



## **MODERN METHODS OF PEDAGOGICAL EXAMINATION OF CHILDREN WITH HEARING IMPAIRMENTS**

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<b>Received:</b> 28 <sup>th</sup> August 2021 <b>Accepted:</b> 22 <sup>nd</sup> September 2021 <b>Published:</b> 28 <sup>th</sup> October 2021	Today, Deaf Pedagogy uses a wide range of methods to study and improve the process of teaching and educating children with hearing impairments. Pedagogical observation is a fact of purposeful and systematic observation of the educational process of boarding schools for children with hearing impairments. The examiner observes the child's activities, and from this observation it is possible to collect positive or negative facts.

**Keywords:** Children, survey, psychological, mood swings, agitation

Today, Deaf Pedagogy uses a wide range of methods to study and improve the process of teaching and educating children with hearing impairments. Pedagogical observation is a fact of purposeful and systematic observation of the educational process of boarding schools for children with hearing impairments. The examiner observes the child's activities, and from this observation it is possible to collect positive or negative facts.

The method of studying the products of the activities of deaf children is important to determine their level of knowledge and skills. The pictures are made of plasticine and paper by analyzing the child's work. The analysis takes into account not only the final result, but also the stages, errors and difficulties of its implementation. Psychological and pedagogical examination of children with hearing impairment on the basis of game material, for example, the collection and selection of specific play material dolls; the result can be achieved by assembling the plates according to the given pattern, the ability to count the rings of the pyramid, the formation of the concept of size. Tables and pictures should be widely used during psychological and pedagogical examination. Deaf children do what is given with the help of tables, pictures, gestures and dactyl speech.

### **THE QUERY METHOD IS COMMON.**

It is important for the survey tasks that the questions asked in the survey method are clearly prepared. Using this method, students learn about their interests, knowledge, and attitudes toward others.

The interview method is used to get the necessary information from deaf and hard of hearing students. The effectiveness of the interview is to create a normal psychological environment, as well as to prepare the researcher for the interview in advance. The educator should prepare the questions in advance. The content of the conversation is recorded in the minutes. The study of pedagogical documents, lesson plans and classroom activities, the plan of the educational process, the results of the organization of the educational process of schools and pedagogical communities. The study of students' personal work, their psychological and pedagogical characteristics, individual diaries help to determine the specifics of each student and provide the examiner with the necessary information.

Speech formation in deaf children is based on compensation for all surviving analyzers in special learning settings. Only a deaf educator should try to activate visual perception, tactile-vibrational sensations and kinesthetic sensations. The social environment, the environment that surrounds the deaf child, is important in working with the child, in determining his or her all-round development path, and in shaping his or her ability to communicate. The choice of methods depends on the child's hearing and characteristics. In the examination, it is very important to show the elements of teaching, the option of assistance, similar tasks, methods of activity, depending on the capabilities of the child. Tasks can be verbal or non-verbal.

The following guidelines should be considered when examining a child.

1. Emotional reaction, that is, the excitement of examining a child - a natural reaction to new conditions, among strangers. So there has to be a little bit of fun, a little bit of morality.

2. Understand the purpose and instruction of the task.

Did the child listen to the instructions to the end or did he understand, what did he do? What type of instruction is clear to the child: verbal or visual?



3. The nature of the activity in the performance. Interest in the task and the fact that it does not change, the child's goal-oriented activity, the ability to complete it. Attention should be paid to the appropriateness and accuracy of the impact of the capabilities in the processing process. Taking into account the child's general working ability. Access to basic instructions. How these opportunities are reflected in the child's learning.

4. Reaction to the results of the work: The participant needs to evaluate their work, to react to the excitement, to be happy with the success, to be upset with the failure, to understand the child's condition.

Conversation method. The form of the interview is a dialogue, which differs from the method of filling out the questionnaire and the survey in its specifics. The conversation does not take the form of a limited dry question and answer, it is used in the game, in the process of watching a picture. The interview is important for further investigations: it builds confidence in the examiner, creates a positive attitude to the task. The interview gives you something to examine and decide when to focus on what.

The content of the conversation should determine the child's ability to target the world around him. The conversation should be in a sincere manner with the child. Based on the child's answers, the form, order, content of the questions are given, the general state and reaction of the child to the mood of sadness, mood swings, agitation. Only one member of the commission will conduct the interview with the child, as it is not allowed to ask the child any questions.

#### **THE IMPORTANCE OF CONVERSATION TO MAKE A CORRECT DIAGNOSIS.**

Properly covered, it will give the child some insight into his or her personality and development. From the conversation, it is possible to determine the child's attitude to reading, whether he consciously understands the difficulty of reading, or whether he is critical of his work and behavior.

In the course of the conversation, it becomes clear that the next, more in-depth examination of some aspects of mental activity. Therefore, the conversation should be aimed at the child to explore different aspects of his mental life and begin a special study. After the interview, you should plan to move on to different activities, which should be justified without the child noticing.

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