



ORGANIZING SOCIAL WORK ACTIVITIES OF STUDENTS WITH HEARING PROBLEMS

PhD. Rakhimova Khurshidakhan Sadikovna

Kokan State Pedagogical Institute
Assistant Professor of Special Pedagogy Department
hurshidahon1991rahimova@mail.ru

Nabiyeva Umidakhan

Kokan State Pedagogical Institute
Special pedagogy, deaf pedagogy
1st stage graduate student

Article history:	Abstract:
<p>Received: February 1st 2023 Accepted: March 1st 2023 Published: March 3rd 2023</p>	<p>This article contains ideas on the ways of organizing socially useful labor activities of students with hearing problems and on the experimental work of scientists on teaching people with hearing impairments to work.</p>
<p>Keywords: plasticine, deaf child, social, work, psychology, analysis, synthesis, generalization, comparison, training</p>	

Socially useful work is not only educational, but also has a positive effect on children's personality development. It forces you to overcome difficulties, which is the reason for training will and determination. It educates the skills of team work, friendly mutual support and discipline in children. In connection with this, it is necessary to work with a group and work in pairs, which allows the child to see not "I", but "we" in the work process.

Labor training begins with the organizational stage. Then the students perform various tasks of the teacher ("Soften the plasticine", "Stick the circle on the white paper", "Pour the flowers with water", "Wipe the dust from the flowers",). After completing these tasks aimed at repeating the learned topic, the teacher announces what the children will be busy with in the lesson. First, he asks to choose tools and materials independently or with the help of a tutor. Then he shows the work order with his actions, the children repeat his actions. The sequence of work is explained once again by the educator, which allows students to easily work on the instruction cards in the later years of education. In the future, socially useful work will provide children with basic knowledge, skills and abilities that are based on the types of labor education.

A.P. Gazova studied the psychology of labor education of deaf children. He analyzed the composition of mental activity in the process of labor education, movement, control of movement, measurement, formation of skills of deaf children, speech provision of labor education, professional orientation of deaf young people. He studied the dynamics of formation of various professional and labor skills in deaf children, the conditions and specific features of perception of various symbols, in particular, educational and production information given through speech communication.

According to S. Musayeva, the purpose of labor education and upbringing is to cultivate love of work, respect for labor and working people, to familiarize students with professions suitable for their characteristics, to develop labor skills in lessons and general useful work, and to inculcate thriftiness, saving for social wealth. is to inculcate the lessons of attitude. It is not necessary to restore our inherited traditions and continue them, but to enrich them in labor education.

At different stages of labor education, this general task is solved in different ways. For example, in special pre-school institutions, students receive labor literacy at the 1st stage. This creates a wide opportunity to expand and apply the didactic capabilities of this work. According to S. Musayeva, the purpose of labor education and upbringing is to cultivate love of work, respect for labor and working people, to familiarize students with professions suitable for their characteristics, to develop labor skills in lessons and general useful work, and to inculcate thriftiness, saving for social wealth. is to inculcate the lessons of attitude. It is not necessary to restore our traditional traditions and continue them, but to enrich them in labor education classes.

He studied and analyzed theoretical ideas and practical works related to inculcating thriftiness in the process of labor education, developed recommendations. At the heart of the word work are meanings such as learning various knowledge, teaching a profession that suits the ability and interest of each person, and doing something for the benefit of the people. Children's love of work is first realized in the family, based on the personal examples of parents, and later in the process of labor education in special institutions and through extracurricular activities.

Training on labor education should be started in the form of a game. The necessary instruments should be distributed to children based on music. The child who distributes starts with the music and distributes until the music

is finished. The teacher greets the students. With the help of the boy on duty, he announces that the necessary things should be placed on the table. Previous training with children is reinforced. Moves to a new topic.

Before independence, the process of education of hearing-impaired children in our republic was not carried out on the basis of original programs and textbooks, but was carried out in special schools in Russia or general education in Uzbekistan, and programs designed for the education and upbringing of some mentally retarded children. is organized on the basis of slightly modified textbooks. The special system was developed practically spontaneously by conducting the work in the system based on this direction. Naturally, on the one hand, there is a mismatch in language, on the other hand, children with normal development, and on the third hand, based on the characteristics of children with mental development problems, the organization of work based on programs and textbooks is the education of children with hearing impairment. would not allow the institutions to successfully solve the tasks assigned to them.

P.P. Kostenkov analyzed the process of labor education, education of labor motives in children, classification and selection of children's labor, forms of organization of labor activities in the process of education and training. In his opinion, the study of labor education allows to determine the system of labor education and create new programs of labor training. "How to make a brick?", "How to build a house?" interviews, meetings with labor veterans, reading and analyzing books on labor, working in the institution's kitchen, activities in the toy factory, the institution's garden, an exhibition of the results of children's labor, competitions of prepared toys, pensioners, includes helping the disabled and large families, sabbaticals, group duty, participation in the execution of work orders by the institution's team. Children are directly involved in production work: they make toys, repair school supplies, make visual aids, participate in landscaping of kindergartens and neighborhoods.

According to P.P. Kostenkov, pedagogy should scientifically select characteristic and typical features for labor education in all special institutions and develop a program based on this. The content of the concept of socially useful cocktail education envisages the identification and education of the student's personal qualities in the form of physical and spiritual strength. The pedagogue should have the opportunity to create favorable conditions for the formation of the qualities of the child's personality and the elimination of some of them. In order for labor education to be carried out in a planned and purposeful way, it is necessary to develop a single program for special people. The development of the program should be based on the experience of preschool institutions and pedagogues of our country and abroad. The principles of material selection for the program: it is necessary to take into account the rules of young development of children, the future of our society and our national values, which are manifested in the labor activity and science and technology of our people, the nature, production and other conditions of labor education. Development of work motives in children is one of the main ways of forming national consciousness and manners. Labor motives, engaging in certain activities in children has a positive effect on the formation of professional interest, work discipline, and self-education. Work motives are related to students' multifaceted motives, in particular, study motive, social activity. For this reason, the scientist shows the motives of labor activity as one of the components of labor education. Certain motives direct the student to work. Based on it, the child develops determination to overcome obstacles and difficulties in achieving the goal set.

S.A.Zikov, L.M.Bikov, T.S.Zikova, Ye.N.Marsinovskaya, T.V.Nesterovich, Ye.G.Rechiskaya's scientific researches emphasize the incomparable role of work in the process of comprehensive development and education of children.

Work activity psychologically prepares hearing-impaired children for work, develops practical skills and abilities, educates character traits such as hard work, independence, and determination. However, hearing loss and lack of speech development have a negative impact on the effectiveness of labor education of children with hearing impairment. They face difficulties in receiving information, practical mastering of labor operations, correct and high-quality performance, understanding and explaining new words and concepts related to labor activity. For this reason, the labor education program includes various types of labor activities (making, drawing, application, sewing, designing) that provide for cognitive activities (analysis, synthesis, generalization, comparison) and the formation of the range of motor-movement. Types of work activities develop the speech of the hearing impaired, form logical thinking, spatial and comparative concepts. In the opinion of I.Y. Vitola, the words, phrases and sentences given in work training will not be preserved in children's memory if children with hearing impairment are not included in work activities. In particular, work training creates favorable conditions for the development of written and oral speech. Proper organization of the training is a favorable condition for the formation of knowledge, skills and abilities of children with hearing impairments during labor training. The topic based on the requirements of the program and the tasks to be performed should be defined. The tasks to be performed may be repeated in several sessions, but the types of work will change: a) Keeping the group tidy; b) preservation of plants c) beautification of the garden. It is important to correctly define the purpose of training. The methodology and effectiveness of training depends on the goal. The goal of the training is determined based on the general and speech development of children with hearing impairment. In particular, I.Y. Vitola describes the following stages of the labor lesson:

1. Preparation for work.
 - A) Explaining the topic and purpose of the lesson.
 - B) Creating a product preparation plan.
 - V) Determination of labor material and work tools.
 - G) Distribution of labor material and work tools.
2. Determining the scope of work.
3. Planning

Planning is the most important part of training. For example, before watering the flowers or planting flowers in the garden, you should first think about what to start with. At this stage, after listening to the teacher's instructions, the children themselves describe the duration of work.

Labor lessons create a wide opportunity for the formation of necessary skills and abilities in the life of children, and for the development of creativity and the ability to construct. During the lesson, the teacher encourages children to communicate. (Distribute! Take! Circle! Place!) If the group is divided into groups, the command is given by the captains, the duty officer, the junior teacher. In the course of work, children report on their actions and work. It is important to work as a team in labor training. When organizing team work, it is necessary to take into account the individual characteristics of each student. Involve every student in the cooking process, and at the end of the training, every child should give a report on the work he has done. The teacher directs children's conversations, corrects mistakes, evaluates the results of their work.

Each stage of the training creates ample opportunities for the development of speech, thinking and hearing. Working in the heart of nature develops children's sense of color, shape, taste, helps them feel the beauty of life and nature. Working with natural materials develops children's creative imagination. . Agricultural work cultivates love for nature. The variety of work objects eliminates children's indifference to work, in turn, allows them to develop speech and cognitive activity.

It is desirable to create conditions that require requests and appeals in labor training. Work materials or work tools are not included in labor activity. This leads children to think about the process of doing the work and the verbal appeal.

Before starting work on the topic "Planting flowers", an interview will be held on the basis of a picture at the site of the institution. Children, what season is depicted in the picture? What are the children doing? What kind of flowers are they planting? Then children look at natural objects and pictures, name flowers. They determine its color and shape. The teacher determines what tools to use for planting flowers.

- I plant flowers. Please give me the shovel.
- I will plant a red flower. Please give me the red flower.
- I will plant a yellow flower. Please give me a yellow flower.

At the end of the lesson, speech work will be conducted. "What did we do" (We planted flowers.) "What kind of flowers did we plant?" (We planted yellow, red, white flowers). How was the garden? (The garden was beautiful)

Careful and objective attitude is required when evaluating children's work. Since children with hearing loss are very impressionable, it is important to keep encouraging the child even if he tries something but nothing comes out of it, so as not to lose his self-confidence.

LIST OF USED LITERATURE:

1. Sobirxonovna, Maxmudova Madinaxon. "The genealogy of thoughts of the manifestations of ancient antiquity in the study of the speech deficit of dislaliya." *Confrencea* 11.11 (2023): 17-20.
2. Shukhratovich, Makhmudov Khurshid. "Importance of didactic games in speech development of mentally retarded children." *Asian Journal of Multidimensional Research* 11.11 (2022): 20-23.
3. Shuxratovich, Maxmudov Xurshid. "Socio-Psychological Of Children With Speech Impairment Adaptation Features." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429* 11.11 (2022): 243-248.
4. Erkaboyeva, N. Sh, and Akbarov Sardorjan Sadiqjan Ugli. "Nclusive education and inclusive society." *Asian Journal of Multidimensional Research* 11.11 (2022): 10-14.
5. Sobirkhonovna, Makhmudova Madinaxon, and Goyipova Nodira. "Theoretical aspects of the development of academic mobility of future speech therapists in dual education." *Asian Journal of Multidimensional Research* 11.12 (2022): 148-154.
6. Raximovna, Teshaboeva Feruza. "METHODICAL CLUSTER-AS AN INNOVATIVE MECHANISMS TO INCREASE THE EFFICIENCY OF HIGHER EDUCATION." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429* 11.11 (2022): 100-106.
7. Sobirkhonovna, Mahmudova Madina. "THE IMPORTANCE OF THE USE OF PROJECT TECHNOLOGY IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF STUDENTS IN THE PROCESS OF INDEPENDENT LEARNING." *EURASIAN EDUCATION, SCIENCE AND INNOVATION* (2020): 29.
8. Sobirxonovna, Maxmudova Madinaxon. "GENEALOGY OF SCHOLARS AFTER THE 15TH CENTURY IN THE STUDY OF SPEECH DEFİCİT." *Confrencea* 11.11 (2023): 21-25.
9. Sodiqovna, Rakhimova Khurshidahon. "USE OF INNOVATIVE TECHNOLOGIES IN THE FORMATION OF SPEECH SKILLS IN CHILDREN WITH HEARING DISABILITIES." *Euro-Asia Conferences*. Vol. 1. No. 1. 2021.
10. Yuldashevna, Ayupova Mukarramxon, and Rakhimova Khurshidahon Sodiqovna. "CORRECTION-PEDAGOGICAL WORK SYSTEM OF PREPARATION OF CHILDREN FOR INDEPENDENT ACTIVITY AFTER COCHLEAR IMPLANTATION." *Archive of Conferences*. Vol. 10. No. 1. 2020.
11. Sodiqovna, Rakhimova Khurshidahon, and Kadyrova Mahzuna Shamshidinovna. "DEVELOPING HEARING PERCEPTION IN HEARING-IMPAIRED CHILDREN OF PRESCHOOL AGE." (2021).
12. Rakhimovna, Teshaboyeva Feruza. "DIDACTIC AND MOTIVATIONAL OPPORTUNITIES FOR TEACHING IN HIGHER EDUCATION ON THE BASIS OF INNOVATIVE TECHNOLOGIES." (2021).

13. Sadikovna, Rakhimova Khurshidakhon, et al. "ESHITISHIDA NUQSONI BO'LGAN BOLALARNING TASNIFI VA TIPOLOGIK XUSUSIYATLARI." *Conference Zone*. 2023.
14. Sadikovna, Rakhimova Khurshidakhon. "Features of cochlear implantation rehabilitation." *Galaxy International Interdisciplinary Research Journal* 11.1 (2023): 333-336.
15. O'ghiloy, Rakhimova Khurshidakhon Sadikovna Kurbanuva. "CHILDREN WITH LOCAL MOVEMENT DEFECTS." *Confrencea* 11.11 (2023): 226-230.
16. Dilbarkhan, Yuldasheva, and Khudoynazarova Nailakhon. "CORRECTIVE WORK CARRIED OUT IN COLLABORATION WITH A SPECIAL SCHOOL DEFECTOLOGIST AND FAMILY." (2021).
17. Rakhimova Khurshidahon Sodiqovna. PREPARATION OF PRESCHOOL CHILDREN WITH COCHLEAR IMPLANTS FOR INDEPENDENT LEARNING. *European Journal of Research and Reflection in Educational Sciences* Vol. 8 No. 8, 2020 Part III, ISSN 2056-5852. Pageы 159-161.
18. Sadikovna, Rakhimova Khurshidahon. "Objectives and tasks of cochlear implantation." *Web of Scientist: International Scientific Research Journal* 3.4 (2022): 1250-1255.
19. Хайитов Л. Р., Уктамова Ш. Г. Осознанный выбор школьников с ограниченными умственными возможностями, а также влияние семейной среды, социальной-психологии //Евразийский Союз Ученых. – 2016. – №. 6-3 (27). – С. 50-53.
20. Shahnigor, Rakhimova Khurshidakhon Sadikovna Khomidova. "FORMATION OF KNOWLEDGE, SKILLS AND COMPETENCES IN THE PROCESS OF TRAINING CHILDREN WITH HEARING DEFECTS TO WORK." *Confrencea* 11.11 (2023): 188-192.
21. Mirbabayeva, Nodiraxon. "МАКТАБГАЧА YOSHDAGI AQLI ZAIF BOLALARNI MEHNAT TARBIYASI." *Инновационные исследования в современном мире: теория и практика* 2.9 (2023): 43-46. Shermatovna, Erkaboyeva Nigora, and Akbarov Sardor Sodiqjon O'g'li. "Conditions of inclusive education." *Web of Scientist: International Scientific Research Journal* 3.7 (2022): 1-4.
22. Shodiyeva, G., and O. Sobirova. "UZBEK NATIONAL INSTRUMENTS OF THE LATE XIX AND EARLY XX CENTURIES." *International Journal of Early Childhood Special Education* 14.7 (2022).
23. Rakhimova Khurshidakhon Sadikovna, HEARING-SPEECH REHABILITATION OF CHILDREN WITH COCHLEAR IMPLANTS AS A SOCIO-PEDAGOGICAL PROBLEM. *Asian Journal of Multidimensional Research* ISSN: 2278-4853 Vol. 11, Issue 11, November 2022 SJIF 2022 = 8.179 A peer reviewed journal, Pages 6-9.
24. Sadikovna, Rakhimova Khurshidakhon, and Bakirova Muhlisakhan. "PROVIDING PSYCHOLOGICAL-PEDAGOGICAL SUPPORT TO HEARING IMPAIRED CHILDREN." *Web of Scientist: International Scientific Research Journal* 3.11 (2022): 501-506.
25. Sadikovna, Rakhimova Khurshidakhon. "METHODS OF WORKING ON DIALOGICAL SPEECH IN OUT-OF-COURSE ACTIVITIES WITH HEARING-IMPAIRED STUDENTS." *Web of Scientist: International Scientific Research Journal* 3.11 (2022): 521-527.
26. Askarova, S. "DEFECTS IN THE VOICE OF PUPILS AND WAYS TO ELIMINATE IT." *Galaxy International Interdisciplinary Research Journal* 10.11 (2022): 418-420.
27. Erkaboeva, Nigora Shermatovna, and Mukhtorova Maftuna Bakhromovna. "A MODERN APPROACH TO THE FORMATION OF PROFESSIONAL COMPETENCE IN FUTURE DEFECTOLOGISTS." *Galaxy International Interdisciplinary Research Journal* 10.12 (2022): 1723-1725.
28. Khatamjon, Islamjon, and Haydarov Islamjon Khatamjon Ugli. "Mechanisms to increase the efficiency of scientific education in the system of special education the mechanism of increasing the efficiency of classes scientific education in the system special images." *Asian Journal of Multidimensional Research* 11.12 (2022): 26-29.
29. Azimjon o'g, Oppoxo'jayev Xojixuja, and Yigitaliyeva Sarvinoz. "INKLYUZIV TA'LIM SAMARADORLIGINI OSHIRISHDA OILA VA MAKTAB HAMKORLIGINI KUCHAYTIRISH IJTIMOY-PEDAGOGIK MUAMMO SIFATIDA." *Conference Zone*. 2022.
30. Shavkatjon o'g'li, Nabiyev Ravshanjon. "BOSHLANG 'ICH SINF AQLI ZAIF O 'QUVCHILAR NUTQINI O 'STIRISH." *RESEARCH AND EDUCATION* 1.1 (2022): 263-267.