

TEACHING NATIVE LANGUAGE TO DEAF AND WEAK HEARING PRIMARY SCHOOL STUDENTS AS A SOCIO-PEDAGOGICAL PROBLEM

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Abstract: the article examinations historical and pedagogical aspects of the formation of elementary entrepreneurial skills of children in preschool education

Annotation: the article focuses on the Integrative Organization of mother tongue teaching classes in schools for deaf and weak hearing children.

Today, the upbringing of the younger generation within the framework of all-round modern requirements and the arming with modern knowledge are manifested as pressing issues.

Among the younger generation, deaf and weak hearing children are also present, and providing them with educational and personal development opportunities requires complex approaches. The basis of this category of children's education is the process of language acquisition. Because they do not have speech, there will not be enough opportunities to acquire the native language on the basis of imitation of adults or independently in the evolutionary process. The issue of the development of speech of deaf and weak hearing children on the basis of their native language has a pedagogical-psychological, socio-political description. The main reason for this is that the acquisition of the native language is an important factor in achieving the fact that this category independently engages in a certain profession, without having to feed children in the future. Through language, they enter into various socio-economic and other relationships. For occupation, both oral and written statement skills in the native language are dictated. Healthy children imitate adults in language acquisition because of hearing, able to independently acquire the first skills of communication. In contrast, hearing loss or impairment at different levels makes it difficult for individuals to accept oral speech as well as to communicate their opinion orally. Because a person intensively occupies his native language from the day of birth to school age, differentiates and occupies different aspects of speech practice in the stages of school education and further education. In order for children and adolescents with hearing problems without such an opportunity to learn to accept, understand

and respond to other people's speech, special educational conditions, the use of Correctional-oriented techniques are required. These tasks are performed by specialist defectologist-surdopedagogs.

The national practice of teaching the mother tongue to healthy children and educating young people to mature spiritually through their mother tongue has a long and rich history. An important stage in the acquisition of the mother tongue by a child is the period of school education. The school prepares deaf and weak hearing children like healthy children for life, ensures socialization. The great enlightened scholar Makhmudkhoja Behbudi said: "the school is the holiest and most valuable of the world's buildings". Having created and perfected his vast spiritual heritage of education, the Uzbek people have brought up hundreds of generations of kholda in the spirit of universal values and good qualities, such as humanity, kindness, hard work, courage, decency. The basis of any upbringing is spiritual influence. Spiritual influence is achieved through language. A student who has acquired enough native language will understand by reading the rich spiritual heritage of the people, adhering to the ideas and rules put forward in them for the rest of his life. Of our great allomas, Abu Rayhan Beruniy, Imam Al-Bukhari, At-Termiziy, Ahmad Yugnakiy, Amir Temur, Yusuf Khos Khojib, Alisher Navoi, Zahiriddin Muhammad Babur, Ulugbek, Ahmad Yassawi, Bahawuddin Naqshbandi, Abu Ali Ibn Sino, Al-Farabi, Makhmudho'ja Behbudiy, Abdullah Avlani are the incomparable role of the native language in bringing to youth the content of dozens of great poets and masterpieces left by bordir. In addition, information related to the content of the National, Economic, psychological and other spheres plays an important role in the life of a person. To understand them read and use in your personal life it is also necessary to master the native language. In addition, deaf and weak hearing children are also socialized in the community. They should not be left alone in their universe. In this regard, the Sultan of the science of the great tib, Abu Ali Ibn Sina, in his pedagogical views "...raised from the community, separated from society, the child is unhappy and is connected to society by the fact that a person is born in the family."

Through speech, a person is in a relationship with those around him, and since he hears speech sounds, through the occurrence of communication between sounds, a whole word, and the occurrence of communication between words, forms a sentence. An association arises between words and what is being expressed through them and phenomena. This means that a deaf and weak hearing child who is taking up speech not only occupies his side of the form, but also his side of meaning. This is a very difficult and long-lasting process for a deaf and weak hearing child. Because the child is not born with the possession of speech. The progress of healthy child speech is influenced by the language of large people. Therefore, whichever

language the child's surroundings-the people in his family-speak, he will learn the same language. A healthy child will be able to cope with such a rather difficult process as mastering speech for a short time. So, the speech of a preschool child develops depending on the communication of adults in the native language. Children's speech begins to form through imitation of adult speech. The earlier native speakers are taught to deaf and weak hearing children, the more effective their formation as individuals. That is, when they are taught their native language at a sufficient level, they also become active citizens of society. Carries out the necessary actions to satisfy his material and spiritual need. As a result, moral and mental maturation is achieved. Regarding this, Al-Farabi says: "the triumph of Man and society, the achievement of good, the achievement of moral and mental orientation, and Man and the community are in their own hands". However, the need for eloquence and vocation in a prosperous life has also been highlighted in the views of a number of scholars and thinkers. For deaf and weak eavesdroppers, such as healthy people, at different stages of personality formation, there is also a need for independent reading. Because next to them there will not always be educators who know how to use the means of communication they occupy (sign speech, Dactyl speech). When learning to read and use the necessary recommendations from sources on their own, it is required to adapt to independent reading. Regarding the role of independent learning in human life, it is thought that the knowledge acquired independently, in pedagogical monuments such as "Qutadgü bilig" by Yusuf Khos Hajib and "Hibat-ul haqoyiq" by Ahmad Yugnaki, will be solid.

In understanding the content and uniqueness of teaching native language to deaf and weak hearing children, there was a need to analyze the development of the science of surdopedagogy. The emergence of surdopedagogical views and ideas and the finding of a place in general pedagogy go back to a deep history. In the scientific and practical views advanced by scientists and practitioners who have been working at the stages of the development of science, it is emphasized that teaching native language to people with hearing problems is harmonized with philosophy, medicine, natural sciences, psychology, physiology, linguistics and other sciences.

Until the 18th century, deaf people were in indifferent or vicious relationships. Often the born deaf were burned in the garlands of the Inquisition. The rise of the doctrine of man during this period aggravated the situation of living and functioning of the deaf. Because they did not reach the level of "human" status due to their hearing and speech impairments. The main reason for this was not to believe in the mental capabilities of the deaf.

By the 19th century, positive advances in pedagogy, linguistics, Psychophysiology were of great importance in the improvement of the field of surdopedagogy. In Particular, In Russia

I.G.Chyerneshevsky. N.A Dobrolyubov, N.I.Pirogov, K.D.Ushinsky, I.M.Influenced by sechenovs ' humanitarian ideals, the practice of educating the deaf and developing methods of teaching them their native language has been established. This is based on research on the periods of speech formation in a healthy child. However, scientists interpret the periods of formation of a child's speech differently, name differently, even define the age limits of each differently. For Example, G.L.Rozengard Pupko divides the development of Child speech into 2 periods [, -27]:

- preparatory period (up to 2 years old);
- independent period of speech.

The development of surdopedagogy and the special teaching methodology of the native language that constitutes it can be properly understood and understood by analyzing universal values from the point of view of historicism. In particular, the study of special systems of teaching the native language to deaf and weak hearing people requires a comparative study of the approaches that led at different times in the analysis of their achievements and shortcomings.

When analyzing the methodological approaches to teaching native language to deaf children typical of the period of individual teaching in surdopedagogy (until the end of the XVIII century), we considered it advisable to prioritize the following questions:

YE.P.Musatov believes that written speech is initially given to represent objects and an action that must be presented or performed. Only when we stop using it in the lesson of rhythmic does the author indicate the importance of written speech. In doing so, he envisions the use of cards when giving commands (such as "right", "turn", "run", "roslan") to children [, -35].

M.A.Tomilova, on the other hand, takes a special approach to written speech. His recommendations show that the sooner a deaf child knows how to write independently, the faster he will be able to communicate more broadly with those around him. The work of this author contains information about deaf and weak hearing readers who know words, name objects, compose a sentence. However, it also does not dwell on the use of speech material in the process of direct communication. M.A.Tomilova knows the importance of the verb as an expression of state and action. Other authors define the verb as a motivator for action. He recommends that when teaching written speech begins with writing letters to parents, then it meets the needs of children and stimulates the development of speech[, -271].

N.G.Morozova, on the other hand, makes the opposite point. The written speech is seen by him as detached from the interlocutor who encourages communication. N.G.Morozova R.M.Adding to boskis's argument that both oral and written speech are equally voluntary for deaf

children, he gives a special definition of written speech: "written speech, -he writes, -does not have such a degree of relief in relation to oral speech, and should not be viewed as the easiest, convenient way to educate deaf and weak hearing children. It is truly multi-textual, expressive (graphic), and in order to receive and comprehend the text, it is necessary to dwell on it relatively long on oral speech."

N.G.Morozova argues that the role and importance of speech forms should be determined by their role in communication [, -276].

The initial pedagogical event on providing special methodological assistance to children and adults with disabilities is associated with the education of children with hearing disabilities. Charles Michel de l'yepe (1712 - 1789), a religious school teacher who was excommunicated from the church in 1760, was involved in the training of two deaf girls. Throughout her work with the girls, she relied on her humane ideas. The current proof that deaf education is possible and the achievement of a result in the process has had its toll on Charles Michel de l'épé's decision to open an initial private school for deaf children. This school would later bear the name of the Paris National Institute for the deaf. YEpe considered the language of gesture, the mimicry method, to be an effective method in teaching and raising such children. He set out his pedagogical ideas and recommendations in his book "teaching deaf – mutes through the means of methodological signs". The author finds the mimicry method of teaching acceptable and assumes that this method is the most natural and spiritually intimate method for deaf children. In his eyes, teaching communication through the mimicry method allows the deaf to fully manifest their feelings and experiences. Alternatively, the pedagogue-humanist considers the techniques used in other states appropriate. For the mental development of deaf children, it was believed that it was advisable to use other means of speech, namely verbal (mainly in written form), as well as oral and dactylic forms of speech, in addition to gestures.

J. J. An advocate of Russo's views, Epe prioritized the principles of "naturalness", "conformity to nature" in his work. The deaf argued that the inner feeling and the content of feelings in a child directly affects his formation as a person. In his opinion, education is the process of perfecting the natural abilities and abilities of the deaf, preparing them for work and for the life of society. Therefore, the Epe sets itself the task of raising deaf children mentally and morally. Mentally and morally formed, the deaf child tried to prove in practice that he would become a rightful member of society.

After Epe's death, his pupil Rene Sikar (1742 – 1882) was in charge of the Institute alongside the perfecting and methodical development of the mimicry method. Sicard is credited with introducing" mimic characters " - suffixes to the gesture system that allow complex French-

language lexical and grammatical means to be conveyed by gestures. He developed various gestures to express objects and abstract concepts. Around 1850, Alexandre Blanche, physician to the National Institute of the deaf in Paris, began teaching deaf children through oral method. Unlike the mimic method, this method was built solely on the use of communicative verbal tools. Blanche has managed to organize Deaf Studies in several public schools and integrated classes for those who do not hear well. Contrary to the obvious positive results of this experiment, these classes did not exist for a long time and ceased to exist due to changes in managers in the country's educational system, as well as financial shortages.

These experiences, established in France and with certain results, suggest that it is advisable to rely on colloquial forms that are spiritually close to deaf children when teaching their native language. Of course, systemativeness in the application of any method. Regularity is important. The Epe and Sicard experiments also had the potential to teach French to deaf children through precisely systemic effects.

Schools for deaf children were being opened and operated in France and Germany at the time of the first attempts to educate children with various development problems in Switzerland. The Swede Abraham Angillander (1722-1800) was considered the first Swedish surdopedagog, teaching a deaf child oral speech based on written speech. A. Angillander's 1771 work, "A competent method of teaching the deaf to oral speech", is the first Swedish monograph on surdopedagog. Note that there is some debate as to whether the Angillander refers to Sweden or Finland, due to the fact that the area in which he lived passed to Finland in 1809.

In 1786-1788, a book by Daniel Arosenius (1764-1838), now considered the oldest source on the history of surdopedagog, was published in Uppsala County, entitled "The Art of teaching the Deaf". In the same City, University professor Samuyel Edman teaches the deaf daughter oral speech based on Lip Reading. The history of the granting of special education in schools dates back to the opening of the Institute for the deaf-mute and deaf, which was founded in Stockholm City in 1809 with the help of the financial support of the Swedish King. From 1859 to 1984, 14 special institutions for deaf children will open in different cities of Sweden. The passage of the Compulsory Education Act in 1889 established that this category also provided for 8 years of compulsory education for children.

The educational system of the deaf in Sweden was greatly influenced by the experiences of German surdopedagog. The experience learning of Swedish teachers in Germany serves as a common practice for them. In 1861 for experimental study by the government. M. Gill, K. The surdopedagog near Rergkvist and Stockholm of the time were sent to Germany. By 1912, 80% of Deaf Children in Mannil County were taught using a pure oral method. As the German

government had fallen into nationalist hands by the 1930s, Swedish surdopedagogues began to study experimentation from England and the United States. In 1888, the first school for the Blind was opened near Stockholm, and in 1896, 10 years of compulsory education for blind children was introduced. In Sweden, education for the blind and deaf was among the first to be allowed. In 1882, at the request of Queen Sophia, Elizabeth Anrep-Nordin begins to engage in a blind-deaf girl. In 1886, a school for the Blind was started in scar city. This school practice is aimed precisely at teaching the native language and occupation of students.

The main problems of his students with hearing problems are his inability to understand oral speech due to hearing or weak hearing, his lack of differentiation of sounds and his inability to verbally state his opinion to the extent understood by those around him. It follows that the formation of their speech is required to be carried out paralelically with the development of auditory perception. An important component of hearing training work in the system of teaching to the native language is observed in history in surdopedagogical practice in Germany, France, Russia. Hearing, hearing skills prepare a deaf and weak hearing child for speech communication.

Even because speech communication occupies a central place in the development of a child as a person, speech is prioritized in the education of children with hearing problems.

L.P.Noskova and L.A.The textbook "Methodika razvitiya rechi doshkolnikov s narusheniyami slukha" by golovchits gives the opinions of a number of scientists on the importance of speech in the mental, mental development and formation of deaf and weak hearing children as individuals:

N.G.Children with problems with Morozova's hearing interpret that the interconnected actions of the senses affect perception, and the importance of perception in the acquisition of the universe: "the absence of a word in the long term is seen in the activities of all analyzers, as a result of which perception is formed in its own way. The external world with a subject is perceived without speech without sufficient categorization, the essence of which is not described";

A.A.Potebnya makes the following point about the role of specialist teachers in the education, upbringing and socialization of the deaf: "deaf would have been left as animals, without speakers or those who learned to speak their language";

F.F.Rau says about the forms and means of speech that deaf children use in communication: "oral speech cannot serve as the basis for deaf children to master the lexicon and grammar of the language, a role that is fulfilled by Dactyl and written speech for them";

L.S.Vigotsky says about the possibilities of dactylic speech, which formed the basis of the dialogue of deaf children: "writing in the air (dactyling) is a bright path for cultural development.

Where organic development is not possible, there will be an endless path for cultural development”;

"Speech is a creative function of the human psyche," n notes.Jinkin;

” Visual thinking developing outside speech is not complete, that is, it has not been realized, " J believes.I.Schiff;

From the listed theoretical data, it can be seen that the processes of organizing the education of deaf and weak hearing children begin with work on speech. And when developing the content of work on speech, it is based on the nature of the development of speech in healthy children. Through the analysis of stages and specifics of speech development of healthy children, concepts of studies aimed at the development of speech of deaf children are formulated.

In the process of speech development, children quickly master horses from word categories. This is because children try to name things by their own names. Children aged 4-5 years will be able to properly use horses in plural, singular, split, non-split forms, and in various arrangements. A 6-year-old child can pronounce words correctly. After horses, children begin to master verbs and adjectives from word categories. Even if they easily occupy the personal suffixes of verbs, but cannot immediately correctly master the change of verbs depending on the tense (present, past, next). In young children of kindergarten age, cases of replacement of tense suffixes of verbs are observed in past and next tense concepts due to the lack of experience in living. Children 5-6 years old will have a practical correct use of verbs changing depending on the tense and tense.

Thus, speech, which is the main means of communication, plays a large role in the development of the child's psyche. Thanks to properly established education in kindergarten and family and, in particular, special classes in kindergarten from the native language, it is possible to develop the child's speech in moderation. The child will be able to freely use oral speech when it comes to the end of kindergarten age.

During the third, preschool (from 3 to 6 years old) period of the formation of children's speech, the skills of hearing and perception develop. This makes it possible for the child to control their pronunciation. In some cases, the child corrects his deficiency. This process indicates the formation of phonemic perception in the child.

M. In order for the development process of a child's speech to take place correctly in a timely manner, Hamidova noted the following special conditions, namely:

- that the child is mentally and physically healthy;
- having a mental capacity in moderation;
- hearing and seeing in moderation;

- have sufficient mental activity;
- having the need to exchange ideas;
- emphasizes the need to have a properly organized oratory environment

M. Analyzing the conditions listed by hamidova, it manifests itself in the formulation of the speech of deaf and weak hearing children, the presupposition of specific approaches, special methodologies. Because hearing in these children is not in moderation.

The environment in which the child lives directly affects the formation of speech. The purposeful, timely educational attention to the development of the child in the family in accordance with the characteristics of age acquires meaning as a decisive factor in the formation of speech. After all, " the social environment and its structure-argues L.S. Vigotsky is a finishing and decisive factor for any upbringing "

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