



TECHNOLOGY OF DIFFERENTIATED APPROACH IN THE FORMATION OF COGNITIVE-SPEECH KNOWLEDGE AND SKILLS IN STUDENTS WITH HEARING IMPAIRMENTS

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Abstract:

At present, in special education, along with traditional teaching methods, the use of interactive approach technologies in the formation of cognitive-speech knowledge and skills in students with hearing impairments is spreading. In this article, we propose as a technology for an interactive approach in the formation of cognitive-speech knowledge and skills in students with hearing impairments to organize lessons using visual communication tools, that is, video content, through which you can expand learning opportunities.

Keywords: media information, visual communication, video content, information technology, animation, reporting, cognitive speech knowledge.

In the modern world, with the development and modernization of special education in the classroom for the development of impaired auditory function and the formation of the pronunciation of children with hearing impairments, special computer programs are used in order to achieve the quality of education (E.L. Goncharova, T.K. Korolevskaya, O.I. Kukushkina, etc.). [1]. Special education implies a differentiated approach in the implementation of correctional and developmental work, contributing to improving the efficiency and quality of education. A differentiated approach is seen as a means of transformation. At the same time, the use of a differentiated approach in specialized schools as a means of organizing multi-level education, contributing to improving the efficiency and quality of the process of forming the pronunciation side of the speech of students with hearing impairments, expanding pedagogical capabilities today require constant improvement.

There are certain ways and methods of developing the speech of students with hearing impairments, which require constant improvement over time. Considering





the importance of developing speech knowledge and skills in accordance with the individual character of the child on the basis of content that motivates interactive activities based on An innovative approach, based on systematically existing methods in the development of students' speech, it is necessary to create video lessons that provide an opportunity to gain knowledge in a more accessible format. [5]. We understand that it is much easier to work with presentations where there are a variety of animations, and when you have video content where you can show, demonstrate how this happens, especially when familiarizing yourself with the world around you, as well as in other lessons, the effectiveness of mastering the program increases. If you look at it from a marketing point of view, video content is a means by which a brand can attract the attention of the audience, raise engagement and conversion metrics, and thereby increase sales. And from the point of view of pedagogy, video content is a tool that will directly increase the level of interest in obtaining information and memorizing and received, since this technique attracts the attention of students of children with hearing impairment. It has been found that video content attracts attention much more than the picture or text shown. But at the same time, we understand that taking into account the characteristics of children with hearing impairment, the material we use must be dosed correctly. And then it will make it possible to increase the level of accessibility and save time. Children with hearing impairments can achieve increased learning opportunities when transmitting knowledge through video content, for example, in the classroom, familiarization with the world around them or in other subject lessons. The increased possibility of perception directly affects memorization, as a result, it has a positive effect on improving the quality of education. The accessibility of the material provides not only perception, but also meaningful understanding. Taking into account the importance of emotional impact to increase the level of understanding of students with hearing impairments, it is necessary to present the information provided in the most attractive form. Considering that our main task is to systematize students' knowledge on theoretical issues of speech activity and at the same time to increase activity and consciousness in the assimilation of sound pronunciation, to develop skills of self-control over the pronunciation of M, to form an interest in verbal speech and the learning process, to develop auditory perception, attention, thinking, memory, then for the correct solution of these problems, more modern approaches are required with a high result of educating independence and I know how to cooperate. The results of research by such scientists as L.M. Bykova, A.G. Zikeev, S.A. Zykov, T.S. Zyкова, E.G. Kuzmicheva, T.V. Nesterovich, L.P. Noskova et al., testify to the improvement of the teacher's activities, the increase in the activity and





independence of students, the improvement of the speech and general development of schoolchildren in the context of using the language teaching system on the principle of the formation of speech communication [2]. If the use of ICT in the educational process allows you to stimulate the interest of children, then video content will serve to increase the productivity of activities with an increase in cognitive activity. Video content is a video with a specific purpose. To date, we see that for quick and high-quality promotion of a product or service, marketers use video content to make it more interesting for users to watch a video than to read a long text. Considering that the quality and method of presenting knowledge by teachers is important in education, it is very difficult to interest today's children who are immersed "in the digital age" with simple visual aids. Using videos will increase interest in receiving information and thus, communication tactics will take on a dynamic character. Activation of visual communication will expand the possibilities of obtaining media information and thus accelerate the development of abstract and logical thinking, creativity, the ability to independently analyze the material (text, tasks, etc.).

Teaching audiovisual literacy, teachers teach children to perceive, "read" visual texts, to understand the specific language of sound-visual images. Of great importance are the integrative functions of screen arts, the possibility of entering literature, fine arts, music, history, etc. in the process of their analysis [3].

In our case, video content should have educational, correctional and developmental content. As a result, the use of video content in mathematics lessons, integrated classes, including elements of speech development lessons, familiarization with the world around us and subject-practical activities; in writing and speech development lessons, it will allow you to ensure personal orientation, differentiation and individualization of the learning process. Thus, we can achieve a qualitative increase in the communicative activity of students by building an effective system of work with the use of video content, in order to form cognitive and speech knowledge and skills in students with hearing impairments, which will serve to further expand communication skills. In order to ensure the optimization of the educational process with the creation of favorable conditions for mastering the curriculum with the addition of means of presenting information (with the help of videos), it is necessary to make certain changes in the content of the lessons and in the method of teaching. Based on this, the forms of quality control of training are changing. Modeling or designing lessons using video content will definitely expand the perception, ability to interpret and analyze the material received, the formation of cognitive-speech knowledge and skills due to the activation of emotional and cognitive processes, taking into account their capabilities.





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