



IDEAS AND APPROACHES WHICH HAVE BEEN IMPORTANT IN THE FORMATION AND DEVELOPMENT OF CORRECTION-PEDAGOGICAL ASSISTANCE

Dilbar I. Karabaeva

Lecturer, Tashkent State Pedagogical University Named After Nizami

Uzbekistan

ABSTRACT: - This article describes the content of ideas and approaches that play an important role in the formation and development of correctional and pedagogical assistance. The experience of past deaf educators, ie the history of the development of deaf pedagogy, is given in detail.

KEYWORDS: Correctional and pedagogical assistance, ideas, approaches, otorhinolaryngology, field, hearing impaired people, practice of educational theory, special education.

INTRODUCTION

In the social reforms carried out by the Government of the Republic, special attention is paid to the issues of achieving the perfection of the younger generation, in particular, to solving the problems of education of people with special needs. The majority of children in need of special care are children with some degree of hearing loss. Provide correctional assistance to this category of children in special educational institutions based on national values and regional conditions (general and specific

goals, objectives, content and principles of education, methods of work appropriate to the capabilities of these children) The full development of the scientific basis of special education is on the agenda of the special education system and is waiting for its immediate solution.

THE MAIN RESULTS AND FINDINGS

The essence of the modern system of education of children with hearing problems, understanding its specificity and the

**“IDEAS AND APPROACHES WHICH HAVE BEEN IMPORTANT IN THE FORMATION AND DEVELOPMENT OF
CORRECTION-PEDAGOGICAL ASSISTANCE”**

effectiveness of special education, in particular, the system of language teaching, the history of the development of deaf pedagogy in its improvement: living in different eras It is important to study and analyze in depth the ideas and approaches put forward by advanced deaf educators and scientists. After all, as the well-known scientist and educator F.F. Rau points out: The problems of the theory and practice of education of deaf and hard of hearing children have a long history. and is characterized by different approaches.

According to information from antiquity, there was no special education system at that time, in ancient Greece and Rome deaf and dumb people were not recognized as full members of society, and they were those who cannot be read. For example, the Justinian Code of the 11th century BC called for guardianship of the "incomplete" and stated that the deaf could not function independently. That is, they were considered to be "unable to speak, and unable to express their opinions in writing or orally" because they could not manage their property. Ancient medicine believed that deafness was unusual and could not be cured..

The ancient Greek philosopher Aristotle (384-322 BC), in his works such as "Emotions of the Sensors" and "Emotional Perception and Its Objects", considered the causes of the interdependence of the sensory organs and described deafness and dumbness in the child's mind. revealing its negative impact on their abilities, noting that deafness is a consequence of congenital deafness. The scientist emphasizes that the disruption of the activity of one of the senses prevents the overall development of man, and evaluates the auditory analyzer as follows: "Sound is a means of thinking, and hearing is an important organ of understanding the world

around us. In that sense, it is natural for a person to be deaf from birth. " It was these ideas of the philosopher that, without his knowledge, led to the emergence of deaf pedagogy. The first attempts to educate the hearing impaired date back to the 15th century. With the emergence of progressive views on the cognitive abilities of the deaf during the Renaissance, the theory and practice of teaching and educating the deaf in Western Europe began to attract many scholars of the time. In his book On the Discovery of Dialectics, Rudolf Agricola (1443-1485) reflected on the teaching of the deaf to written speech using special methods and techniques and gave concrete examples.

The above-mentioned attempts to educate the deaf individually were the product of the social order of aristocratic families with children with hearing impairments. Therefore, despite the positive experience of this type of education, the establishment of educational institutions for this category of children has not been successful for a long time. It was not until the 1970s that attempts were made to establish and develop special institutions for the education and upbringing of deaf children. In 1770, Charles Michel de Epe (1712-1789), the first in the history of the world, opened a private school in Paris - the Institute of the Deaf and Dumb in France. De Epe is known in history as the author of the method of facial expressions (gestures) based on the ideas of French enlighteners such as Voltaire, Denis Diderot, Jean-Jacques Rousseau. [4].

With the development of the field of otorhinolaryngology, there have been positive changes in the theory and practice of education for the hearing impaired. The author of the "Method of Hearing Exercises" V. Urbanchich demonstrated the effectiveness of the use of a special device

“IDEAS AND APPROACHES WHICH HAVE BEEN IMPORTANT IN THE FORMATION AND DEVELOPMENT OF CORRECTION-PEDAGOGICAL ASSISTANCE”

(Urbanchich harmonica) created by him in the study of hearing, while the German scientist F. Besold (1842-1908) Russian pedagogues and scientists who studied hearing-impaired children as objects of research V.I.Fleury, J.Itar, Ya. .T. emphasizing that all the problems of the education of such children can be solved, we see that children with partial hearing impairments pay special attention to the specific development of speech. V.I. Fleury emphasizes the need for special care and attention of relatives and especially the mother for the formation of the child's personality, as well as the special role of the first age for the development of speech in deaf children: "Deaf-dumb The younger the child, the higher his or her ability to learn. " The scientist also emphasizes that the first words should be imitated on the basis of childbearing. In 1900, F.A.Rau and N.A.Raular established the first deaf kindergarten in Russia, especially in Europe, where deaf children In 1920, in connection with the nationalization of the system of education and upbringing of the deaf, people with hearing problems began to approach the issue of radical reform of the education system as an important task [3].

Despite the fact that the problems of speech development of children with hearing problems have attracted the attention of many teachers and methodologists for centuries, new approaches to solving this problem, that is, the organization of the educational process in special schools A number of works by LS Vygotsky, which covered the issues of the special education system, contributed to the direction. In his speech at the Second Congress on Social and Legal Protection of Minors in 1924, LS Vygotsky identified the specifics of the development of abnormal children and analyzed the structure of the defect on the basis of a new approach. and revealed the

essence of the need to correct and compensate for it (deafness is a primary defect, deafness is a consequence of it). The scientist gave specific examples of the need to work on the effectiveness of education on the basis of the psychological teachings "Complex structure of the defect" and "The balance of education and development" [2].

Speech is based on communication and thinking, adapting to complex life situations. " LS Vygotsky argues that in creating these conditions it is necessary to work on the basis of the stages of speech development of a healthy (normal) child [4]: is set to be dumb. This means that a child must first and foremost grow, develop and be brought up in a manner consistent with the general interests, abilities, as well as the norms of the normal age of the child, and master speech in the same process. Children need to develop certain qualities and skills. They should not feel that they are different from most other children and people, and they should not be convinced that they cannot be compared to them. " finds its right solution.

In the first half of the twentieth century, a system of differentiated education and upbringing of people with hearing impairments was formed and developed (L.S. Vygotsky, A.I. Dyachkov, R.M. Boskis, F.F. Rau, L.V. Neumann, Ye.F. Rau, S.A. Zikov). R.M. Boskis, a student of LS Vygotsky, believes that the first step in achieving the effectiveness of education for children with hearing problems should begin with understanding the developmental characteristics of this category of children. conducts its own research based on the psychological teachings of "education and developmental balance." That is, he developed a pedagogical classification based on a number of factors that led to the peculiarities of the development of such children, with a broad study of the

“IDEAS AND APPROACHES WHICH HAVE BEEN IMPORTANT IN THE FORMATION AND DEVELOPMENT OF CORRECTION-PEDAGOGICAL ASSISTANCE”

interrelationships of hearing and speech. As a positive result of this research, a system of differentiated education for children with hearing problems has been developed [3].

In 1950, the World Federation of the Deaf was formed. Since then, international conferences of deaf educators and deaf people have been held to address the development of the theory and practice of hearing-impaired people. In the 1960s, L.V. Neumann developed a medical classification of children with hearing impairments, in the same years by F.F. Rau and N.F. and a pre-school education system was established that enabled the hearing-impaired to have continuity and continuity in their education. 1970s Under the leadership of SA Zikov, a new system of teaching deaf people based on the use of subject-practical activities in the primary school, based on the formation of life concepts, speech as a means of communication, work skills and abilities. is characterized by. [3]

The theoretical founders of modern deaf pedagogy emphasize that the effectiveness of speech development is directly related to the regular involvement of students with hearing problems in family life, in particular, parents' children. . In particular, SA Zikov said that high success in language teaching is ensured not only through the speech environment organized in special institutions, but also through the direct participation of parents and others. It should be done jointly, "he said. The article and methodological recommendations developed by the founders of educational institutions for children with hearing problems at an early age shed light on the issues of parents of deaf and hard of hearing children, how to organize the upbringing of their children, ways to develop speech. [3]

While A.I. Dyachkov emphasizes that the commonality of family and social upbringing goals, the cooperation of the family with a special preschool institution is a mandatory condition for the upbringing of children with hearing problems, B.D. Since the 1970s, new positive approaches to the education and living conditions of the deaf have begun to emerge around the world. With the adoption of the United Nations Declaration of the Rights of Persons with Disabilities in 1975, the division of society into "full majority" and "minority" groups was abolished.

A number of positive developments in the field of education over the years have necessitated the integration of activities in various areas in addressing the fate of children with developmental problems. Early diagnosis of abnormalities in the development of the child, elimination of the consequences of the problem, rehabilitation, pedagogical assistance to children with primary and early developmental problems, development of models for their adaptation to secondary schools issues emerged as one of the current issues on the agenda.

A number of achievements in the field of modern deaf pedagogy in recent years E.I. , Is related to research conducted by leading scientists such as V.N.Svodina (1998). The research conducted by E.I.Leongard, Ye.G.Samsonova, N.D.Shmatko, T.V.Pelinskaya, A.Yu.Khohlova has greatly contributed to the improvement and enrichment of the theory and practice of family education of children with hearing problems in primary and preschool age. 'proved once again that nalish has powerful potential [3]. As a result of general developmental and CORRECTION work with the participation of parents from an early age, great achievements are made in the overall development of children. The development of

“IDEAS AND APPROACHES WHICH HAVE BEEN IMPORTANT IN THE FORMATION AND DEVELOPMENT OF CORRECTION-PEDAGOGICAL ASSISTANCE”

speech hearing, which serves as the basis for the organization of the speech environment in the family, the development of children's speech (auditory perception of speech, the formation of vocabulary, the ability to establish speech-based communication, pronunciation skills) the use of properly selected sound amplification devices that allow for the possibility of bringing a deaf child into a community of hearing peers ensures his or her early social adjustment. A number of researches in our national deaf pedagogy (N.Sh. Bekmurodov (1989), H.M. Gaynutdinov (1990), F.J. Alimkhodjayeva (1992), U.Yu. Fayziyeva (1994), N.Kh. Dadahojayeva (1995), F. U. Qodirova (2006), D.A. Nazarova (2009), R.Rustamova (2010), D.Yakubjanova (2017), F.Qodirova (2019), Z. Mamarajabova (2020), aimed at scientifically substantiating the ways and means of improving the educational process of special boarding schools for children with hearing problems in our country in accordance with the regional conditions, the features of the Uzbek language.

As a result of the first research work in the field of deaf pedagogy by N.Sh. Bekmurodov, the agenda of special boarding schools in accordance with our region, the requirements to be taken into account in the organization of the educational process were developed. For the first time in the history of Uzbekistan, recommendations for vocational training of people with hearing impairments, improvement of the process of further employment, ways to improve the level of social adaptation of such persons were revealed. Many years of practical experience of FD Alimkhodjayeva have become the basis for the scientific substantiation of ways to improve the system of development of auditory perception of hearing-impaired students through the development of a

differentiated method of using didactic materials in special education[2].

U.Yu. the causes and timing of the disappearance were studied, and the methodology of preparing and teaching literacy to such children was first theoretically substantiated. In other words, the researcher developed a textbook "Alphabet" based on these theoretical conclusions, developing a sequence of letters, which is considered a necessary factor in teaching literacy to hearing-impaired students.

N.H. theoretically substantiated the methods and techniques of work. FU Kadyrova's research analyzes the shortcomings in the educational practice of deaf primary school students, identifies effective methods and ways to overcome them, and identifies the factors and stages of speech formation [4]. D. Nazarova in the field of deaf pedagogy Although the issues of speech development of students with hearing impairments have been studied in general, the problems of speech development of hearing-impaired children of preschool age have not been studied in depth, so the scientifically based early correctional-developmental pedagogical system considers research to be a topical issue, and defines the research topic as "Speech development in hearing-impaired children of preschool age" (2009). The purpose of this study is to develop the theoretical basis and methodological support of correctional and pedagogical assistance to hearing-impaired children of preschool age, the author defines its objectives as follows: [2]:

1. Study and analysis of medical, psychological and pedagogical literature on the research topic.

"IDEAS AND APPROACHES WHICH HAVE BEEN IMPORTANT IN THE FORMATION AND DEVELOPMENT OF CORRECTION-PEDAGOGICAL ASSISTANCE"

2. To study and substantiate the general and specific laws of speech development of hearing-impaired children of preschool age.
3. Identify and develop the content, organizational forms of the educational process of hearing-impaired children of preschool age, the creation of its technological support.
4. Develop a system for the development of speech in hearing-impaired children of preschool age in special institutions and in the family.

It is known that with the help of language a person communicates, in the process receives information, exchanges ideas, acquires knowledge, skills and abilities. The acquisition of language, which is so important in human society, is possible only in the context of human communication. The role of hearing in the proper functioning of speech is invaluable, and its main function is to comprehend speech. Full hearing is a factor in the formation of speech, through which a person's verbal-logical thinking, general and spiritual development takes place. Things and events in the material world are reflected in our minds, they are expressed in the form of words, they are expressed through the phenomena of language. A person is able to name and describe the objects and events he has seen and experienced, and to understand and express his impressions of the content in the form of images, thoughts, concepts, imaginations. Speech is the leading means by which any object is reflected in the brain and firmly entrenched in the mind. As such, speech serves as a tool for thinking in the process of communication; feedback is a means of influencing others.

CONCLUSION

Because the ability to think is at the heart of speech development, speech also determines

the level of development of one's thinking. The fact that a person is separated from others due to the inability to communicate verbally due to hearing impairment causes a number of problems in his later life, in general development. LS Vygotsky, the theoretical founder of the modern system of special education, attributes the emergence of these specific problems to the following interrelated reasons [4]:

“Social education impedes the development of speech, the lack of speech impedes the separation from the community, and the isolation from the community (collective) slows down both social education and speech development. Issues such as the development of speech in children with hearing impairments can only be addressed through social education.” According to the scientist, a child with developmental disabilities due to physical and mental disabilities is not underdeveloped, but a child with special development. should be used with. The Government of the Republic of Uzbekistan pays special attention to the issues of education of children with developmental disabilities in the national spirit, mental, moral and physical development, as well as all healthy peers, and their readiness for social life at the level of independent citizenship.

REFERENCES

1. Deaf pedagogy / Ed. M.I. Nikitina. -M., 1999. - 86 s
2. Collection of scientific and methodological materials. Correctional pedagogy yesterday, today, tomorrow. Moscow, 1997. S.3-9. Puzanov B.P.
3. Nazarova D.A. Speech development of hearing-impaired children of preschool age Ped. fan. nomz. dis. avtoref... - Tashkent: TDPU.2009. - 24 b.
4. Fayziyeva U. Yu. Literacy and literacy training for the hearing impaired: ped.

“IDEAS AND APPROACHES WHICH HAVE BEEN IMPORTANT IN THE FORMATION AND DEVELOPMENT OF CORRECTION-PEDAGOGICAL ASSISTANCE”

- fan. nomz. dis. . . . avtoref. - T .: TDPI.
1994. - 18 p.
5. Alimkhojaeva F.J. Use of didactic materials in the development of hearing in children with hearing impairments. P.f.n. diss... avtoref. –M., 1992.
 6. Fayziyeva U. Yu. Literacy and literacy training for the hearing impaired: ped. fan. nomz. dis. avtoref. - T .: TDPI. 1994. - 18 p.
 7. Shmatko N.D. Correctional work with deaf and hard of hearing children of early age // All-Union Institute for Retraining and Advanced Training of Educational Personnel M., 1991.
 8. Kenesbayev, S. M., Salgarayeva, G. I., Makhmetova, A. A., Idrissov, S. N., & Sabit, B. (2017). Management of information software systems in the corrective work with children with disabilities. *Management*, 38(46), 34.