

PRINCIPLES OF SKILLS FORMATION IN TECHNOLOGY LESSONS IN THE SCHOOL OF HEARING IMPAIRED STUDENTS

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Annotation: In the article, the necessary requirements for the level of preparation of primary school students according to the state educational standard and program for the formation of knowledge, skills and abilities in the process of training hard-of-hearing students to work, the technical stages of paper production for hard-of-hearing students, to have information about their creation processes, methods of working with paper, paper, types of paper and their characteristics, to acquire general concepts about professions in the direction of paper production.

Keywords: Work, knowledge, skills, skills, geometric shapes, paper, cutting, folding, gluing, elements, application, technology, technical stages of paper production

Necessary requirements for the level of preparation of elementary school students according to the state educational standard and program for the formation of labor-related skills and competencies of hard-of-hearing students, the technical stages of paper production for hard-of-hearing students, their creation processes, methods of working with paper, paper, paper types and their characteristics, acquiring general concepts about the professions in the direction of paper production. Using types of paper, acquiring the skill of making various toys, national clothes and dishes, hats, animals and birds in Uzbekistan, landscape, composition and greeting cards using cutting, gluing, and folding methods based on geometric shapes;

Development of students' creative abilities through technical modeling. Making various simple technical devices, developing students' skills in working with clay or plasticine. To acquire the skills of making various toys and figurines from plasticine and clay, to develop the imagination and creativity of students in the process of working with natural materials, to learn the skills of making animals, poultry, birds, household items, and interesting toys from discarded and artistic materials through various cutting, gluing, and joining methods. to acquire, to acquire the skill of building and creating compositions from landscape and objects using applique, mosaic methods, based on the simple elements of the national artistic construction-making art.

In the elementary grades, the foundation is laid for general technical training of students.

The correct implementation of labor education and upbringing of students of junior school age is a very necessary factor in the education of a conscious approach to learning, mental, moral, and physical development of the individual at this stage of education of direct participation in the labor process and in a certain system. Labor education in primary grades is a component of the single education-training development system of students. The following types of work are distinguished in the program: working with paper, working with gauze, the basics of artistic processing of various raw materials, and agricultural work. In the program, the observations and experiences of the students' knowledge and skills are defined for each subject. Here is a list of items that are recommended to be prepared by children.

We set ourselves the goal of developing a system of formation of knowledge, skills and competencies in technology lessons in a special school. The State Educational Standard and Program for Labor Education for Special Schools for Hard-of-Hearing Pupils prepared for the 3rd grade served as a basis for our realization of this goal. The general principles of the special methodology determine the structure of the special pedagogical process as a whole, their implementation ensures the solution of all the tasks of language teaching. The special principle determines the methodological requirements for the structure of work on labor education. These principles reflect the peculiarities of each component in the language system, the psychological characteristics of acquisition of lexicon, grammar, oral and written types and forms of language by the hearing impaired. Based on the general didactic and special principles of labor education, we gave the principles aimed

at the formation of knowledge, skills, skills in technology classes to the hearing-impaired children in the following order:

- The principle of continuity of formation of knowledge, skills, qualifications in technology classes with other types and stages of education and the integrity of educational content;
- Humanistic principle of educational content in formation of knowledge, skills, qualifications in technology classes;
- The principle of relying on innovative technologies in choosing the content, form, means and methods of formation of knowledge, skills, qualifications in technology classes;
- The principle of communicative orientation in the formation of knowledge, skills, and abilities in technology classes is based on the understanding of speech as an activity that consists in using language for communication purposes, that is, in order to establish mutual understanding with the help of information provided (received, processed) in the text (opinions). This principle implies use as a function of communication during acquisition. Didactically, the principle of communication stems from the goal of forming speech as a means of communication and a tool for thinking. It should ensure the practical orientation of the language teaching process. This principle is mastered in the process of using the language material (directly and indirectly, in the form of reading and writing) to communicate, to gain knowledge about the surrounding world. The principle of communication is expressed especially consistently in cases where a hearing-impaired child has almost no speech at the beginning of education in a special school. In hearing-impaired children whose speech is relatively formed, the principle of communication is manifested in combination with the demand for correction, development and improvement of speech. It is possible to study the language as a science only after mastering the language. However, even later, it will be necessary to carry out great works to compensate for the shortcomings in the development of speech.

Taking into account the semantic (spiritual) underdevelopment of speech, the principle of communicative orientation in language teaching enriches the minds of students with ideas and concepts about the world around them, and develops their speech in a way that is integrally connected with the development of the content side of their thinking.

Taking into account that the consistency of the acquisition of passive and active speech by hearing-impaired children plays a special role in the development of their speech, the principle of distinguishing reproductive, reconstructive and productive aspects and stages of speech activity was used in the formation of knowledge, skills, and abilities in technology classes.

Hard of hearing students have difficulty not only in formulating feedback, but also in receiving and understanding the feedback of others. Overcoming these difficulties requires special methodological approaches to all aspects of speech activity (or to all components of speech activity: reception, understanding, speaking). The principle of automatization of speech skills based on students' understanding of language laws, the implementation of this principle ensures the replacement of the lack of psychological conditions in language acquisition that occur in normally developing children in special language education. The principle of formation based on specially selected, organized and methodically processed material. This principle is a consequence of the creation of an artificial speech environment in which the hearing-impaired students must carry language material to imitate, actively process and master. The principle of creating special conditions for accelerating the process of formation of knowledge, skills, and qualifications in technology classes and increasing its efficiency. Hearing-impaired children who enter a special school for the first time have non-existent, unformed or very low language generalizations. In specially organized conditions of education, the practice of speech communication alone will not be enough to form full-value language generalizations in hearing-impaired children. For this reason, it is planned to include special activities aimed at creating conditions for enriching speech practice in the form of dialogue, oral and written monologue speech as much as possible, accelerating the formation of phonetic, lexical and grammatical generalizations in students and increasing the efficiency of their development. In fact, these exercises are also speech practice. But it is a speech practice organized in the form of a system of specially structured exercises on the basis of specially selected phonetic, lexical and grammatical material. Through the use of a special training system, language generalizations are strengthened during a variety of speech practices in all classes and extracurricular activities. The principle of relying on the large-scale use of hearing residuals. In this case, the transmitted (or

repeated) material is fed from behind the screen to the ear itself or with the help of hearing amplification devices. The principle of organizing teaching based on taking into account the data obtained during the regular study of the state of students' speech. If this principle is not followed, the structure of the pedagogical process loses its concreteness, the teacher is deprived of the opportunity to manage it.

On the basis of the principles mentioned above, a system of knowledge, skills, and competence formation in technology lessons for hearing-impaired children was developed and scientifically and practically substantiated in the form of programs, textbooks, and annual plans.

The condition of ensuring a stable level of education in various institutions operating on the territory of the country is implemented by means of the standard, which is the core of the educational content. The state educational standard of general secondary education essentially serves as a basis for the creation of curricula, textbooks, manuals, regulations and other normative documents. State educational standard for labor education for special schools of hearing-impaired students and defining features of the program (general purpose orientation, structure, selection of material and determination of the scope of requirements for abilities, skills, knowledge and consistency in their mastery) to the main goal of education - knowledge, skills in technology lessons, focused on achieving skills formation. According to the state educational standard and program for the formation of knowledge, skills and qualifications in the process of training for work, students of the subject of labor education must have the following knowledge, skills and qualifications.

In this State educational standard, the basic content of labor education in special secondary schools is defined as the standards of the level of preparation for work and career choice.

This standard is a normative document that serves as a basis for the development of the curriculum, textbooks, manuals and other official normative materials in the subject of labor education for special secondary schools, organization of the educational process, and scientific research.

The goal of labor education according to the state educational standard and program for improving the methodology of formation of labor-related knowledge, skills and qualifications is to introduce the hearing-impaired students to the forms of labor and the type of profession that envisage the development of cognitive activity, movement skills, to form in them basic labor skills and qualifications, interest in labor and diligence, to teach them to appreciate work and professions, to understand their importance, to carry out pre-vocational training by preparing them to consciously choose a profession, and to develop the student's speech, character traits and thinking, which create the necessary conditions for them to join labor activities for the welfare of society.

Tasks of labor education according to the state educational standard and program for improving the methods of formation of labor-related knowledge, skills and qualifications: to educate hard-of-hearing students to be diligent, respect workers, be cautious and thrifty towards social property.

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