

INNOVATIVE APPROACHES APPROACHES IN TEACHING CHILDREN WITH HEARING PROBLEMS

Ubayda Yunusovna Fayzieva

Ph.D., Associate Professor of Chirchik State Pedagogical University

Kodirova Feruzaxon Usmanovna

Chirchik State Pedagogical University, Head of the Department of special pedagogy, p.S.D. (DSc), prof.

Abstract

The article describes the problems observed in the education of deaf, weak hearing children with hearing problems and means of their elimination, the conditions created and the modern approach. Education of children with hearing problems in Uzbekistan, carried out in order to ensure their future.

Considering that the possibility of hearing is the most important communicative tool in a person's life, that only through the possibility of hearing can a person acquire speech communication, we can imagine how complicated the process of speech acquisition, education of children with hearing problems is.

The greatest blessing that mankind has in the process of progress is language. Language is a phenomenon of a social nature and has served in the community of people, in the process of social work, to connect and exchange ideas.

People realize their opinion through language, transmit it to others. Achievements of science, traditions and traditions are studied by means of language, preserved, left by social inheritance from generation to generation. Social experience accumulated in all spheres of life is mastered and studied through language.

Speech actually develops from childhood by hearing and imitating the speech of an adult.

As a result of hearing from childhood, the mechanism of formation of oral speech in children with deaf or weak hearing is not formed. Because, when we speak, on the one hand, we perceive audible (sound) and visible (recording) speech signals, on the other hand, we pronounce language sounds by imitation using a sound-forming apparatus.

The conclusion from this is that when a child who does not hear is given the opportunity to hear, is taught to imitate hearing, he can also speak, master colloquial speech, develop colloquial thinking.

This problem is the object of surdopedagogy science, and for centuries it has been prioritized to educate deaf, weak hearing children on the basis of hearing development.

The integration of actually unheard children into a healthy and hearing society, teaching colloquial speech as a communicative tool and teaching through oral speech is the most important task of the field of surdopedagogy, which is perceived as the main criterion for the content of teaching them. Because oral speech is considered to be the main factor by which children with hearing problems can receive higher education, socialize, find their place in

society and achieve the opportunity to satisfy their positive needs on their own, to find a worthy place among healthy people. In this regard, gestural speech serves as an auxiliary tool for them in making their mind complete with oral and written style.

And this opportunity can be achieved only through speech communication, reading, writing, literate and substantiated statement of one's opinion through special lessons of general education and proofreading in the process of school education.

Currently, in the experience of developed countries, the opportunity is created to create comfortable conditions for children with hearing problems to varying degrees, to restore hearing through cochlear implantation surgery, to develop and develop colloquial speech based on hearing, to be equated with healthy peers.

In our republic, there are currently a total of 86 hearing problems (deaf, weak hearing) in special specialized boarding schools for the education of students who have been educated for the last 30 years without the formation and development (dumb) of colloquial speech, which has led to education by reading the alphabet of gestures and fingers, lip. The main reasons for the occurrence of this condition are:

the fact that boarding schools are not equipped with special sound-enhancing hearing aids;

lack of individual hearing aids in students;

failure to perform cochlear implantation surgery in children;

the fact that teachers do not know the methodology for the development of students' hearing and teaching colloquial speech;

there were no opportunities for students to develop hearing, teaching by hearing was not carried out, and quality education

Failure to perform cochlear implantation surgery in children;

the fact that teachers do not know the methodology for the development of students' hearing and teaching colloquial speech;

there were no opportunities for students to develop hearing, teaching by hearing was not carried out, and quality education.

In the Russian Federation, this type of boarding school is equipped with hearing aids that provide special sound amplification, and it is envisaged that students receive educational material during the lesson with special hearing aids through sight and hearing, and learn using gestures, Dactyl speech as an auxiliary tool in cases where necessary. That is, in the course of explaining a new topic, the teacher is prescribed to apply Dactyl and gesture as an auxiliary tool by hearing the educational material through the hearing aids.

Since boarding schools were not provided with hearing aids for various reasons during the independence period, they did not have the opportunity to acquire colloquial speech after studying and graduating from school for 12 years, as a result of which their social adaptation, employment were limited.

In Uzbekistan, by the decision of the president, the topic of identifying children with hearing problems from an early age, creating the possibility of hearing through the implantation surgery of Cochs was sharply established.

In recent years, cochlear implantation operations have been regularly held in deaf and weak hearing children with hearing impairments in our country. Cochlear implantation surgery effectively treats congenital and acquired hearing impairment in children and is able to hear along with healthy equine.

In 2016 alone, 150 children were covered on "conducting operations using cochlear implants in children with neurosensory deaf or weak hearing", in 2018 239, in 2019 320, and in 2020 225 weak hearing patients performed surgical operations in children, and over the past period this number exceeded 1,000.

But surgery alone is not enough, in which surdopedagogical rehabilitation is carried out on the basis of hearing and hearing of the child, differentiation, imitation assimilation of voices of the external environment, voice speech.

Therefore, the importance of the term after cochlear implantation surgery is very important, and it is important to carry out methodically correct surdopedagogic rehabilitation carried out on the development of speech in a child through hearing and hearing. That is, at this time, as a result of the rehabilitation work carried out by surdopedagogues together with the parents of children, it is observed that the child fully attends secondary schools and is no different from his peers.

Since 2012, cochlear implantation surgery has been performed annually on 300 preschool children.

But many years of world experience show that in special schools, students are provided with hearing aids through special methods, through special methods, education through hearing is carried out, which ensures the quality of education by developing students' hearing skills and oral speech.

Currently, the initiative of the International Public Foundation" ground " special boarding school students are also undergoing cochlear implantation surgery, and for the first time hearing aids were brought to boarding schools in Uzbekistan, which strengthen the voice. Initially, the primary classes of 3 special boarding schools in Tashkent were equipped with such apparatus. Of course, such a novelty, which gave unlimited joy to children, as well as teachers, parents, and an opportunity was created.

In the course of the development of mankind, experience has proven that if a person hears, he will definitely speak. When he does not hear, he becomes dumb.

The solution to the problem was to make it possible to hear.

The second and important problem is working with devices, applying them, knowing through them the methodology of application correctly and in its place, adapting it at the hearing level of each student.

The third problem is that no special methodologies have been created for teachers.

When these problems have found their solution, a sharp turn in the education of deaf, weak hearing children with hearing problems is achieved, the acquisition of hearing and speech skills at the end of elementary grades.



Board from the lesson of the boarding school teacher Islamova F No. 101.

Here these students are no longer dumb. It has now been 5 months since the apparatus was put in place and began to study offline, readers began to hear and understand the initial words and sentences, and began to answer questions verbally.

Scientific and methodological research carried out in cooperation with surdopedagog scientists in the Republic of the Republican educational center is being carried out to create a methodology for teaching on the basis of hearing development, to create special programs, textbooks on the basis of the national program. Within the framework of the project of the international public fund "ground". During the 2021-2022 academic year, boarding schools in all regions of the Republic were provided with such hearing aids, high-frequency Internet and FM system computer devices in order to ensure the organization and conduct of effective correctional work. In addition to the lesson, students are provided with a special individual apparatus, adapted to the degree of decrease in the hearing of each student, so that they can hear during the day.

We experts know that such generous work is not in any state, and we are infinitely grateful to The Specialists of the International Public Foundation "ground".



Boarding school teacher No. 102 Iskanderova Sh. board from the lesson.

What is no longer heard thanks to the raw material of the international public fund" ground" students are provided with a special individual apparatus, adapted to the degree of decrease in the hearing of each student, so that they can hear and walk during the day, both at extracurricular time.

We experts know that such generous work is not in any state, and we are infinitely grateful to The Specialists of the International Public Foundation "ground".

It should be noted that a great opportunity was created to implement the requirement of our president "to introduce inclusive education of children with special needs", which was highlighted in the Resolution No. 4860 of 13.10.2021. Because a child who occupies a speech dialogue in the elementary school, whose oral and written speech is formed, does not experience any difficulties in obtaining inclusive education.

At the moment, as a methodological support for boarding school teachers, a video of standard "open lessons" is shown for all boarding school teachers who have problems with their hearing in the regions. These lessons are sample lessons, which are specially prepared for each stage of the lesson, starting with the activation of the hearing aid.

It is envisaged that the education of deaf and weak hearing children will receive correctional training during the lesson, as well as individual Correctional Training. For these classes, each boarding school surdopedagogues (trinojyor) is provided with an apparatus designed to work alone and in a small group. Because the training material given frontal during the lesson is strengthened with each student individually in the extracurricular time, and the shortcomings and defects in pronunciation are corrected. This ensures that their speech is clear and understandable.



Weak hearing children boarding school teacher No. 106 Sheet from Sh.Temirova's individual training.

The structure and manner of conducting individual Correctional classes with children with hearing problems is much more complicated than the training that is conducted by Speech Therapy, requiring that the educational process be carried out in a complex integrated manner. Within the areas of children's education with disabilities, the direction of surdopedagogy is distinguished by the complexity of the methods and methods of teaching, the Variety, the requirements for classes in each subject.

The provision of such modern techniques and technologies necessary for the implementation of this ensures the effectiveness of the education of children with hearing problems, opens a wide way for them to choose a profession, acquire a profession, and ensures that they find their place in social life. It should be noted that in such conditions, which are provided with modern techniques and technologies, the entire system of work in the educational process is required to be carried out on the basis of hearing and imitation, and in such conditions students develop the skills of speech, pronunciation.

An important role in the education of children with hearing problems is played by the development of hearing, pronunciation skills, the formation of connected speech.

At the initial stage of education, when there is a voice-amplifying apparatus in the classroom, Aval is taught to distinguish non-verbal sounds by hearing them.

Deaf children, whose hearing skills are not specially trained, also make voices and feel their own voice. This condition occurs in hissy situations, that is, when children rejoice or cry and try to draw the attention of those around them.

In these children, different states can be observed in terms of sound strength, height and timbre.

In deafness, the sound description in children depends on the hearing condition of them and the period of its loss. Usually there is a hearing residue child and children who are late deaf acquire a natural voice.

In the first, second year of life, as well as in children who have congenital hearing loss or who do not have hearing aids, various sound defects (for example: weak, loud, squeaky, pinkish) can be seen.

It is important for the teacher to carry out work from the day the student arrives at school, using different situations that call for a sound reaction. The importance of this is that some children cannot use their own voice and speech apparatus, such children may seem as if they are silent.

In such cases, that is, in cases where the voice of the reader does not sound, the tactile vibration sensing method is used. Even then, in cases of inability to imitate, the teacher should be shown to the otolaryngologist and determine the condition of the voice apparatus of this student.

When working on sound, first perform preparatory exercises, in Game movements, that is, various movements of the face, imitation of sound-producing toys (cow-muuu, sheep – Baaaa, machine –bibiiii, etc.).z.o) and it is required to use exercises that are represented by expressive facial expressions. These exercises allow students to produce a natural resonant sound.

While most deaf students have a hearing residue, there are cases of inability to produce sound due to lack of skills to use it. To teach the use of voice in this case, it is very important to give children the opportunity to perceive and hear their voice through tactile vibration together with them, imitating the voice of a teacher, educator, parent. When working with a reader, it is initially necessary to use both individual and stationary apparatus.

It is also important that in special education, together with hearing, the auxiliary type of speech uses Dactyl speech. Because if one is satisfied with just hearing and mastering the pronunciation by voice, there is a delay in children's mastery of speech communication. Therefore, initially all words are taught through the fingers and their analogous pronunciation is required. It is in the early stages of the "Alphabet" period in the early vocabulary of education, that is, during the second quarter, preparatory class students are taught in a dactyl and verbal way. From the third quarter, it is taught orally dactylly. That is, it controls the composition of the word by dactylating it by voice the speech material, which is composed of the acquired sounds.

Because by this period, students will occupy 18 main phonemes of the Uzbek language, and will be taught to pronounce the rest of their sounds, temporarily replacing them with other sounds. For this reason, only sounds that have not yet acquired their pronunciation are taught dactylly and all the rest of the sounds are required to be spoken.

When teaching pronunciation and voice speech to children with hearing problems, it is clear that uzbektili sounds are heard due to their existing problems at the time of pronunciation, 18 sounds that are easy to pronounce are basic, sounds that have been taken as Temporary are defined to be pronounced by alternating with basic sounds. The pronunciation of the sound pronounced by alternating is pronounced by itself as soon as it is corrected.

Teaching deaf spoken speech is initially taught 18 sound pronunciations that are easy, light, visible: a, o, u i, e, o', p, t, k, f, s, sh, x, m, n, r, l. The remaining harfs are said to be temporarily replaced in the following order: b – p, d – t, g – k, z – s, ch – sh, q – k.

For the full implementation of this requirement of the program, the class teacher carries out activities in constant contact and cooperation with the teacher who corrects hearing and pronunciation in a single tprtib.

In order to ensure the continuity of daily Correctional exercises in the conditions where children live in boarding schools, cooperation in the work of educators should be well established and they should operate on the basis of a single requirement.

Education of children with hearing problems, the conditions created to achieve their integration into inclusive education in the future, by operating within the competence of their profession and achieving the result at the level of demand imposed-by preparing them for Inclusive Education.

CONCLUSION

Children with hearing problems are subject to special education through innovative technologies, using special hearing aids, individual hearing aids:

Hearing development;

To hear words, sentences and first imitate, and then enter into communication with independent support in his speech;

control by hearing one's own speech;

independent thinking and oral, written statement of one's own opinion;

achieve complete rehabilitation and achieve the level of free communication among healthy peers.

In the special education of children with hearing problems, it is required to carry out the necessary measures to achieve such results:

1. To give the procedure for issuing educational material to existing educational programs in all subjects in the hearing aid.
2. Creation of a hearing development program.
3. Creation of a program for the development of hearing (based on differentiated learning material for each class).
4. Development of the procedure, methods for transferring educational material in each subject in elementary grades to the reception only by hearing.

REFERENCES

1. Боскис Р.М. Глухие и слабослышащие дети. – М.: Советский спорт, 2004.
2. Быкова Л.М. Методика преподавания русского языка в школе глухих.-М.: ВЛАДОС, 2002.
3. Власова Т.М., Пфафендрот А.Н. Фонетическая ритмика. – М.: Просвещение, 1998.
4. Выготский Л.С. Основы дефектологии. – СПб.: Лань, 2003.

5. Головчиц Л.А. Дошкольная сурдопедагогика: Воспитание и обучение дошкольников с нарушениями слуха. – М.: ВЛАДОС, 2001.
6. Зикеев А.Г. Развитие речи слабослышащих учащихся. – М.: 1976.
7. Зикеев А.Г. Развитие речи учащихся специальных (коррекционных) общеобразовательных учреждений. М.: 2000.
8. Зикеев А.Г. Методика работы над сложными предложениями на уроках русского языка в начальных классах специальных (коррекционных) школ. М.: 2004.
9. Зикеев А.Г. Практическая грамматика на уроках русского языка. В четырех частях. М.: 2003.
10. Зикеев А.Г. Работа над лексикой в начальных классах специальных (коррекционных) школ. М.: 2002.
11. Изучение слабослышащих детей в процессе обучения / под ред. Р.М. Боскис. М.: 1972.
12. Зыков С.А. Методика обучения глухих детей языку. – М.: Просвещение, 1977.
13. Книга для учителя школы слабослышащих. Обучение русскому языку, чтению, произношению/ Под ред. К.Г.Коровина. М.: Просвещение, 1995.
14. Комаров К.В. Дидактика школы слабослышащих // Сурдопедагогика / Под ред. М.И. Никитиной. М.: 1989.
15. Комаров, К. В. Принцип построения программы курса «Специальная методика русского языка (в школе для слабослышащих)» // Дефектология. М.: №5. 1992.
16. Кузьмичева Е.П. Методика развития слухового восприятия глухих учащихся. – М., Просвещение, 1991.
17. Кузьмичева Е.П. Развитие речевого слуха у глухих. – М.: Просвещение, 1983.
18. Кузьмичёва Е.П., Яхнина Е.З., Шевцова О.В. Развитие устной речи у глухих школьников. М.: Академия, 2001.
19. Леонгард Э.И. Устная речь глухих и слабослышащих детей. – М.: Просвещение, 1965.
20. Леонгард Э.И. Формирование устной речи и развитие слухового восприятия у глухих дошкольников. – М: Педагогика, 1971.
21. Лёве А. Развитие слуха у неслышащих детей: История. Методы. Возможности / Пер. с нем. Л.Н. Родченко, Н.М. Назаровой. – М., Академия, 2003.
1. Нейман Л.В. Слуховая функция у тугоухих и глухонемых детей. – М.: АПН РСФСР, 1961.

2. Обучение учащихся подготовительного, I – IV классов школы глухих. /А.Г. Зикеев, Н.А. Морева, Т.В. Нестерович и др.; Сост. А.Г. Зикеев. – М.: Просвещение, 1984.
3. Пельмская Т.В., Шматко Н.Д. Формирование устной речи дошкольников с нарушенным слухом. – М.: ВЛАДОС, 2003.
4. Рау Ф.Ф. Обучение глухонемых произношению. – М.: Учпедгиз, 1960.
5. Рау Ф.Ф., Слезина Н.Ф. Методика обучения произношению в школе глухих. – М.: Просвещение, 1981.
6. Сурдопедагогика / Под ред. М.И. Никитиной. – М.: Просвещение, 1989.
7. Сурдопедагогика / Под ред. Е.Г. Речицкой. – М.: ВЛАДОС, 2004.
8. Файзиева У. Заиф эшитувчи болаларни саводга ўргатишнинг назарий асослари. п.ф.н. дисс. Тошкент. 1994.- 21б.
9. Файзиева У.Ю. ва бошқалар. Она тили. Кар ва заиф эшитувчи болалар мактабларининг 1-синф дарслиги. Тошкент. “Янги йўл” 2018. -128.
10. У.Файзиева Эшитишида муаммоси бўлган болалар мактабларида она тили ўқитиш методикаси –Тошкент 2009 йил Тафаккур нашриёти
11. Шиф Ж.И. Усвоение языка и развитие мышления у глухих детей. – М.: АПН РСФСР, 1968.
12. Шматко Н.Д., Пельмская Т.В. Если малыш не слышит. Москва. “Просвещение”, 2003. -17-с..
13. Шматко Н. Дети с отклонениями в развитии. М.: Аквариум. 1997.-127с.
14. Шодиев Р. Дидактические основы реализации проблемы понимания в учебно-познавательной деятельности. Автореф. канд.пед.наук. Т.: 2004.-43 с.
15. Шомахмудова Р.Ш. Алохида ёрдамга мухтож болаларни инклюзив таълимга тайёрлаш.Халқаро анжуман.–Т.: “Узинкомцентр” 2001.-179 б.
16. Шомахмудова Р., Т.Зиёдова. Махсус мактабларда ўқувчиларнинг нутқ кўникмаларини ривожлантириш. Тошкент. 2002.-24 б.
17. Шоумаров Ф.Б. Социально психологические проблемы молодой семьи выпускников специальной школы для детей задержкой психического развития. дисс. доктора пед. наук. Москва, 1990 г.
18. Ўз фарзандинга мадад бўл./ Ж.Фозилов, У.Файзиева ва бошқалар. Тошкент. “Юрист-медиа-маркази”, 2010. - 119 б..
19. Қодирова Ф.У. Кар ва заиф эшитувчи болалар сўзлашув нутқини ривожлантириш. п.ф.н. дисс. автореф. –Т.: 2006.
20. Цейтлин С.Н.Язык и ребёнок./ С.Н.Цейтлин.-М.: “Владос”, 2000.-240 с.
21. Юлдашев Ж.Ғ., С.А.Усмонов. Педагогик технология асослари. –Т.: Ўқитувчи, 2004. 101 б., 7-б.
22. Richerd Rieser. Все включены: практика идентификации и включения детей инвалидов и других детей с особыми образовательными потребностями. Москва. РООИ

«Перспектива», 2014.

23. Edvard de Bono. Teach your child how to think. (Учите своего ребенка мыслить)/- “Penguin Books”. ISBN 985-483-460-3. 1993. (429 с). -27 стр.

24. Янн П.А. Воспитание и обучение глухого ребёнка: Сурдопедагогика как наука /Пер. с нем. Л.Н. Родченко, Н.М. Назаровой; науч. ред. рус. текста Н.М. Назарова. – М.: Академия, 2003.

25. <http://centeroko.ru> / Россия таълим Академияси Таълим сифатини баҳолаш маркази.

26. <http://www.pirls.org/> PIRLS халқаро тадқиқоти дастури.

27. www.iea.n / Таълим ютуқларини баҳолаш халқаро ассосацияси.

28. <http://www.oecd.org/> Иқтисодий ҳамкорлик ва тараққиёт ташкилоти

29. <http://www.tdi.uz/uz/> Таълим сифатини назорат қилиш давлат инспекцияси

30. <http://markaz.tdi.uz/> Таълим сифатини баҳолашда халқаро тадқиқотларни амалга ошириш Миллий маркази.

31. www.specialited.about.com.

32. <https://infourok.ru>.

33. <http://knigi.link/spetsialnaya-pedagogika.html>.

34. <https://iite.unesco.org>.

35. <http://www.ens-lyon.fr/>.

36. <http://concours.ens-paris-saclay.fr/>.

37. <http://www.ens-rennes.fr/>.

38. www.oecd.org/Berlin/.

39. <https://lornii.ru/institute/index.php>.

40. <https://ru.wikipedia.org/>.

41. <http://kazmkpu.kz/>.

42. <https://education-uzb.pdf/>