



SPECIFICITY OF COGNITIVE PROCESSES OF CHILDREN WITH HEARING IMPAIRMENT

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Abstract

In our Republic, in recent years, issues of social adaptation of individuals with special educational needs have been addressed at the government level, in this regard, the legislation states that "... every child has the right to knowledge", "...children in need of Social Protection have equal rights with other children in participating in the life of society". Also, "... indicates the need to" identify and prevent disability prematurely, provide medical and social assistance to persons with disabilities, carry out work in the field of vocational training and employment." Because the acquisition of knowledge, professionalism of persons with limited opportunities serves the social adaptation of representatives of this category.

Keywords: child with hearing impairment, cognitive processes, attention, memory, intuition, imagination, fantasy, knowledge, skills, competence, mathematical competence.

Introduction

Currently, systematic work is being carried out in our qualification to strengthen Social Protection, ensure human rights and increase the political activity of Public Associations. At the same time, individuals with disabilities are also supported in every possible way. We can see what has been done in this regard on the example of the laws and decisions that are currently adopted. The Constitution of the Republic of Uzbekistan defines the education of children in Article 41. "Everyone has the right to knowledge. Free general education is guaranteed by the state. School affairs are under state control"" The government of the Republic of Uzbekistan signed the United Nations Convention on the rights of Persons With Disabilities in 2008. The convention'on the rights of persons with disabilities " recognizes the rights and fundamental freedoms of people with disabilities, in particular their living, legal protection, education, health maintenance, work on an equal basis with others, in political, social, cultural life, leisure, adequate living conditions for themselves and their family, and the rights of social assistance are recognized, and legal guarantees for their implementation are established. Among the main directions of state policy in





the field of social protection of people with disabilities in Uzbekistan are: education of people with disabilities, training and professional development, in forms separated from production and not separated, distance learning, education in the family on the basis of state educational standards, and in forms of Independent Education.

Children with hearing impairments have been educated since previous times. Throughout this period, many difficulties were encountered. Children with special educational needs had a difficult time being accepted by society and recognized as individuals in society. But nevertheless J. Cardano, L.V. Neumann, R.M. The research of scientists such as Boskis and their results in the field of education are a clear example of this. Separate preschool organizations, boarding schools, vocational colleges have been established for children with hearing disabilities. Their quality of education is also prescribed by law. Today, children's boarding schools with hearing impairments teach elementary students subjects in secondary schools. When mastering these disciplines, the individual characteristics of children with hearing impairment are taken into account. The acquired knowledge, skills and competencies are facilitated in solving the problems faced in life. The fact that elementary students with hearing impairments master subjects such as mathematics, mother tongue, in natijja their cognitive activity develops, vocabulary wealth grows, oğzaki speech is formed. For example, teaching mathematics in turn develops in them the properties of memory, attention, imagination, perception. As cognitive activity develops, the acquisition of mathematical knowledge improves. Children with hearing impairment are given knowledge, relying on other sensory organs. Human intuition provides information about the world of sound, color, shape. Intuition is the simplest mental process of objects and phenomena affecting the human sensory organs. Unlike intuition, perception manifests itself as a holistic image of objects and phenomena. Any process of perception begins with perception and perception. Children with hearing impairment will have specific characteristics, along with the General Laws of the formation of intuition and perception.

First of all, one of the main types of intuition in these children, auditory intuition, does not exist. Our organism is constantly influenced by sound influences. The developing child receives the main source of knowledge through auditory perception, cognition. He learns a lot by interacting with those around him, hearing radio, music, watching movies, theaters. A deaf child will be limited by such opportunities. This makes the process of perception of the environment difficult and requires compensation. In turn, this negatively affects the development of vision, movement, sense of smell and perception. In the process of continuous training exercises, children with hearing impairments are activated auditory perception. In this case, the development of





auditory perception is carried out not at the cost of the restoration of the anatomical-physiological mechanism, but by activating auditory perception. Due to the loss of auditory perception and perception in a deaf child, visual perception and perception begin to occupy a central place. The blind analyzer of a deaf child will be of fundamental importance in the perception of the surrounding world. Visual perception and perception in children with hearing impairment to be at the level of hearing children L.V.Zankov, I.M. Solovyov, K.I.Veretsotskoy is evidenced in his studies. For this reason, children with hearing impairment attach importance to the properties and subtleties of the external universe that the hearing child does not care about. In children with hearing impairment, there is a predominance of visual perception, activity of motion sensations, skin-tactile sensations, as opposed to auditory sensations. In both Normal hearing individuals and hearing impaired individuals, the main goal of education is to educate attention. "Attention is a psychic state consisting of the orientation of our mind to a specific object and its accumulation in it. Attention is divided into involuntary, voluntary and post – voluntary types" in the annotated dictionary. The attention of children with disabilities is guided by a number of children, the attention of children is guided by the oral speech of a teacher, educator, while the impression of vision in the attention of children with hearing impairment leads. It is practically impossible for children with hearing impairments to perceive both exhibition materials and read from the teacher's lip in one watt itself. Therefore, these children are initially shown things. After that, they will be explained. In this category of children, relationships between signal systems I and II do not form quickly. As classes get higher, the excitation centers in the brains of children with hearing impairments become more consistent. And in deaf and weak hearing children, it is complicated that this situation is carried out without special Correctional pedagogical education. This is due to the fact that learning materials in children are obtained by sight, which indicates the predominance of visual memory. The preservation and expression of the results of communication with the external world is realized in the form of imagination, which forms the basis of memory. Memory is a conscious mental process defined by the expression, preservation and representation of what was previously perceived. Memory expresses a person's previous experience, his activity, perception, sadness. It plays an important role in human activities. It is known that children who hear in moderation acquire a certain amount of knowledge through hearing. Therefore, all cognitive activities are closely related to each other. Imagination is a highly conscious process, which involves the renewal of impressions and the creation of new ones based on existing images. Imagination is motivated based on the needs of the individual. A person satisfies his needs with the help of





bright images in his imagination. In these cases, imagination manifests itself in the fact that the opposite is accelerated. At the end of the activity, we can mentally imagine the results of this process with completion. With the help of imagination, it is possible to analyze in advance the phenomena of the near, distant future. The uniqueness of the imagination of children with hearing impairments is justified by the late formation of colloquial speech and the originality of abstract thinking. Blind images of deaf readers are characterized by brightness, vitality, but the late formation of thinking creates complexity in understanding the literal meaning of the word. Difficulties in understanding the portable meaning of words in children with hearing impairments are characterized by insufficient imagination. The creative imagination of children with hearing impairments becomes unique due to the limited communication of healthy children and adults. Children with hearing impairments learn about sound-producing objects from hearing children. For children with hearing impairment at a young age, the phenomenon of sound production of objects is abstract. Children with hearing impairments in the educational process also begin to attach importance to sound objects, without distinction. It is advisable to carry imagination along with the development of speech. Having occupied it, a deaf child can rely on imagination and accurately tell the content of the interlocutor's story or the Read Story. The development of colloquial speech leads to the enrichment of the imagination, the formation of creative images. This in turn allows you to correctly and quickly understand the read.

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