

THE IMPORTANCE OF REMEDIAL ACTIVITIES IN PREPARING DEAF AND HARD OF HEARING STUDENTS FOR INCLUSIVE EDUCATION

Abdunazarov Abdumutal Olimovich

Associate Professor of the Department of
Special Pedagogy, Jizzakh State Pedagogical University
ORCID 0000-0003-0145-0954
abdumutal517@mail.ru

Xaitboyeva Kumushxon Farxodjon kizi

70110301- Special Pedagogy: Speech Therapy Specialist,
1st stage master's student

Abstract. In this article, correctional methods of preparing deaf and hard-of-hearing children for inclusive education have been revealed. Information was given about the importance of the structure of students' speech and the formation of vocabulary.

Keywords: deafness, hearing impairment, correction, speech, word, text, vocabulary

Today, in our country, attention is paid to the harmonization of advanced global trends and national experiences in organizing the education of children with disabilities. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-5712 dated April 29, 2019 “On approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030”, the Resolution No. PP-4860 dated October 13, 2020 “On measures to further improve the system of education and upbringing of children with special educational needs” and other regulatory and legal documents stipulate the introduction of a system based on differential approaches. Models of the special and inclusive education system that ensure the socialization of children with disabilities into society are being improved. We are conducting research on the basis of the scientific work plan of the ZhDPI, which provides for the improvement of methods and means of effective preparation of deaf and hard of hearing children for speech activity. The content of our first experimental work was devoted to identifying factors that ensure effective education of deaf and hard of hearing children in inclusive education. It was found that speech is an important factor for deaf and hard of hearing children to quickly and easily adapt to healthy peers and master subjects. Taking into account that after the formation of speech in specialized state educational institutions, it is also envisaged to involve deaf and hard of hearing children in inclusive education, we introduced recommendations on the effective organization of corrective classes. One of them is the “Speech Order”.

In accordance with the procedure recommended for practice through educational research, a deaf and hard of hearing child is taught to pronounce sounds in 7 situations during individual lessons for two years.

- At the beginning of a word.
- In the middle of a word.
- Between vowels.
- When they come next to each other.
- Pronunciation by naming pictures.
- Pronunciation in word combinations.
- Pronunciation in sentences.

The listed types of work teach students to pronounce the sounds of their native language in different situations. Students pronounce sounds differently in different situations, and sometimes they cannot pronounce them at all. In order to check the ability of students to pronounce sounds in practice, a sample dictionary was presented on the basis of a table. The speech material included in this table consisted of words that were convenient for students to pronounce in 3



situations (at the beginning, in the middle, and at the end of a word) and that were often found in life. Starting from the 2nd grade, at the beginning of the school year, a speech monitoring schedule was created to check the pronunciation of students for 2 weeks. In this case, students master the following: recognizing and selecting objects that are relevant to them from among the subjects; choosing the most convenient and understandable ways to describe objects and applying them in practice; recognizing and selecting the place where they live from among other places (from a map, cards with place names written or depicted, pictures); using the concepts of hot, cold, sweet, bitter, useful, harmful, good, bad in everyday life; assessing violations of order in public places; consciously observing the rules of eating, dressing, sleeping, bathing, reading, writing, sitting, speaking, greeting, addressing adults and others, maintaining objects, and monitoring their health; choosing and applying ways to protect nature and the environment; establish a personal routine for work and rest in accordance with the appropriate conditions; use effective methods of weather monitoring; choose and apply effective methods of caring for plants and animals in practice; prepare a project in various forms (oral, oral-dactyl, written, pictorial, poetic, herbarium, mosaic, collage, article, short story, interview, role-playing games, etc.) about their homeland, school, family, neighborhood, class, and works they have read.

During the research, we considered it appropriate to separately allocate the types of work that should be used by teachers and educators during individual lessons. In addition, we also allocated the knowledge, skills and qualifications that deaf and hard of hearing children need to acquire during the most important periods for entering the hearing world. As a result, it will be possible to achieve the acquisition of speech by deaf students and their reception and transmission in communication, first tactilely, and then orally. During the research, we developed a vocabulary structure for practical use to enable deaf and hard of hearing children to learn the names, meanings and characteristics of at least 30 categories of objects and concepts. The content of this dictionary was included in the textbooks of this class. They are: "Family", "Colors", "Geometric shapes", "Fruits", "Vegetables", "Melon crops", "Toys", "Clothes" (top, feet, head, interior, seasonal, work...), "Food", "Detergents", "Plants" (flowers, bushes, trees), "Domestic animals", "Wild animals", "Utensils" (for cooking, receiving guests, drinking tea and coffee, for serving solid, liquid dishes...), "Hostel equipment", "Classroom equipment", "Electrical equipment", "Study tools", "Sports equipment", "Days of the week, month, year", "Seasons", "Holidays", "National dishes", "Birds", "Insects", "Transports", "Professions", "Body parts", "Work tools", "Games".

Only when deaf and hard-of-hearing children understand the meanings of words will they be able to acquire the skills to use these concepts orally and in writing in real-life speech situations. This is an important factor in attracting them to inclusive education.

LITERATURE

1. Leongard E.I., Samsonova E.G. Razvitie rechi detey s narushennym slukhom v seme. - M., 1991.-p.8.
2. Leongard E.I., Samsonova E.G., Ivanova E.A. Ya ne khochu molchat. -M., "Prosveshchenie" 1990.-87 p.
3. Korolevskaya T.K., V. Ya. Statsenko. Razvitie slukhovogo vospriyatiya glukhix uchashchikhsya 3 class. Didakticheskie materialy. - M.: "Exam". 2005. – 127p.
4. Corrective pedagogy./ S.Yu. Borodulina-M.: "Phoenix", 2004.

