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THE POSITIVE EFFECT OF DIRECTING THE CHILDREN WITH HEARING DEFECT IN THE SPECIAL BOARDING SCHOOL TO SOCIAL HOME LIFE

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ABSTRACT

The article examines the content of the orientation of a special boarding school for hearing-impaired children towards social and everyday life. An analysis of the positive effect of the orientation of a special boarding school for hearing-impaired children on social and everyday life was carried out.

KEYWORDS

Deaf pedagogy, hearing-impaired children, social and everyday life, leadership, communication, principles, theoretical and practical knowledge, skills, technical safety rules, hygienic behavior, basic knowledge and skills necessary in everyday life, national values, traditions, customs.

INTRODUCTION

Orientation to social life forms the necessary knowledge and skills for practical training of students with hearing impairment for independent life and work, adaptation to the conditions of modern society, and their general development. Orientation to social life helps children with hearing loss develop the

necessary skills to function in the world, self-service, household work, household facilities, trade, medicine, the ability to use communication and transport services, mastering moral and cultural norms, the relationship with the surrounding people, and the artistic taste of students.

The goals and objectives of social life orientation classes are practical preparation of students with hearing impairments for social life, formation of knowledge and skills that serve social and mental adaptation in them, increase the level of general development of students, help students in life to help them to understand that the most valuable thing is human health and to understand that they are responsible for it, to give students theoretical and practical knowledge and skills in cooking, preparation of preserves, to introduce the rules of technical safety, to motivate the field of hygienic behavior formation and improvement, acquisition of elementary knowledge and skills necessary for everyday life (about landscaping, housing, pet care), expansion of students' knowledge and imagination about national values, traditions, customs, and their attitudes towards them. It is intended to form, help students to consciously choose a profession, to help students acquire the normative rules of proper behavior in social life, in public places [1.-54.p.]. The methods of working with children with hearing impairment are organized based on the approach of individual orientation to students, the main emphasis is placed on independent performance and active inquisitiveness of children, which awakens creativity in them when completing tasks. If the corrective process of guiding children with hearing impairment to social and household life starts early, it will be possible for the child to find his place in society and live a full life.

For this reason, the subject "Social and domestic life guidance" is introduced in the special school, the content of this subject is to ensure that every child educated in special correctional institutions acquires one or another knowledge, skills and abilities to start an independent life after graduating from school, adapt to it successfully, and covers the content and methods of forming his mental activity as reliably as possible.

The main goal of social and household preparation is to provide each child with hearing impairment in special institutions with one or another wealth of knowledge, skills and abilities to start an independent life after finishing school, to successfully adapt to it, and to be able to reliably develop his mental activity. formation [4.-43.p.].

A hearing-impaired graduate of a special boarding school should know that he can serve himself and his loved ones at home as he steps into an independent life. These qualifications and skills require knowing and being able to deal with personal hygiene, organizing meals, taking care of housing, taking care of clothes, shoes and other things in daily life. Such knowledge and skills provide a person with a certain level of independence, confidence and non-dependence on others, and provide them with constant, pluralistic support. Service of commercial institutions (store, market, kiosk), household service (hairdresser, atelier, repair workshop, kitchen, cafe, etc.), communication

(post office, telephone, telegraph), culture (library, cinema, theater, museum) and public transport) is also important.

Unfortunately, in life, there are undoubtedly such situations related to the need for medical assistance. Therefore, in such cases, children should know how to contact medical institutions (pharmacy, hospital, "emergency" service) and provide some first aid.

In order to successfully and well organize an independent lifestyle for hearing impaired children, they should adapt to economic and household issues [p. 3-89]: they should have an idea about money, income, budget, the main items of the budget's expenditure part , it is necessary for him to know how to plan it for the month, to be able to use the money appropriately. It is important for children with hearing impairment to organize their free time wisely and purposefully.

One of the important conditions that help the social adaptation of children with hearing impairment is to know how to deal with them; express their thoughts fluently and logically; questions, requests, offers to help; listen carefully to the answers; to say thanks for the answers; use of speech etiquette; It consists in forming the order of keeping a turn in conversation.

Formation of the aforementioned social and household skills in children with hearing impairment is mandatory and undoubtedly, strictly, inevitably based

on the common social and cultural mandatory order and rule between people. This general mandatory order, rules were developed by mankind in the course of historical development, and as such, it is not for individual people, although it belongs to him, it applies to all people living on our planet. With children and adults; with men and women; with students and teachers; with children and parents; with other relatives; peers etc. mutual respect and goodwill is to care for each other.

Teachers should help hearing-impaired children to learn the culture of human interaction based on the general mandatory order, this general mandatory order should help pay attention to the rules and make it easier.

Forming attitudes in students with hearing impairments in accordance with household and cultural values and the general, mandatory rules of morality and decency, and instilling in them such moral qualities, including kindness to others, intelligence, compassion, care, helping others It is important to cultivate the desire to help as much as possible. Also, for the success of the process of interconnected development of the child in the society, it is also brought up to have an impressive positive attitude around.

In order to organize a person's independent lifestyle, it is important to form voluntary qualities and skills such

as independence, responsibility, initiative, courage, overcoming difficulties and bringing the work to the end. , depends on one's strength, knowledge and ability[6.-32.p.]. If a person knows his job and has the skills to do it, he will believe in his own strength. In turn, a self-confident person quickly grows, develops and acquires the necessary knowledge and skills. Therefore, the ability and success of organizing daily life of children with hearing impairment is one of the factors of the effectiveness of their social and household training. Hearing-impaired children who acquire socially important knowledge and skills can perceive the environment-things, processes, events, etc. only when they master exactly the same, appropriate and perfect. Analysis of hearing-impaired children's various life situations, their assessment; current importance of existing knowledge and skills in the required position; it is necessary to teach to compare, generalize, come to a certain opinion, draw conclusions. Thus, for the independence and non-dependence of a mentally deficient person, it is one of the important means to correct the impairment in his cognitive activity as much as possible.

In order to achieve the goal, it is necessary to solve the following main tasks that are formed in children with hearing impairment:

- knowledge and ability to do household work (personal hygiene, organizing meals, taking care of

accommodation, clothes, shoes and other things in everyday life);

- knowing how to use the services of various institutions and organizations (trade, household service, communication, culture, medical service), transport;
- economic and household knowledge;
- to know how to organize one's free time;
- knowing the relationship;
- to imagine and know the general mandatory rules of the culture of interaction with different people (acquaintances and strangers, strangers, seniors and juniors, teachers, peers, etc.), to gather relevant experience;
- highly morally impressive positive attitude of those around;
- voluntary characteristics, confidence in one's own strength and capabilities;
- cognitive activity.

Socio-household orientation is aimed at preparing children with hearing impairment for practice, increasing their general development level.

The tasks described above show the important areas of work, as well as "Personal hygiene", "Clothing", "Food", "Family", "Culture of treatment" of work related to the social and household training of children with hearing impairment. , such as "Residence", "Transport", "Commercial establishment", "Means of communication", "Medical care", "Organization,

institution and enterprise", "Household economy", "Employment" allows to identify The following are taken into account:

- conflict between pre-school education institutions and schools;
- the necessity and practical importance of acquired knowledge and skills to create conditions for future independent living of the trainees;
- ease of understanding knowledge, skills, labor processes for children with hearing impairment;
- the ability to regularly perform each type of activity recommended for mastering in everyday life.

As a rule, the first topic requires children to familiarize themselves with objects and the environment in everyday life that surrounds people (clothes, shoes, food, dishes, transport, shops, etc.), the second topic requires children to related to learning and mastering the types of household activities related to the skills of looking at objects or using services. Knowledge and skills related to each subject are determined based on the scope of knowledge and skills that are vitally necessary and of practical importance [2.-56. p.]. Therefore, in order to have the necessary right to life under the "Clothing" section, the educated person needs certain practical information (the name of the clothes, the fact that their parts are made of different materials, the symbols of the clothes and in order to know how to properly acquire its properties, where to get it, etc.) and how to perform labor processes related

to its maintenance. It is necessary to analyze every household process from the point of view of its transactions (operations), methods, actions, their necessary research, the criteria (criteria) of correct performance of each action, methods. Such an approach is a reason to confirm the results of the researches with evidence: in most cases, the children demonstrate the incorrect performance of household work processes due to their inability to correctly perform the methods, operations, their consistency and criteria of work processes. Thus, the correct performance of the labor process depends on first mastering its elements: activity, action, method, operation. Therefore, before introducing hearing-impaired children to some kind of household process, pedagogues should carry out its analytical measures - after completing or imagining the course of the process, the pedagogue writes down its elements in a column in the necessary consistency. A number of operations, methods, activities, actions have specific parameters that describe their correct execution. (For example, the number of folds when sewing buttons and hooks; water temperature when washing clothes, rinsing different types of fabrics; when ironing clothes made of different fabrics, setting the temperature regulator of the iron to the appropriate mark). It is necessary to put this information in the column on the right, along with the corresponding structural elements of the work process. Such an analysis of the household process, a clear, consistent result of certain

types of activity, helps both the pedagogue and the child to form a certain type of the process. Explaining the accuracy and correctness of the initial process makes it easier for hearing-impaired children to master the knowledge and skills formed in children.

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