

## Effective Methods of Developing Hearing Perception of Children with Hearing Defects

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### ABSTRACT

This article explains the theoretical foundations of learning and learning based on pedagogical technology, methods of developing hearing perception of hearing impaired children with the help of examples. The need to use advanced pedagogical technologies in the development of auditory perception of children with hearing impairment, the effectiveness of interactive methods, their importance in acquiring the necessary knowledge and skills has been shown.

**KEYWORDS:** *pedagogical technologies, theoretical basis, literature analysis, interactive methods, game, motive, conversation, oral, dactyl, gesture*

It is known that pedagogical technology is the creation of knowledge, taking into account technical and personal reserves and their interaction, which sets itself the task of increasing the effectiveness of educational forms in the entire process of teaching and mastering knowledge. It is a systematic way of applying and marking. Pedagogical technology consists of a unique new approach (innovation) to teaching, and the application of game methods in the educational system and the course of the lesson gives an important and effective result. The introduction and implementation of new pedagogical technologies in the educational system of a special school, the use of interesting methods, is effective. Modern pedagogical technologies are now becoming a necessary and basic component of the educational process for a special school. One of the main factors of reforming the field of education in the Republic of Uzbekistan is "personal interest and priority of education". So, the question of a new approach to the educational process in the public education system of Uzbekistan was raised. With this, in all universities, learning the theory and practice of pedagogical technology and applying it to life was put before the wide pedagogical community as a social order. These tasks require the implementation of educational process on the basis of new pedagogical technology. Because pedagogical technology ensures the integrity of scientific and technical development and educational technology.

"New Pedagogical Technology" is the driving force of all reforms in the field of education, which envisages being educated, stimulating talent, making it possible to bring the educational process to the level of art and skill. According to Professor N. Avliyokulov, "Introducing technology into the teaching process is one of the tasks of pedagogical technology."

It should be recognized that the term "New Pedagogical Technologies" has not yet been standardized, its essence has not been fully revealed scientifically, and definitions have been given to it as a factor of development and the force of

educational reforms. In these definitions, to a certain extent, he found a solution to the essence, content of pedagogical technology, aspects of its compatibility with the era. "Pedagogical technology is a systematic method of identifying, creating and applying all the processes of teaching and learning, taking into account technical means, human potential and their interaction in order to optimize forms of education." According to the scientist T. Sakamoto, "Pedagogical technology is the introduction of a complex thinking method into pedagogy, in other words, bringing the pedagogical process to a certain complex." Here, the two definitions above, undoubtedly, the key words "systematic approach" and "complex approach" are the key words that represent the main content of pedagogical technology, and all other words in the definitions describe the essence of pedagogical technology as a system.

According to V.P. Bepalko: "Pedagogical technology is a project of the process of formation of a student's personality that can guarantee pedagogical success regardless of the teacher's skills. Pedagogical technology is recorded in the form of generalized technological tools of such mechanisms of the pedagogical process, which depend on human potential. It is possible to guarantee the formation process of the individual due to the fact that these tools are preformed and designed.

One of the Russian scientists, B.M.Monakhov, thinks that the essence of pedagogical technology is "...a system of orderly actions that lead to results based on pre-planned goals and must be carried out. increases the stability of the process and frees it from the subjective characteristics of the executor of the process.

Pedagogical technology is also defined from the point of view of determining the goal of education and optimizing learning activities. One of them is the definition of I. Y. Lerner. In his opinion, "Pedagogical technology represents a goal whose confidence is understood and determined through the results of teaching reflected in the actions of students." After all, in order to achieve good results faster with less effort and time in special education, it is the demand of the day to take into account all the possibilities, technical means, teacher's skill, the talent and potential of students.

The need to use advanced pedagogical technologies in the development of auditory perception of children with hearing impairment proves the effectiveness of interactive methods and the importance of acquiring the necessary knowledge and skills.

Educational motivation is important in the organization of educational activities. It arouses interest in activation of thinking, critical observation, development of speech, performance of this or that task. Educational methods that

ensure the achievement of goals in meeting the needs of hearing-impaired children, activating interests and abilities, are a powerful motivating factor.

At present, activities of teachers and groups of students (teacher-student, student-student) taking into account personal relationships in the development of the speech of hearing-impaired children through interactions and the development of auditory perception is known to be necessary. Because group activities have a positive effect on the student's personality. Interaction enables hearing-impaired children to exchange ideas and develop communication skills.

Interactive games are of great importance in the formation of personal qualities of hearing-impaired children, in the development of speech development and speech communication, and in the development of auditory perception. It is known that role-playing games are of great importance in conditionally reflecting human practical activity in the objective world and in increasing the effectiveness of education. Role-based games activate and motivate the speech of hearing-impaired children. The game is a natural and favorite activity of students. Therefore, in the formation of the skills of education and practical application, attention is paid to the organization of training in the form of a game in accordance with age characteristics. In fact, the child is more interested in the game than in any other activity.

The role-based game as a method of education organizes students and expands the possibilities of knowledge and forms them as individuals. Role-playing games provide an opportunity for the child to think freely, to tell, ask, prove, and explain something to the interlocutor. Unlike dialogue, role-playing games answer questions such as what (motive) and why (goal, reason). Thus, the main attention of the students participating in the game is focused on the content of the conversation. During the game, students acquire skills such as starting a conversation, reading the interlocutor's lips and gestures, asking questions, and answering questions.

Students can achieve the desired result if they play the game with a clear goal in mind.

The role-playing game was received with interest by the group of students, it should be familiar to them. It is necessary to explain each image in advance. The student can participate in secondary roles during the game, but not in the main role. Because in this case, the role-playing game becomes one of the traditional methods of education. It is appropriate to discuss the shortcomings in the communication, not during the game, but after it. During the development of children's speech, it is important to use methods that encourage independent thinking, research and generalization. Didactic games can be used to introduce students to new material, strengthen previously acquired knowledge, increase their vocabulary and develop their thinking. Individual approach to students and giving them appropriate tasks ensures the development of their abilities. It is permissible to focus students' attention on the most important and complex aspects of the task, to increase their interest in the signs. It develops their creativity. It should be noted that simplicity, monotony, and unwilling repetitions make children bored and indifferent. During the game "Who will do it faster?" - increasing their activity arouses interest in them. Also, when completing tasks, children act with the

feeling of winning, not being behind others, and showing that they are capable of completing them.

The method of R. Johnson, D. Johnson is three-four ways for children with hearing impairments to develop their auditory perception, to develop the skills of composing texts from interrelated sentences, to think freely, and to express their attitudes freely. A method based on the student's performance of a task is ultimately effective.

The following method gives a positive result in the development of auditory perception of children with hearing impairment: pieces of paper with numbers from "1" to "10" are placed on the teacher's desk or are in hand. The teacher invites his students to try their luck. A simple sentence should be made according to how many numbers the student gets. It is important that if two or more numbers come out, it is necessary to create a text related to the content. The subject is free. It is also necessary to determine the features of the meaning carried by the sentences made by the students.

It is necessary to emphasize that the cluster method is effective in developing hearing perception of children with hearing impairment. The cluster method allows creating an image by combining different concepts related to the same concept. For example, students can be given a specific concept and asked to identify its qualifiers. "What kind of country is Uzbekistan?" The question combines such adjectives as "independent", "rich", "legal", "great", "progressive", "leading", "democratic", "prosperous". These words can also be grouped according to their structure. Or the students are asked to describe the characters of works, theater, movies, and cartoons they are familiar with. For example: Zumrad, the hero of the fairy tale "Emerald and Precious", can be described as follows; "suffering", "endurable", "endurable", "strong", "trustworthy", "kind", "beautiful", "caring". How justified or unjustified these definitions are will be determined through discussion during the lesson.

It is suggested to find a separate word for each sound of a word. For example, "manner", "moon", "friend", "mirror", "head".

According to the teacher's task, one student puts a picture of an apple on the left side of the table, and a picture of tomatoes or fruits and vegetables on the right side of the table. They verbalize the adjectives related to these things using dactyl letters. For example, "apple" - "sweet", "sour", "oblong", "red", "yellow", "round". Tomato - "sour", "red", "round", "oblong".

Then they compare the characteristics of fruits and vegetables and find their similarities and differences.

When the teacher says: "Night", the students do not close their eyes.

When they say "day", they open their eyes and answer. It gives the task of determining the sign and property of a certain thing. For example, "fragrant flower", "white flower", "beautiful flower", "red flower", "artificial flower", etc.

The teacher should carry out his activities in accordance with the plan and the set goal in organizing this kind of game process. He must prepare for the training, prepare the necessary didactic materials in advance, control the organization of the game, determine all activities such as completion, evaluation and encouragement. Understanding

the educational resources of games, physical, mental and personal development of children. In order to diagnose, prevent and correct deficiencies, acquiring the skills to use games correctly in games is based on the use of game-corrective developing technologies in the educational process of preschool educational institutions.

The analysis of the literature on modern deaf pedagogy and our study proved once again that the process of forming auditory perception on the basis of a plan should occupy a central place in the implementation of education and upbringing of hearing-impaired children and in solving the issue of its improvement. That it was at an unsatisfactory level expressed the need to determine the level of professional potential of pedagogues and to use pedagogical technologies in the development of auditory perception. Pedagogical technologies that ensure the development of auditory perception of hearing-impaired children and the achievement of goals in meeting their needs to learn new material are a strong motivating factor. And hearing-impaired children create favorable conditions for the development of auditory perception. After all, these methods are proven effective and efficient in experiments. At the same time, it should be emphasized that every pedagogue of the deaf should have a creative approach to pedagogical technologies. The results of the analysis based on the level of development of auditory perception and the methodology aimed at determining the need to use advanced pedagogical technologies in the development of auditory perception of hearing-impaired children proved the effectiveness of interactive methods and the importance of acquiring the necessary knowledge and skills.

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