

BRITISH VIEW

MULTIDISCIPLINARY JOURNAL



www.britishview.co.uk

Anthropologie, Applied Linguistics, Applied Physics, Architecture, Artificial Intelligence, Astronomy, Biological Sciences, Botany, Chemistry, Communication studies, Computer Sciences, Computing technology, Cultural studies, Design, Earth Sciences, Ecology, Education, Electronics, Energy, Engineering Sciences, Environmental Sciences, Ethics, Ethnicity and Racism Studies, Fisheries, Forestry, Gender Studies, Geography, Health Sciences, History, Interdisciplinary Social Sciences, Labour studies, Languages and Linguistics, Law, Library Studies, Life sciences, Literature, Logic, Marine Sciences, Materials Engineering, Mathematics, Media Studies, Medical Sciences, Museum Studies, Music, Nanotechnology, Nuclear Physics, Optics, Philosophy, Physics, Political Science, Psychology, Publishing and editing, Religious Studies, Social Work, Sociology, Space Sciences, Statistics, Transportation, Visual and Performing Arts, Zoology and all other subject areas.

Editorial board

Dr. Marcella Mori Agrochemical Research Centre, Sciensano, Brussels, Belgium.

Dr. Sara Villari Istituto Zooprofilattico Sperimentale della Sicilia, Palermo, Italy.

Dr. Loukia V. Ekateriniadou Hellenic Agricultural Organization, Thessaloniki, Greece.

Dr. Makhkamova Feruza Tashkent Pediatric Medical Institute Uzbekistan

Prof. Dr. Xhelil Koleci Agricultural University of Tirana, Albania.

Prof Dr. Dirk Werling The Royal Veterinary College, London, UK.

Dr. Otabek Yusupov Samarkand State Institute of Foreign Languages

Dr. Alimova Durdona Tashkent Pediatric Medical Institute

Dr. Jamol D. Ergashev Tashkent Pediatric Medical Institute

Dr. Avezov Muhiddin Ikromovich Urgench branch of Tashkent Medical Academy

Dr. Jumanioyozov Khurmatbek Palvannazirovich Urgench state university

Dr. Karimova Aziza Samarkand Institute of Economics and Service

Dr. Rikhsikhodjaeva Gulchekhra Tashkent State Transport University

Dr. David Blane General Practice & Primary Care, University of Glasgow, UK

Dr Raquel Gómez Bravo Research Group Self-Regulation and Health, Institute for Health and Behaviour, Department of Behavioural and Cognitive Sciences, Faculty of Humanities, Education, and Social Sciences, University of Luxembourg, Luxembourg

Dr. Euan Lawson Faculty of Health and Medicine, University of Lancaster, UK

Dr. Krsna Mahbubani General practice, Brondesbury Medical Centre/ University College London, UK

Dr. Patrick Redmond School of Population Health & Environmental Science, King's College London, UK

Dr. Lecturer Liz Sturgiss Department of General Practice, Monash University, Australia

Dr Sathish Thirunavukkarasu Department of Global Health, Population Health Research Institute, McMaster University, Canada

Dr. Sarah White Department of Biomedical Sciences, Macquarie University, New Zealand

Dr. Michael Gordon Whitfield NIHR Health Protection Research Unit in Healthcare-Associated Infections and Antimicrobial Resistance, Imperial College London, UK

Dr. Tursunov Khatam Andijan State Medical Institute Uzbekistan

Manuscripts typed on our article template can be submitted through our website here.

Alternatively, authors can send papers as an email attachment to editor@britishview.co.uk

Editor Multidisciplinary Journals

Website: <http://britishview.co.uk>

Email: editor@britishview.co.uk

THE ROLE OF CORRECTIVE AND DEVELOPMENTAL EDUCATIONAL TECHNOLOGIES IN FORMING THE BASIS OF KNOWLEDGE, SKILLS AND COMPETENCIES OF STUDENTS WITH HEARING PROBLEMS

Dilobar Yakubjanova (DSc)

Lecturer of Tashkent State Pedagogical University

Tashkent, Uzbekistan

Abstract: In this article, the role of corrective and developmental educational technologies in the formation of knowledge, skills and abilities of students with hearing problems, technologies applied to the teaching process are expressed.

Keywords: students with hearing problems, formation of knowledge, skills, competence bases, specialized boarding schools, correctional and developmental educational technologies.

Introduction

In world educational and scientific research institutions, scientific researches are being carried out to create modulated technologies that have a positive effect on the development of hearing-impaired students, to ensure their socialization, and to improve the activities of deaf pedagogues in the process of teaching primary school students with hearing impairments by means of corrective and developmental pedagogy and information communication technologies.

At the same time, special attention is paid to the reform of the education system of students with hearing impairment, improvement of the activities of pedagogues-defectologists, individual-oriented education of students, formation of their knowledge based on individual and differential approaches.

Ensuring the health and mental, psychological, physical and social development of children with special needs in education, such as healthy young people, in our republic, legal and regulatory improvement of the types and forms of education for children with hearing impairments, implemented on the basis of a

unified and continuous education system, based on the requirements of the globalization period and international advanced trends foundations have been created and the material and technical base is being developed.

Analyze of referenced literatures and discassion

Issues of development of correctional-pedagogical system of education and upbringing of children with disabilities in physical and (or) mental development in national special pedagogy Sh.Amirsaidova, Z.Akhmedova, M.Ayupova, L.Mominova, D.Nurkeldieva, L.Nurmuhamedova, P.Pulatova It was studied by X.Pulatova, V.Rakhmanova, N.Rakhmankulova, I.Sagatov, Y.Chicherina, R.Shomakhmudova, G.Shaumarov, M.Hamidova, M.Hakimova.

Psychological, pedagogical and methodical scientific research on the theory and practice of education and upbringing of hearing impaired children F.Alimkho'jaeva, N.Bekmurodov, Kh.Researched by F.Kadirova.

Problems of development of speech, pronunciation, auditory perception of children with hearing impairment CIS scientists I.Bagrova, V.Beltyukov, R.Boskis, L.Golovchits, S.Zikov, I.Koroleva, E.Kuzmicheva, E.Leongard, L.Neuman, It was expressed in the scientific research of N.Nazarova, L.Noskova, T.Pelinskaya, F.Rau, N.Shmatko.

Issues of formation of mathematical knowledge of students with hearing impairment in special pedagogy foreign scientists: Adamo-Villani, Doublestein, Martin, Barham, Bishop, Blatto-Vallee, Kelly, Gaustad, Porter, Fonzi, Brett Shelton, Mary Ann Parlin, Frostad, Kidd, Lamb, Kramer, Grote, Kritzer, Mervyn, Garretson, Pagliaro Claudia, Researched by Terezinha Nunes.

Analyze and results

To ensure that children with special educational needs receive education based on the requirements of special educational programs approved by the Ministry of Public Education of the Republic of Uzbekistan; organization of differentiated and individual education in order to ensure the optimal development of students in the process of personal and socially oriented education; educating a person by forming

the most optimal model of behavior in personal, family, social life and work; preparing students to study in general secondary education organizations in the conditions of inclusive education; creation of a corrective (remedial) - developmental educational environment necessary for the social-emotional development of students, the formation of their life skills - is defined as the main tasks of specialized educational institutions.

The relevance of the problem of using modern technologies to fulfill the requirement to raise the quality of education to a new level in the primary classes of specialized boarding schools in the republic is determined by the identified conflicts between the following situations:

the fact that modern information and digital technologies are being introduced very quickly in all spheres of society's life, that they are not used in accordance with the special needs of students in special educational conditions, including in the field of forming the foundations of knowledge, skills and competences of elementary school students with hearing impairment with the help of information and digital technologies;

the need to improve the correctional-developmental process conducted by the deaf pedagogue with hearing-impaired elementary school students using pedagogical and information technologies, but the lack of didactic support for improving these technologies in the process of forming the foundations of knowledge, skills, and abilities of elementary school students belonging to this category;

to continue the general secondary education of students with hearing impairments, to find their place in social life in the future, to develop the necessary literacy, knowledge, skills and qualifications in primary education, to improve the content of education, to implement effective trends and educational technologies studies were carried out based on the conclusion that the introduction is appropriate.

The purpose of improving correctional and developmental educational technologies in the primary classes of specialized educational institutions is to determine the most optimal way, tools and conditions that can ensure the correction

of physical and (or) mental development defects of a student with a hearing impairment, compensation of impaired organs and body systems, their social adaptation and integration into society. is to help in integration.

In accordance with the purpose, the requirements for the introduction of corrective and developmental technologies designed for the process of mathematics education of children with hearing impairment in elementary grades were developed:

the need to include corrective and developmental educational technologies in the context of national education;

the universality of corrective and developmental educational technologies in relation to the system of mathematics education in specialized educational institutions in primary grades;

coverage of a holistic description of the educational process consisting of components;

development of the corrective-developmental educational process project-technological map.

The development of the professional competence of the deaf pedagogue ensures the effective implementation of the corrective and developmental process.

Teaching mathematics is a complex process resulting from the direct interaction between the teacher and students.

Formation and development of the system of mathematical knowledge and skills necessary for students with hearing impairment to apply mathematical knowledge, skills and competences in daily activities, study subjects and continue education;

жадал тараққий этаётган жамиятда муваффақиятли фаолият юрита оладиган, аниқ ва равшан, танқидий ҳамда мантиқий фикрлай оладиган шахсни шакллантириш;

Appreciation of national, spiritual and cultural heritage, rational use and preservation of natural and material resources, education of mathematical culture as a

component of universal culture is formed in accordance with the main goal of teaching mathematics.

The special methodology of teaching mathematics has a number of specific features that differ from the methodology of teaching mathematics in general education schools, which is manifested, in particular, in the specific selection and composition of teaching methods, the optimization of the volume of material, the combination of the selected methods and tools, and the features of their implementation.

Based on the special educational needs and opportunities of children with hearing impairment, the teaching of mathematics was divided into the following periods:

"Preparation", "Effective Mathematics" and "Preparation to learn Algebra and Geometry". These periods have a system of mathematical learning tasks associated with their name.

In addition, the plans and texts of mathematics lessons, which included the stage "Mathematics and everyday life", were developed and put into practice. New educational activities such as "Mathematics-Daily Life", "Financial Literacy" were introduced and programs were developed.

"Mathematical cluster", "Basic material-based schemes", "Mathematical portfolio (incorporating patterned, logical, constructive, mixed educational tasks)", "Mathematical dictionary (4 of speech)" form: dactyl, gesture, oral, written), "Integrative dictionary" and information communication technologies were put into practice.

"Mathematical cluster" technology. A list of mathematical concepts and a step-by-step teaching procedure were developed to help deaf and hard-of-hearing students successfully understand mathematical tasks.

In determining the ways of forming mathematical concepts and developing calculation skills in students of each grade of primary education, priority is given to improving the methodology of mathematics teaching based on the principles of

corrective and developmental education, the requirements of innovative pedagogical conditions, and the rules of the informational educational environment.

In addition, there was a need to consistently perform the following tasks in improving the science teaching methodology.

Game technology is one of the educational technologies that can make not only the creative-research level work of learners, but also the daily mathematics activity fun and interesting.

The game world, due to its interest, gives a positive emotional tone to boring activities related to information repetition, memorization, assimilation or consolidation, and the emotionality of game actions activates all mental functions and processes of students.

Game technology helps students to better understand the mathematical essence of the problem, to form and clarify mathematical knowledge, and to use it in practice. Game technology can be used at different stages of knowledge acquisition (explaining new material, repetition, control).

This technology allows to attract a larger number of students to educational activities, as well as to present complex material to students in a convenient form.

"Basic material - basic schemes" technology. Presentation of theoretical material to hearing-impaired students of specialized boarding schools with the help of cognitive-visual supports, and clear text illumination represent the essence of this technology.

The availability of supporting material in electronic form is very important in teaching mathematical concepts. The use of visual forms of presentation of material in the process of teaching students with hearing impairment serves the effectiveness of education.

At this point, it should be noted that the use of interactive computer technologies provides visibility and increases students' interest in learning the subject. Accordingly, a set of variable tasks was developed for use on the SMART Board interactive whiteboard.

Conclusion

The improvement of correctional and developmental educational technologies in the primary classes of specialized educational institutions is explained on the basis of the following factors:

the interdependence and social importance of developing students' mathematical speech, mathematical thinking, and mathematical knowledge, skills, and competencies in an informative educational environment and on the basis of mastering an additional language (dactyl, sign);

the development levels of students' attention and memory feel a strong need for regular repetition and reliance on direct visualization;

this category of children's education is based on extremely complex and unique principles that require a comprehensive approach;

there is a great need for tools that enable deaf pedagogues to motivate students to learn during lessons and keep them in a positive mood for a long time;

that deaf and hard-of-hearing children need additional cognitive-visual support tools to analyze their speech and mental activity regardless of time and space.

The development of hearing-impaired and healthy students is subject to the same laws. This law testifies to the availability and breadth of educational opportunities for students with hearing impairment.

For the successful completion of this process, a special pedagogical influence in the direction of correction and development is required, taking into account all the specific characteristics of a specific defect.

Accordingly, specialized education aims to overcome and prevent primary and secondary defects. In this regard, the improvement of corrective and developmental technologies creates an opportunity to raise the quality of education of students with hearing impairment to a new level.

LIST OF REFERENCE LITERATURE

1. Ўзбекистон Республикаси Президентининг “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги Фармони. // Ҳаракатлар стратегияси асосида жадал тараққиёт ва янгилиниш сари. – Т.: Ғафур Ғулом номидаги нашриёт-матбаа ижодий уйи, 2017. – Б. 70-71.

2. Deafness 1993 - 2013: A Deaf American Monograph Vol. 43, 1993 Paperback – January 1, 1993 by Mervin D. (ed.) Garretson (Author), Some B/W Photos (Illustrator).;

3. Pagliaro, Claudia & Kritzer, Karen. (2010). Learning to Learn: An Analysis of Early Learning Behaviours Demonstrated by Young Deaf/Hard-of-Hearing Children with High/Low Mathematics Ability. Deafness & Education International. 12. 54-76.;

4. Andrews JF, Covell JA. Preparing future teachers and doctoral-level leaders in deaf education: meeting the challenge. Am Ann Deaf. 2006-2007 Winter;151(5):464-75. doi: 10.1353/aad.2007.0000. PMID: 17461252.;

5. Terezinha Nunes. Teaching Mathematics to Deaf Children. ISBN: 978-1-861-56340-8. September 2004. 192 Pages. University of Oxford and a Fellow of Harris Manchester College, Oxford.;

6. Kinga Szűcs. Do hearing-impaired students learn mathematics in a different way than their hearing peers? – A review. Eleventh Congress of the European Society for Research in Mathematics Education, Utrecht University, Feb 2019, Utrecht, Netherlands. hal-02431506.

7. BARBOSA, Heloiza H.. Early mathematical concepts and language: a comparative study between deaf and hearing children. Educ. Pesqui. [online]. 2014, vol.40, n.1 [cited 2021-02-16], pp.163-179.

8. Moores D. Educating the deaf: Philosophy, principles and practices. - 3 ed. - Boston: Houghton Mifflin, 1987.

9. Inclusive policy statement. Стратегия Департамента образования округа Ньюхэм на 2004-2007 годы. Newham LEA, London, 2003.

10. Малофеев Н.Н. Специальное образование в России и за рубежом: В 2-х частях. Монография. Часть 1. Западная Европа. – М.: «Печатный двор», 1996. – 182 с.
11. Андреева Л.В. Сурдопедагогика: учебник для студ. высш. учеб. заведений /. – М.: Издательский центр «Академия», 2005. – 576 с.
12. Станевский А.Г. Модель инновационного образования инвалидов, интегрированного с социальной политикой // Интегрированное профессиональное образование инвалидов по слуху в МГТУ им. Н.Э. Баумана: сб. науч. трудов. – М.: МГТУ им. Н.Э. Баумана, 2000. – С. 15-23.
13. Dilobar Yakubjanova. The use of distance learning elements in the teaching of mathematics in primary school to children with hearing impairments.
14. Якубжанова Дилобар Батировна. Творчество как фактор развития профессиональных способностей будущих педагогов-дефектологов. Материалы XVIII Международной научно-практической конференции. Научный редактор Акутина С.П.. 2014 Издательство: ООО “Издательство “Спутник+” (Москва).