

The Role of Modern Pedagogical Technology in the Development of Cognition in Children with Hearing Impairment

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Abstract – Modern pedagogical technologies are now becoming a necessary and essential component of the educational process for a special school. Because pedagogical technology is a unique new approach to teaching, it shows the importance of applying new, advanced, yet effective methods of play to the education system in the classroom. The article discusses the reforms in the education system, modern pedagogical technologies that are actively used in the educational process, their types and practical results.

Keywords – Children with Hearing Impairments, Modern Pedagogical Technologies, Innovation, Educational Technologies

I. INTRODUCTION

The development of today's techniques and technologies, as in all areas, has a significant impact on increasing the efficiency of the education system. One of the priorities of the policy of our country is the introduction of new pedagogical technologies in the educational process, teaching students to work independently, creatively, free thinking, the use of non-traditional, active and innovative methods in the teaching process. The head of our state pays special attention to the training of modern personnel with innovative and creative thinking, upbringing young people in the spirit of patriotism and high spirituality, and for this purpose, improving the education system. In particular, at a meeting on the reform of the education system in our country, they spoke about the current challenges and the essence of this issue, quoting the words of our enlightened ancestor Mahmudhoja Behbudi: "It is the greatest school in the world." "Indeed, if we look at the history of the developed countries of the world, we see that the reforms aimed at changing the life of society in them began with the education system, kindergartens, schools, upbringing. Because you can't change a person, a society, without

changing the school" ¹. It is known that the Resolution of the President of the Republic of Uzbekistan "On measures to introduce new principles of management in the system of higher and secondary special education" provides for the training of highly qualified personnel with modern knowledge and high moral qualities in the field of higher and secondary special, vocational education. implementation of a unified state policy aimed at; ensuring a high level and quality of training of personnel with deep knowledge of modern information and communication technologies and foreign languages; ensuring the quality of training, the content and level of education in accordance with state educational standards and qualification requirements; Issues such as the organization of the educational process in accordance with international practice, the introduction of new pedagogical technologies and teaching methods, the improvement of curricula and science programs, the qualitative renewal of the educational process with the introduction of modern forms of teaching

¹ <https://uza.uz/uz/politics/maktab-talimini-rivozhlantirish-umumkhal-arakatiga-aylanishi>

and information and communication technologies². Such modern methods and tools are actively used in the educational process, as they encourage students to think in new ways, to think on new ideas. It should be noted that among the non-traditional teaching methods that can be widely used in the national education system and achieve concrete results - "Conference lesson", "Seminar lesson", "Mixed lessons", "Toy lessons", "Vocational lessons", "Study and analysis of fiction", "Eureka" (think), interesting, active methods of teaching - "Working in small and large groups", "Role-playing games", "Scene", "Pantomime", "Solving crossword puzzles", "Questions of intelligence", "Test-test assignments", "Teaching with the help of handouts", "Syncway games", as well as innovative teaching methods - "Modified education", "Improvisation", "Brainstorming", "Debate", "Critical thinking development method", "Cluster method", "It is important to use 'Problem situation', 'Certain situation, situation study, analysis', 'Everyone teaches everyone', 'Have your point of view', 'Multimedia' and others.

- It is advisable to follow the following requirements and recommendations when using the above innovative methods in the process of teaching children with hearing impairments:
- Targeted use of non-traditional, innovative methods of education in the teaching process, with full knowledge of their content;
- To take into account the peculiarities of the development of this category of children in the application of active methods in the teaching process;
- Application of innovative methods based on the characteristics of each science;
- To achieve the coherence of the principles of education in the use of active innovative methods in the teaching process;
- Taking into account the individual characteristics of students in the learning process (level of knowledge, interests, individual approach, etc.);
- It is important to teach children to choose the right methods of motivation, to work independently, creatively, to think freely. Given these requirements and recommendations, it is important not to overlook the priority of practical activities while using innovative teaching methods in the teaching process. While the main focus in the early stages of teaching is on the

development of auditory perception, it is during this period that the correct application of such an approach leads to the correct formation of attitudes towards speech in them. It is known that pedagogical technology is a systematic way of creating, applying and defining knowledge, taking into account the technical and personal resources and their interaction, which aims to increase the effectiveness of forms of education in the whole process of teaching and learning.

Pedagogical technology is a unique approach to innovation (innovation) in teaching, which argues that the application of game methods in the educational system, the teaching process gives important and effective results. It is clear that the introduction of new pedagogical technologies in the special school education system, the use of interesting methods, will have a positive effect. Modern pedagogical technologies are now becoming a necessary and essential component of the educational process for a special school. Because pedagogical technology is a unique new approach to teaching, it shows the importance of applying new, advanced, yet effective methods of play to the education system in the classroom.

It is not difficult to understand that the need to use advanced pedagogical technologies in this process, the effectiveness of interactive methods, the acquisition of the necessary knowledge and skills are important in the formation of hearing impaired children as a tool of communication, the development of auditory perception. Because the innovative approach in education is not a period, but rather a requirement of the time.

It should be noted that the motivation of education plays an important role in the organization of educational activities. It stimulates interest in the activation of thinking, the formation of critical communication skills, the development of speech, the performance of this or that task. Activating the interests and abilities of children with hearing impairments is a powerful motivating factor in teaching methods that ensure the achievement of the goal in meeting their needs for learning new material.

It is now known that teachers and students (teacher-student, student-student) need to work together to develop the speech of children with hearing impairments in practical activities through interaction and in the formation of auditory perception, taking into account interpersonal relationships. Because the practical activities in the group have a positive effect on the personality of the student. Interaction allows deaf children to develop communication and speaking skills.

² <https://lex.uz/docs/4415478>

Interactive games play an important role in the formation of personal qualities of children with hearing impairments, the development of speech development and the development of auditory perception. It is known that role-playing games play an important role in conditionally reflecting human practical activity in the objective world, increasing the effectiveness of education. Role-based games activate and motivate the speech of children with hearing impairments. Play is a natural and favorite activity of students, so the application of age-appropriate activities to the game elements, enriched with practical actions, problem situations, animations, also serves as a motivating tool in the formation of the acquired knowledge, skills and abilities to apply in practice. It is clear that The child is more motivated and interested in the game than in any other activity.

Role-based play organizes students as a method of learning and shapes them as individuals by expanding their cognitive opportunities. Role-playing games allow the child to think freely, to say, ask, prove, explain something to the interlocutor. Unlike dialogue, role-playing games answer questions such as why (motive) and why (purpose, reason). Thus, the main focus of the students participating in the game is on the content of the conversation. Students acquire skills such as starting a conversation during the game, reading the other person's speech from the lips, gestures, asking questions, answering questions.

It is no exaggeration to say that the fact that students learn to play the game with a clear goal in mind ensures the completeness of their understanding of the world around them.

The role play should be fun for a group of students with hearing impairments as well as familiar to them in advance. Each image must be interpreted in advance. It is important to note that the student can participate in secondary roles during the game, not in the lead role! Because if you are the lead actor, role-playing becomes one of the traditional methods of education. It is advisable to discuss the shortcomings in communication not during the game but afterwards. During the development of children's speech, it is important to use methods that encourage independent thinking, inquisitiveness and generalization. Didactic games can be used to introduce students to new material, reinforce previously acquired knowledge, increase their vocabulary and develop their thinking. But when these didactic games are applied in a new interpretation, the strong interest in the students ensures that their abilities grow. At the same time, it is necessary to focus students' attention on the most important and complex aspects of the task, to increase their

interest in their characters. This develops their creative qualities. It should be noted that while simplicity, homogeneity, and reluctant repetition make children bored and indifferent, the presence of a stimulating aspect in the performance of tasks leads to the awakening of a sense of competition in them and increases emotionality. As a result, the pace of speech development increases with the help of games rich in innovative elements.

It should be noted that the cluster method is effective in shaping the speech of children with hearing impairments as a tool of communication. The cluster method allows the creation of an idea by combining different concepts related to a single concept in general. For example, students may be given the task of identifying its qualitative characteristics by giving them a specific understanding. "What kind of country is Uzbekistan?" The question combines such qualities as "independent", "rich", "legal", "great", "advanced", "leading", "democratic", "prosperous". These words and concepts can also be grouped according to their structure. Or students are asked to describe a familiar work, theater, movie, cartoon character. For example: The hero of the fairy tale "Emerald and Precious" Emerald can be described as follows; "Victim", "tolerant", "resilient", "strong", "trustworthy", "kind", "beautiful", "caring". On this basis, they also develop abstract concepts. It is also suggested to develop speech by finding a separate word for each sound of a particular word. For example, "manners", "moon", "friend", "mirror", "head". Such playful tasks have an effective effect on the development of auditory perception in children. Along with the development of auditory perception, skills and competencies in word structure analysis are also formed.

It is no exaggeration to say that the above-mentioned task games are a new approach to the implementation of corrective work today. In such a process, it is easy for the child to become motivated towards the activity. Given that the category of children with hearing impairments has its own developmental characteristics, it should be noted that the teacher should carry out their activities in accordance with the plan and purpose in organizing these games in an interactive form. Understanding the educational resources of games, the ability to use games correctly in order to diagnose and correct deficiencies in the physical, mental and personal development of children is based on the use of game correctional development technologies in the educational process of preschool organizations. At the same time, the game has a two-way effect: on the one hand, it affects the child and the whole team of children (diagnostics and correction of defects in children's development), on the

other hand, it shows the effect of defects. This leads to the establishment of a link between the game's proprietary methodology and correctional development technologies. Many experts have pointed out the correct use of games in creating conditions for the education and upbringing of deaf children. "Children who, for various reasons, lag behind other children in development, think and develop slowly, do not understand any distractions," says PF Kengterov. S.A. Zykov has shown in his publications that games consisting of practical actions help children with hearing impairments to understand objects, the accuracy of concepts, which in turn leads to the development of speech.

As a pre-school deaf child enters school age, play does not depart from his or her activities, but becomes directly related to the child's basic form of life activity.

Since the development of auditory perception in children with hearing impairment is considered to be the first stage of their oral speech development, it is important to use interactive methods in order to effectively implement this stage. However, it should be noted that this work should be done only if the issue of compensation is resolved. Teaching a deaf child to use a hearing aid should begin as early as possible to teach them to control their hearing. The need to use advanced pedagogical technologies in the development of hearing perception of children with hearing impairments has proved the effectiveness of interactive methods, the importance of acquiring the necessary knowledge and skills.

We considered the need for the use of advanced pedagogical technologies in the formation of oral speech as a means of communication and the development of auditory cognition in children with hearing impairments, the effectiveness of interactive methods, the acquisition of necessary knowledge and skills.

It was observed that pedagogical technology has a positive effect on the development of hearing in deaf children. In the process of special education, it is expedient to organize complex work for the organization and development of educational work at the required level, that is, cooperation with teachers, educators, institutional psychologists and parents.

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