OPEN ACCESS
INTERNATIONAL JOURNAL
EIJMRMS
Next Scientists
European International Journal of Multidisciplinary Research and Management Studies
SJIF 5.954 2022

EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND MANAGEMENT STUDIES
ISSN: 2750-8587
DOI: https://doi.org/10.55640/eijmrms-02-04-34

https://eipublication.com/index.php/eijmrms
Volume: 02 Issue: 04 April 2022
Published Date:- 29-04-2022

Page No.-192-196

DIDACTIC PRINCIPLES IN THE SCHOOL OF DEAF CHILDREN IMPLEMENTATION

Lola S. Ibragimova

Lecturer, Tashkent State Pedagogical University Named After Nizami,

Uzbekistan

ABSTRACT: - This article describes the analysis of didactic principles in the school of deaf children. The essence of the principles of scientific, conscious and active, comprehensible, visual, thorough, individual approach, consistency and regularity, the relevance of theory to practice and other principles used in the process of special education is revealed.

KEYWORDS: Deaf children, modern secondary schools, general pedagogy, didactic principles, system, science, consciousness and activity, comprehensibility, demonstration, accuracy, individual approach, consistency and regularity, principles of connection of theory with practice , didactic principles.

INTRODUCTION

Deaf children in modern secondary schools work on the system of didactic principles based on general pedagogy, scientific, conscious and active, comprehensibility, demonstration, accuracy, individual approach, consistency and regularity, the relevance of theory to practice and other principles. goes

The principle of science. In order to ensure the acquisition of scientific knowledge, it is necessary to select the most important scientific information, taking into account the cognitive abilities of young schoolchildren. Students' ability to comprehend expands as learning topics and practical issues that require physical and mental effort become more complex. The scientific nature of the

material should be consistent with comprehensibility. This is achieved by adapting it to the mental and spiritual development of students, as well as their preparation. The comprehensibility of the content of knowledge arouses interest in reading in young schoolchildren, nourishes the mind, forces them to think logically, to make comparisons and conclusions, to solve practical problems [pp. 2-65].

THE MAIN RESULTS AND FINDINGS

The principle of combining theory with practice in the teaching of deaf students. Linking theory to practice helps students understand the importance of theory in solving practical problems. This will improve the quality of the learning materials. This principle is especially important in solving the problems of labor education and preparation of students for practical activities. The nature of the connection between theory and practice in teaching is required by the content of the subject. Theoretical knowledge in teaching is acquired in the process of practical acquaintance of students with certain phenomena of nature. In doing so, practice can come earlier to engage students in the theory. the connection between theory and practice is well established in the work process on the training-experimental site, which is associated with experiments to determine the effect of mineral fertilizers, ripening and yield of tomatoes. [5, -35.p].

The principle of awareness and creativity in teaching the deaf. The rule of conscious and creative activity of students' knowledge is: that students have a conscious and creative attitude to learning; be able to understand the material being studied and express what they understand; creative learning activities; involves the conscious application of knowledge in practice and its transformation into trust. The main role in the implementation of the principle of consciousness belongs to the teacher. It should clearly express the tasks facing the student and arouse interest in their successful implementation. The highest form of consciousness in teaching is the creative activity of students. If there is consciousness in the acquisition of knowledge, the formation of creative activity in students gives a positive effect.

Demonstrative principle of teaching. The main task of using the rules of demonstration is to stimulate students' learning activities. This principle implies teaching based on direct perception of the environment. Adherence to the principle of demonstration is especially important in the early stages of the study of nature. Because young school students need to acquire valuable knowledge that will help them to form correct concepts and conclusions based on their personal impressions of what they see. It is expedient to divide natural objects into scientific exhibitions reminiscent of the events in which they are used or in the form of experiments, and pictorial exhibitions of natural objects or phenomena used in tables, models, models, models, slides, films, maps, diagrams, etc. [4, 57 p]. Teaching based on the implementation of scientific and visual demonstrations, especially in the early stages of children's development, promotes the activation of thinking, observation, increases interest in the issues being studied. Teaches them to do simple research, helps them to actively absorb knowledge, facilitates the process of assimilation, ensures the stability of knowledge.

The principle of thorough acquisition of knowledge. This principle implies that the acquired knowledge and formed learning skills will be stored in the memory of students for a long time. The accuracy of students' knowledge depends on how well these

principles are used in accordance with the level and interests of students. it is necessary to restore the assimilation of knowledge in order to be conscious. First of all, it is necessary to repeat the sections of the program that are more relevant to the new material. In the first stage of learning new knowledge, the teacher should give the main content of the new material, not the whole volume, so that students can understand and master the new material. For example, in studying the topic "Diversity of the nature of our country", students first get acquainted with the diversity of natural conditions in the country, and then with each region. This allows you to enter new information. They are used to identify the characteristics of each region, including flora and fauna, and provide additional information that activates students' cognitive activities [1, -30.p.]. Systematization based on students' active thinking is of particular importance.

The principle of consistency and consistency in teaching. From a lot of information about the world around us, it is a very valuable educational tool for young schoolchildren, revealing the seasonal changes in nature, the diversity of the nature of our homeland, the nature of the native land, and more. This presentation of the material is explained by the fact that young schoolchildren learn the basics of natural science only with simple natural objects that reflect only the objects and phenomena of the environment and reveal the connections between them. , and then can take over in the process of consistently introducing the more complex. This is the principle of regularity in teaching.

The principle of individual approach. In the context of the reconstruction of the secondary education system, the study of individual characteristics of children is becoming increasingly important. Every child who enters school has a certain set of information and individual characteristics that affect the process of learning. However, in the process of learning, the level of knowledge acquisition in a group of children may be the same. Therefore, it is possible to identify commonalities in the development of children. It can be the level of development, the reserve of knowledge, the nature of thinking, the similarity of performance and behavioral assessments. , attitude to science, speed and accuracy of visual and oral material reception; comprehension of the study material and the nature of thinking; the quality of their knowledge of nature and the level of development of their oral and written discourse is unique. it should not be forgotten that each child’s individual abilities need to be studied and taken into account in order to engage the class in team work.

The principle of correctional orientation. The principle of correctional orientation is based on the health of the child, providing compensatory opportunities for the development of the deaf child. A deaf child has a healthy brain and is able to visualize and visualize the world around them. They acquire a system of expressive actions - sign language and seek the need to communicate [2, -55.p.]. Deaf, partially impaired hearing, kinesthetic and other analyzers are involved. Relying on preserved visual perception in the deaf allows the formation of a special method of oral speech perception - lip reading - through the visible movements of speech organs. The quality of lip reading depends on the activity of the listener. Such contradictory activity is manifested, first of all, in the probability of the expected message, the pronunciation of words, the processing of all the information provided. The curriculum of the school for deaf children also takes into account the principle of correctional orientation. The principle of correctional orientation is implemented in each lesson.

The deaf educator tries to form children's oral speech, to develop cognitive activity, to activate the work of all stored analyzers, creating new concepts.

The principle of unity of science and the process of mastering speech. While high school students learn the basics of science through pre-school hearing-aided communication with adults and peers, in deaf students the basics of science and the process of mastering spoken language are interrelated. Enriching vocabulary and shaping grammatical vision facilitates the process of mastering the basics of crow science and, conversely, mastering the basics of science further enriches students' vocabulary and develops oral speech. the need for speech development work in parallel with mastery work was emphasized [6, p.34].

The principle of accelerated development of hearing in the deaf in education. The principle of accelerated development of auditory perception in education implies the development of deaf children as much as possible in order to accurately and completely understand the speech of people around them on the basis of hearing, vision, hardware. Curriculum is developed, which allocates time for individual lessons on the development of auditory perception and pronunciation. given. The main requirement is to implement education in the context of speech hearing through the widespread use of sound-amplifying devices [1, p.15]. , not only learns to interpret acoustic information using visual, kinesthetic, dactyl-vibrational sensations, but also develops the need to use it in positive motivation, speech hearing.

The principle of reliance on subject-practical activity. The principle of reliance on subject-practical activities implies the widespread use of various forms of subject-practical activities as a special means of correction in ensuring the full development of the deaf child, preparing students for general education and vocational guidance. students' cognitive activity improves. The practical application of science (seeing, feeling, touching, making) helps to develop the hearing of the various properties and qualities of objects, some important relationships between them. A variety of subject-practical activities facilitate the process of formation of life concepts, thinking operations, logical connections in the deaf student. In this activity, deaf students quickly acquire the ability to make logical connections between surrounding events and happenings. Subject-practical activity allows to involuntarily remember the names of actions, properties and attributes of the object and helps to develop logical phenomena of speech. Successful implementation of the principle of reliance on subject-practical activity liq (collective, group, in pairs, individually).

The principle of accelerating verbal communication. Language learning and speech communication are important tools for the deaf to correct and compensate. The principle of accelerating verbal communication shows the need to implement the communicative function of language, the formation of the need for speech-based communication in the deaf, to provide students with a wide range of speech practice at all stages of the educational process. , in oral and written forms. Dactyl speech, as a primary form of communication, allows the deaf child to express words using dactyl signs through imitation when the oral and written forms have not been mastered. Dactyl speech is a means of accelerating the acquisition of oral and written forms of speech. The acquisition of written speech serves to accelerate the child's speech. Particular attention is paid to the forms of speech communication, reports, applications, letters,

etc. Oral speech is formed simultaneously with dactyl. By learning the basic sounds (abbreviated system of phonemes), children can use the necessary speech materials that they have mastered in dactyl form to communicate with others. Learning language as a separate means of speech Correct comprehension of oral speech , impossible without a clear pronunciation. To improve their quality, it is necessary to rely on the hearing that the child is developing. The work on the development of listening comprehension is an important condition for the acceleration of the necessary component-speech communication in all educational and extracurricular activities [2, p. 45].

CONCLUSION

The implementation of the principle of accelerating verbal communication is reflected in the formation of a complex of speech skills in deaf students. These include answering questions, developing questions in all subjects, expressing their attitudes, activities, and assignments. Another way to implement this principle is to establish a single speech order in the school. The uniqueness of the pedagogical process of student speech is the creation of conditions for communication of students, the essential realization of the tendency of students to different forms of work in the classroom: collective, group, individual.

REFERENCES

1. Bogdanova T.G. Deaf psychology. - M.: Academy, 2002. - 202 p.
2. Boschis P.M. Deaf and hard of hearing children. - M., 1993. - 297 p.
3. Boschis P.M. A teacher about children with hearing impairments. - M.: Enlightenment, 1988. - 128 p.
4. Babansky Yu.K. Selected pedagogical works. - M.: Pedagogy, 1989. - 282 p.
5. Leonhard E.I. and others. I do not want to be silent! - M.: Enlightenment, 1990. - 112 p.
6. Leonhard E.I., Samsonova E.G. Speech development of children with hearing impairment in the family. - M.: Enlightenment, 1991. - 319 p.