

IMPROVING THE EFFECTIVENESS OF TEACHING THE MODULE "SPECIAL METHODS OF TEACHING THE MOTHER TONGUE" IN HIGHER EDUCATION AS A PEDAGOGICAL, METHODOLOGICAL PROBLEM

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ABSTRACT

The rapid adaptation of the younger generation to the environment of innovation is a lever that increases the need for the use of transformed approaches in the education system. Usually, the need to practically change the form and means of providing education would essentially be determined by the scale of the state's social order and the environment for modernization. Nowadays however, the process of globalization and the transformation of the information sharing environment into an intrinsic part of human life, requires, as in any other field, a radical reform of the form of teaching in higher education.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The process of training future professionals in the effective use of methods in teaching native language is a comprehensive task and requires an approach not only from a pedagogical point of view, but also from a linguistic point of view. Therefore, the research also covers the analysis of the scientific research on the methodology of teaching language in higher education. In particular, A.N. Kokichko in his scientific research revealed the role of the concepts of "language perception", "language intuition", "language senses" in the teaching and learning of the native language. The recommendations of the scientist that required to be put into an immediate practice included the emotional preparation of future professionals for the process of teaching language and instructing them to realize a speech as a mental phenomenon.

The pedagogical and linguistic foundations of teaching deaf people to their native language are explicitly revealed in the scientific researches of L.P. Noskova. The scientist believes that a person's personal development depends on mutual interaction, mutual understanding and communication with others. Hence, teaching the mother tongue to the deaf and specially challenged people is a matter of social importance. Training the future experts who will approach this issue with a great responsibility highly depends on the professional training of higher education professionals and their methodological orientation to practice. Because the practice of teaching the mother tongue to the deaf children is unique and variable (depending on the condition and speech capabilities of deaf and hard of hearing children). This requires having special traits such as flexibility and circumstantiality from the side of specialists. These are the specific qualities that students are required to develop in themselves during the trainings of the module "Special methods of teaching the native language."

Approaches to teaching native language to deaf children, in particular, the formulation of various speaking skills were elaborated in the scientific researches of psychologists J.I. Shif, N.G. Morozova, I.M. Solovyov, T.V. Rozanova, A.P. Lozova, V.G. Petrova, and L.I. Tigranova.

E.Yu. Mamedova conducted a research on the system of teaching oral speech to deaf children, developed by F.F. Rau, and on the development of this system in modern conditions. The scholar's scientific work allows practitioners to rethink about F.F. Rau's scientific heritage in relation to today's context.

If we look at the history of teaching mother tongue to the deaf, it can be seen that a number of methodologies and approaches have been used in practice as a whole system. Scientists and teachers who have made a significant contribution to the development of surdopedagogy as a field have used a variety of methods and means of speech in their practice. While Sh.M. Epe, R.A. Sikar (France), G.A. Gurtsov (Russia), T. Gollode, L. Clark (USA) considered the system of facial expressions and "mimics" to be effective in teaching language to the deaf, S. Geinike, I. Fatter, F.M. Gill, G. Gepfert, R. Lidner, G. Forxgammer (Germany), A.F. Ostrogradsky (Russia), A.G. Bell (USA) were all more inclined towards using "pure oral methods" and also, M. Venus, I. May, F. Shtork (Austria), V.I. Fleury (Russia), E. Gallode (USA) have experimented with and tried to put into practice the "mixed system" as an effective approach to teaching language to the deaf.

I.K. Rusakovich's research reveals the organizational and methodological issues of professional training of sign language teachers in Belarus. As a result of scientific and practical research conducted by the scientist and his followers, a procedure for promoting specialization in sign language to graduates of the "Institute for Retraining" at BDPU. Apart from that, the law provides for the recognition of the "sign language" of the deaf in Belarus as their mother tongue.

N.M. Nazarova analyzed modern forms of training of surdapedagogues abroad and divided them into 5 variants:

1. Historical form. Surdapedagogical specialists are trained on the basis of general pedagogical education in the university system.
2. Surdopedagogues are trained in faculties and departments of pedagogical colleges and pedagogical institutes, as in Uzbekistan.
4. Specialists have been trained through various courses, seminars, advanced training courses.
5. Specialists have also been trained on the basis of a synthesized form of general pedagogical and special education as a promising form.

Most importantly, in higher education, attention is paid to the professional profile of the surdopedagogue.

Methods and means of teaching the native language to children with hearing impairments and on this basis the importance of their spiritual upbringing were studied in the works of Russian scientists such as B.D. Korsunskaya (content and methodological organization of preschool education for deaf and hard of hearing children), L.P. Noskova (system of correctional work for the development of hearing), T.V. Pelimskaya, N.V. Rau, E.F. Rau (methodical system of work on oral abilities of deaf and hard of hearing children), N.D. Shmatko (system of work on educational care of deaf children in families), EG Samsonova (scientific-practical-organizational aspects of education of deaf and hard of hearing children) and others. The research of these scientists is based on such doctrines as the "near development zone" and "complex structure of the defect" founded by L.S. Vygotsky. In this regard, it is worth quoting the scientist's opinion: "Deafness - the absence of human speech, caused by hearing impairment - that is, the inability to master this speech has a great impact on the overall cultural development."

R.M. Boskis, on the other hand, believes that the learning of the mother tongue of deaf and hard of hearing children is related to their level of hearing. "The relatively small impairment of the auditory analyzer's function, that is, the limited ability to perceive whispers, can even affect the normal development of a child's speech and, as a result, hinder the formation of logical thinking," he said. From these considerations it is possible to generalize the following, that the earlier deafness appears, the more difficult it is for the child to comprehend speech, to acquire the vocabulary necessary for language acquisition.

F.F. Rau emphasizes the importance of teaching the pronunciation of native language sounds in deaf and hard of hearing children: "Oral speech cannot serve as a basis for deaf children to master the lexicon and grammar of the language, this role is played by dactyl and written speech".

Children with hearing impairments will only be able to communicate with healthy people if their vocabulary is adequately formed. The listed theoretical data substantiate the need for quality teaching of the module "Special methods of teaching the mother tongue" taught in higher education. That is, the future specialist must be fully prepared to teach the native language specifically to deaf and hard of hearing children.

A number of Uzbek scientists, including L.R. Muminova, G.B. Shoumarov, R.Sh. Shomakhmudova, K. Mamedov, M.Yu. Ayupova, U.Yu. Fayzieva, N.H. Rakhmonkulova, M.F. Khakimova, F.U. Kadirova, D.A. Nazarova, Z. Mamarajabova, D. Yakubjanova say that the potential and level of professional training of personnel is an important factor in the provision of quality education for children with disabilities. These studies substantiate the factors influencing the organization of special education, the role of correctional and compensatory principles in the teaching of various subjects, the effective organization of cooperation between teachers, educators, individual teachers, psychologists and effective mechanisms for family participation in the pedagogical process. .

The study conducted by U.Yu. Fayzieva revealed the linguistic basis of the system of literacy work for children with hearing impairments and the system of correctional and pedagogical work. As a result, the methodological and didactic support of literacy training for hearing-impaired children through the analysis-synthesis-letter-sound method has been improved. For the first time in Uzbekistan, the scientist published the "Alphabet" and other textbooks in Uzbek. Nowadays, the recommendations of the scientist on the organization of pedagogical work in deaf and hard of hearing children before and after the implantation of surgery are being put into practice. In particular, the recommendations of U.Yu. Fayzieva were used in the preparation of future deaf teachers for the use of methods of teaching writing and reading to children with hearing problems.

The need to follow the tasks of language learning periods in the development of speech in deaf and hard of hearing children is substantiated in the scientific research of F.U. Kadyrova. The scientist introduced the concepts of "vital competence", "speech acceleration" and "speech cluster", "speech order" into the practice of deaf education. In particular, the differences in the stages of acquisition of the native language by deaf and hard of hearing children, as well as the order of use of means and forms of speech, the types of work are recommended for practice. F. Kadyrova's system of language teaching through the organization of subject practical activities of deaf and hard of hearing children is effectively used in practice. As a result, the textbook "Subject practical training" for grades 1-4 was published. These textbooks cover the types of work on teaching the native language at the level of communication to deaf and hard of hearing

children. For example, dactyl-oral, ask, report, and describe are given in a logical sequence on each topic, as well as on the basis of the laws of the Uzbek language. This system of work of the scientist was used in experimental work on improving the methods of teaching "Special methods of teaching the mother tongue" in higher education.

The results of scientific research conducted by scientists N. Bekmurodov, H.M. Gaynutdinov, N. Dadahojueva, F. Alimkhujueva, R. Rustamova, D. Nazarova, who contributed to the development of national surdapedagogy illustrate their unique pedagogical and psychological aspects on the topic and play a crucial role in the theoretical knowledge on issues of integration between disciplines.

Improving the effectiveness of teaching the module "Special methods of teaching the mother tongue" is combined not only with the reform of higher education, but also with the task of improving the process of special correctional education.

The purpose of the module "Special methods of teaching the mother tongue" is to teach future deaf teachers the content, directions, methods and tools of teaching the mother tongue to deaf and hard of hearing children. The role of speech in the pedagogical and psychological development of deaf and hard of hearing children is indispensable. The fact that speech is an important factor in the formation of a deaf and hard of hearing child as a person has been substantiated in the scientific research of national and foreign surdapedagogues, psychologists, physiologists.

In conclusion, it can be said that speech is taught to deaf and hard of hearing children through their mother tongue. That is, deaf and hard of hearing children initially begin to master the first means of communication in their native language. This process cannot be done without teachers. Deaf and hard of hearing children cannot master speech without teachers. This process requires specialists to be prepared in the process of higher education by mastering the topics of the module "Special methods of teaching the mother tongue." It is important to effectively prepare students to teach their mother tongue to deaf and hard of hearing children. The module "Special methods of teaching the mother tongue" has a special place among the specialty modules in the preparation of future surdapedagogues for professional activities.

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