



# METHODOLOGY OF STUDYING THE EFFECTIVENESS OF CORRECTIVE EXERCISES IN SCHOOLS OF CHILDREN WITH HEARING DEFECTS

F.H. Salamova,

Teacher of the department of pre-school education and defectology of NSPI

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<b>Received:</b> 22 <sup>th</sup> February 2023	Forming a speech is a multi-faceted process. It is necessary to develop its various forms, first of all, oral speech, which forms the basis of communication. This article is about the psychology of the behavior of children with hearing impairment and the methods of correcting their education.
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Educating a person who is perfectly developed from a spiritual point of view, improving education, bringing up a new generation educated in the national way is considered one of the most important tasks of our state. In the National Personnel Training Program, which was developed for the purpose of implementing reforms in the field of education, creating a mechanism for educating citizens who have matured in all aspects, training pedagogues who meet new requirements, creating educational standards and working on new programs, building an educational system and it is emphasized that modernization in terms of content is one of the main tasks facing education workers. Due to the urgency of the problem of correcting the speech of children with hearing loss by using special correctional subjects, the development of the speech of children with hearing loss is considered one of the main issues. When working with grammatical material, the research principle of improving knowledge should prevail. An example of a linguistic method is the fact that learners learn the theoretical aspects of their mother tongue by extending the patterns of sentences and phrases. The process of teaching oral speech to listeners is considered to be a sufficiently organized process, in which the listener should not be satisfied with a single sentence that matches the content of the situation. In my opinion, it is necessary to teach students how to construct a sentence "in another way", to replace some words with their synonyms, to change the form of expression and meaning combinations. Only then, students will understand the topic better, and because they understand it better, they will remember less. In the method of forming sentences in the speech of hearing-impaired learners and teaching the semantic properties of sentence blocks, the main attention is paid to observing the two-way relationship between language units:

- syntactic relations that can be easily distinguished from language units of the same level (words, morphemes, phonemes) from the normal flow of speech;
- paradigmatic relations established between language units of the same level, but serving to form sentences of different forms.

As a result of these two types of observation, learners can remember the first sentence and sentences, then the connection between the sentences, and as a result remember specific sentences and summarize the grammatical formula of these connections. In the second situation, when students observe and analyze the paradigmatic relations, they combine a set of paradigms (forms of expression, conjunctions, sentence paradigms), as a result of which they understand linguistic categories and their place in the language system. One thing should always be taken into account: the level of work with the work, the type of work, the genre and other characteristics of the work, the methods used may vary depending on the form. For example, at the first stage of work on the work, it is appropriate to use mainly reproductive methods, partly heuristic methods: expressive reading of previously learned poems, interesting events that happened in personal poetry, and the use of independently recited stories. At the stage of in-depth study of the work, heuristic methods are leading, and reproductive and creative methods are secondary. Heuristic methods are widely used in the stage of summarizing the data. age, the development of speech perception is continued in a stepwise manner. Children are taught to distinguish familiar sounds and recognize familiar speech material (by hearing). In these bots, long-term auditory memory of acoustic images helps to operate with them in the process of speech perception. Forming a speech is a multi-faceted process. It is necessary to develop its various forms, first of all, oral speech, which forms the basis of communication. Starting training early is undoubtedly a success factor. As a child, he did not have time to reconcile any of the unique forms of communication, understand his shortcomings, that he is not like everyone else. Development of auditory perception is of great importance for the formation of the child's cognitive activity, speech and pronunciation perception mechanisms. It is especially important to start work on the development of auditory hearing early, therefore, the development of auditory function is carried out in the first years of the child's life in an increasingly sensitive period, in which the auditory analyzer is made from

a physiological point of view, which ensures pedagogical efficiency. Along with special exercises aimed at developing auditory perception, children are taught to react and understand various household noises, natural sounds, and traffic signals. Listening to audio recordings also helps the development of auditory perception. An adult moves with the child to the beat of the music and encourages the child to perform dance moves. The main and most difficult task for parents is to find the right tone (tone) in training, the right way of dealing with the child. A mother (although she must be constantly engaged with the child) is not a caregiver, she must first be a mother.

Thus, the more methods a pedagogue uses in reading classes, the more interesting the learning process and the higher the level of improvement. The alternating use of methods helps not to lead to uniformity, not to bore the sleepers and to form their motivation to sleep. Explanatory and explanatory reading methods, drawing or dramatizing the content of readings for the formation of literary reading; select or float; watching movies and slides; giving a description of the main factors; finding additional information on the topic under study and other similar methods are used. Apart from this, various lexical and grammatical observations are made on the literary material, the information from the studied works is always included in various grammatical tasks. Information on literary writing is mainly given in speech lessons; a description of the whole work or its part, a description of the novel, answers to questions of a general nature are given, and other similar types of work are used. Education is conducted at a high quality level, active and independent learners are encouraged. By using the above-mentioned methods in mother tongue classes, students are given not only a good education, but also a good upbringing, because special attention is paid to revealing the moral, aesthetic, and artistic aspects of each studied topic. In addition, efforts are made to encourage students to look at the situation consciously and to educate the motives of collective activity. When teaching deaf children, special attention is paid to their formation of written speech. It is known that the comprehension of written speech by deaf children is not only one of the tasks of education, but also the correction of their defects. Essays have a great significance in the formation of moral qualities and aesthetic taste in children with hearing loss. In addition, working on an essay in a school for deaf children will help to solve correctional tasks. For the purpose of implementing these tasks in special educational conditions, various exercises are used to develop logical thinking of the students of special institutions, improve their memory, enrich their vocabulary, and encourage them to make their sentences grammatically correct. Students should be able to formulate questions aimed at identifying and describing the observed object. For this purpose, didactic games are used, such as finding the object in the student's imagination (in the 1st-2nd grades, children should choose the objects before the fall), finding the hidden object or the object in the picture by matching its symbols. After children learn to distinguish the main features of an object, they can easily describe it. In the 3rd grade of the deaf children's school, in science classes, students first make a plan to describe an object or phenomenon. By this time, children have learned a large number of sentence forms they should find. When encouraging children to create a story describing natural phenomena, first they are given an example of such a story. In addition, in science lessons, excursions are more important, and the fun during the excursion and the conclusions after the excursion are paid attention to. In conclusion, it can be said that high efficiency can be achieved in the process of development and education of hearing impaired children only if educational methods and tools are used in a comprehensive approach in special correctional subjects in deaf children's schools.

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