The study involved 228 vulnerable hearing students studying in primary grades.

REFERENCES

1. Зикеев А.Г. Развитие речи слабослышащих учащихся. – М.: Педагогика, 1996. – 240 с. [Zikeev A.G. Speech development of hard-of-hearing students. – Moscow: Pedagogika, 1996. – 240 p.]
2. Измайлова Л.С. // Социально-педагогическая реабилитация лиц с нарушением слуха // дисс. кандидат педагогических наук 2010 г. [Izmaylova L.S. // Socio-pedagogical rehabilitation of persons with hearing impairment // dissertation for the degree of Candidate of Pedagogical Sciences 2010]
3. Корсунская Б.Д Воспитание глухого дошкольника в семье. – М.: Просвещение, 1990. – 192 с. [Korsunskaya B.D. Upbringing of a deaf preschooler in the family. – Moscow: Prosveshchenie, 1990. – 192 p.]
4. Кукушкина О.И. Новый инструмент сурдопедагога — динамическая педагогическая классификация детей с кохлеарными имплантами / О.И. Кукушкина, Е.Л. Гончарова // Воспитание и обучение детей с нарушениями развития. — 2014. — №8. — С.3-9. [Kukushkina O.I. A new tool for a deaf education teacher — dynamic pedagogical classification of children with cochlear implants / O.I. Kukushkina, E.L. Goncharova // Education and training of children with developmental disorders. — 2014. — №8. — pp.3-9.]

5. Қодирова Ф.У. Бошланғич синф кар ва заиф әшитувчи ўқувчилар сўзлашув нутқини шакллантириш. Педагогика фанлари номзоди илмий даражасини олиш учун ёзилган диссертация автореферати. – Т.: 2006. – 23 б. [Kodirova F.U. Formation of conversational speech of primary school deaf and hard-of-hearing students. Abstract of the dissertation for the degree of Candidate of Pedagogical Sciences. – Tashkent: 2006. – 23 p.]
6. Лаговский Н.М. Обучение глухонемых устной речи. 2-е изд. М.: 1911. С. 119. [Lagovsky N.M. Teaching oral speech to the deaf-mute. 2nd ed. Moscow: 1911. p. 119.]
7. Муминова Л.Р., Шомахмудова Р. Ш. Имконияти чекланган болаларни индивидуал коррекцион-ривожлантириш дастурининг методик асослари. –Т.: “Раззоков О.Ж. босмахонаси”. 2007.-27 б.. [Muminova L.R., Shomakhmudova R. Sh. Methodological foundations of the individual correctional and developmental program for children with disabilities. –Tashkent: "Razzokov O.J. printing house". 2007.-27 p..]
8. Муминова Л.Р. Теоретические основы коррекционно-педагогической работы по преодолению речевого недоразвития у детей дошкольного возраста. Автореф. дисс. ... док. пед. наук. – Т.: ТГПИ, 1992. – 39 с. [Muminova L.R. Theoretical foundations of correctional and pedagogical work to overcome speech underdevelopment in preschool children. Abstract of the dissertation for the degree of Doctor of Pedagogical Sciences. – Tashkent: TSPI, 1992. – 39 p.]
9. Qodirova.F. Boshlang‘ich sinf kar va zaif eshituvchi o‘quvchilar so‘zlashuv nutqini shakllantirish. Ped.fan.nom. ..diss. –T.: 2006. [Kodirova.F. Formation of conversational speech of primary school deaf and hard-of-hearing students. Dissertation for the degree of Candidate of Pedagogical Sciences. –Tashkent: 2006.]
10. D.B.Yakubjanova, X.S.Akramova, G.X.Temurova. —Mehnat va predmetli amaliy ta‘lim texnologiyasi॥ Darslik – Т.: Metodist nashriyoti, 2023yil. 246 bet. [D.B.Yakubjanova, X.S.Akramova, G.X.Temurova. "Technology of labor and subject-practical education" Textbook – Tashkent: Methodist Publishing House, 2023. 246 pages.]
11. G.X.Temurova.Mental Enlightenment Scientific-Methodological Journal Volume 2020 Issue 1 Article 45 12-15-2020 temurovag@jspi.uz, p.p.111-117
12. G.Kh.Temurova Issn 2181-9580 Tashkent State Pedagogical University Scientific Information Journal 2020 Issue 2 Journal
13. G. Kh. Temurova was registered by the Press and Information Department of Tashkent city on July 30, 2014 with number #02-00175. tdpujournal@mail.ru page 139-143
14. G.Kh. Temurova Issn 2181-9580 Tashkent State Pedagogical University scientific information scientific-theoretical journal 2020 issue 2 tdpujournal@mail.ru 166-170 pages
15. G.X.Temurova MUG‘ALLIM НӨМ YZLIKSIZ BILIMLENDIRIO‘ Nəkis// Qaraqalpaqstan, 2022 № 4/1 - 2022 yıl ISSN 2181-7138 27-33 bet [G.X.Temurova TEACHER AND CONTINUOUS EDUCATION Nukus// Karakalpakstan, 2022 № 4/1 - 2022 ISSN 2181-7138 pages 27-33]
16. G.K. Temurova NATIONAL UNIVERSITY NEWS OF UZBEKISTAN, - Tashkent, 2022, [1/8/1] ISSN 2181-7324 179-181 pages G.X.Temurova Bola va zamon. Toshkent, 2022-№3. B 54-56. (13.00.03-№1) 59-61 bet bola-zamon@rambler.ru [G.K. Temurova, NATIONAL UNIVERSITY NEWS OF UZBEKISTAN, - Tashkent, 2022, [1/8/1] ISSN 2181-7324 179-181 pages G.X.Temurova Child and time. Tashkent, 2022-№3. pp. 54-56. (13.00.03-№1) pages 59-61 bola-zamon@rambler.ru]