

## THE ROLE OF LEGALITIES AND PRINCIPLES IN THE DEVELOPMENT OF ORAL SPEECH OF WEAK AUDITORY LEARNERS IN THE EDUCATIONAL PROCESS

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### ABSTRACT

At present, the role of laws and principles in the development of oral speech of hearing impaired students in the educational process is being created and applied in practice by state requirements. In this regard, in this article, important recommendations on the role of legalities and principles in the development of oral speech of hearing impaired students in the educational process are outlined.

**Keywords:** Law, oral speech, principles, special educational-material, moral-spiritual and aesthetic conditions, the pace of social and scientific-technical development.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The law of the Republic of Uzbekistan “on education ” and the national program of training of personnel have defined the main perspectives and directions of upbringing of the younger generation. The national program of training of personnel showed the main directions of radical reform of Education. It states that” continuous education creates the necessary conditions for the formation of a creative, socially active, spiritually rich person and the development of highly qualified competitive personnel”. Also in the program: “creation of advanced pedagogical technologies of teaching, modern educational and methodical complexes and didactic provision of the educational process...” it was defined as one of the main objectives of general secondary education. The effectiveness of the use of new technologies in the development of oral speech of hearing impaired students in the educational process largely depends on the professional competence of the pedagogical-defectologist, the skills of introducing these technologies into the educational system of each child.

In addition, the condition for the use of new technologies is the availability of special computer programs for solving educational and Correctional tasks in various meaningful areas of teaching and psychological support of the child . It also shows that the pedagogical system consists of the following interrelated innervative elements.

- 1) students;
- 2) purpose of education and training (general and private);
- 3) content of education and training;
- 4) educational (educational) process or didactic process;
- 5) technical means of teaching and learning;
- 6) organizational forms of education and training. Thus, the finding of own solutions to didactic issues in pedagogical technology is an important stage in the realization of the national program<sup>1</sup>.

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<sup>1</sup> Xayitgul Muzaffarova. O’qitish jarayonida pedagogik texnologiyalardan foydalanish masalalari. “Bola va zamon” jurnal. T.:№2 son - 2019. – 57 b.

Education has the following laws:

- the law of educative Education - any education is carried out only with the help of the interaction of the teaching, studying and learning obyektiv towards a specific goal;
- education occurs only during the active activities of the students in accordance with the activities and or opinions of the teacher;
- the educational process takes place in accordance with the goals of the teacher and the student;
- the transfer of a particular person to the study of this or that activity is achieved by involving him in this activity; there will be a constant link between the purpose of education, the content of knowledge acquisition and the methods of Education;
- the purpose of Education determines the content and method of Education.

The educational process is also legally tied to the external conditions under which it occurs, takes place. It is necessary to create special educational-material, moral - spiritual and aesthetic conditions suitable for education in the school. Education is organized taking into account the characteristics of the teachers themselves. The achievements of all sciences about man and his educational and cognitive activities have an impact on enriching our imaginations about didactic legalities. Therefore, it is very important and decisive to properly define the educational aspects arising from the content of the big and small subjects that are going through in the educational process and to ensure its implementation along with education as a whole.

All laws that apply in the educational process are divided into two groups according to their general and private style:

1-group: legislation that would cover a holistic didactic system according to the implementation of the general;

2-Group: according to the validity, only those legislations that are subordinate to individual components are called private (explicit).

I.P.Podlasiy distinguishes the following general legalities of the educational process:

1. The purpose of education depends on the following: the pace and level of development of society, the requirements and opportunities of society, as well as the level of development and opportunities of pedagogical science and practice.

2. The content of education depends on the following: the social needs and goals of education, the pace of social and scientific and technical development, the age opportunities of students, the level of development of the theory and practice of education, as well as the material-technical and economic opportunities of the educational institution.

3. The quality of education (effectiveness) depends on the following: the productivity of the previous stage and the results achieved at this stage, the nature and size of the material under study, organizational and pedagogical impact on students, as well as the ability of students to acquire knowledge and the time of training.

4. The effectiveness of educational methods depends on the following: knowledge and skills in the application of methods, the purpose of education, the content of education, the age of students, the possibilities of obtaining education, material and technical supply, as well as the organization of the educational process.

5. The productivity of educational management depends on the following: the intensiveness and correctness of recommunication in the educational system, the justification of the effects.

6. The effectiveness of educational incentives depends on the following: internal incentives (causes) of education, as well as external (social, economic, pedagogical) incentives.

Didactic principles of Education. Didactic principles (in Latin “principium” – the basic, elementary, initial state of any theory) are views that determine the content of the initial state

according to the main purpose and legalities of the educational process, and in their content reflect the organization of education and the requirements imposed on it.

Didactic principles of Education reflect the laws associated with the choice of the content of education and represent the following ideas:

- citizenship;
- science;
- educational training;
- fundamental and practical orientation (connection of education with life, theory with practice);
- harmony with nature;
- compatibility with culture;
- humanism.

The principle of citizenship.

According to him, the content of education should be manifested in the development of the individuality of the individual, in the direction of his spirituality and social maturity. It provides for the humanization of the content of education and is connected with the formation of an understanding of citizenship, the system of reflections on the social and political structure of the Republic of Uzbekistan, the psychological features of the culture of the Uzbek people, its mental features, the formation of reflections on such pressing issues as national policy and culture.

The principle of the science of Education expresses the content of education in accordance with the level of development of modern science and technology, the experience of world civilization. This principle requires that the content of Education, which is carried out during the course of education and in addition to reading, is aimed at bringing the students closer to reveal the obyektiv scientific facts, phenomena, laws, modern achievements and prospects of development, to acquaint them with the main theories or conceptions of this or that field.

The principle of upbringing of education relies on the laws of unity of education and upbringing in a holistic pedagogical process. This principle implies the formation of a harmoniously developed personality in the educational process. Effective upbringing in the educational process is associated with the intellektual development of the individual, first of all, with the consideration of the interests, perception and individual abilities of the students.

The principle of fundamental and practical orientation of education in secondary schools of umuiy pupils undergo in-depth theoretical and practical training. This situation is expressed in traditional didactics as the connection of education with life, theory with practice.

Principles of teaching the components of the teaching process represent the most important and fundamental requirements, summarized, which determine the general direction of the content, methods, forms of Organization of the Department. At the same time, it will determine the style of collaborative activities of teachers and students in the educational process. The principles are closely intertwined with certain laws and regulations of the educational process, which are constantly manifested in pedagogical experience, and are aimed at improving the effectiveness of teaching.

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