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Research Article

PECULIARITIES OF THE USE OF SCIENCE TEACHING METHODS IN A SCHOOL FOR HEARING IMPAIRED CHILDREN

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ABSTRACT

This article talks about the methods used in science classes in schools for hearing-impaired children and their importance, and the formation of knowledge and skills of hearing-impaired children through these methods.

KEYWORDS

Method, experiment, test, nature, oral statement, property, inanimate nature, competence, consistency, vocabulary, thinking, exercise.

INTRODUCTION

In pedagogy, the method is understood as the joint activity of the pedagogue and students. Teaching method is a method of imparting knowledge by the teacher and acquiring it by the students. This definition of the method represents its two interrelated aspects: the teacher who gives, influences, and the students who receive, learn.

Science teaching methods are divided into three main groups.

Verbal methods - oral presentation of the teacher's material, conversation, working with a book;

Demonstration methods - demonstrations, independent observations, excursions;

Practical methods - oral and written exercises, graphic and laboratory works.

(Story for oral explanation of knowledge in science classes).

Each method type consists of sub-methods.

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Oral method of teaching.

A story and a conversation method are used to explain knowledge orally in a science lesson. Depending on the content of the subject being studied, the form of the teacher's word also changes. If the students do practical work and exercises in the lesson, the explanation is replaced by a conversation and a conclusion is given to the work done. When the properties of various natural objects are studied by conducting experiments and observations, it is called conversation. They use stories to introduce students to the nature of their country and the work of its people. Story and conversation methods are of great importance in developing students' oral speech, developing their mental abilities, and teaching them to draw independent conclusions and generalize. As a result of the conversation, students should draw appropriate conclusions and generalize under the guidance of the teacher.

Conversation is a common teaching method in auxiliary schools. The conversation should not be unfamiliar to students. Concluding, summarizing and connecting new knowledge with old ones, conversation is of particular importance in lessons.

At the first stage of introduction to nature, the conversation is formed when the students ask questions and the students are called to answer them. Then the conversation becomes richer and wider. In addition, the conversation allows to correct the shortcomings in the students' work. Questions are important in the conversation. They should be short, clear, not telling the answer, not requiring a one-word answer, not having ambiguous meaning. Depending on the place of the conversation in the educational process and what didactic purpose is intended, the following types of conversation are distinguished: introductory conversation, repetitive conversation, explanatory conversation and concluding conversation.

Students are asked questions in order to leave a bright picture, awaken deep feelings, and imagine a complex idea in its full logical development. In order to form the thinking ability of the students, to increase their interest in the topic, the teacher can quote riddles, poems and excerpts from works of art that match the content of the story.

Also, high school students can be shown a pre-prepared picture that incorrectly depicts something or an event. For example, the painting depicts an orchard with blossoming trees, and people are carrying ripe melons and watermelons next to it. The teacher asks: "Is everything described correctly here?" In the students' answers, they say that the seasons of the year in the picture do not match (plants bloom mainly in spring, and rice crops ripen in summer and autumn), and students in lower grades do not want to hear the description of the educational material for a long time. Therefore, the duration of the story should not exceed 8-10 minutes.

Based on the story, general conclusions of the students are formed.

An introductory conversation is used before learning a new chapter or topic. Its purpose is to determine or restore students' ideas about the issue studied in the lesson.

Repetitive conversation - helps to strengthen and appreciate the learned material.

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It is held after studying new material in the same lesson or after studying a topic or section, and it can take up to 10-15 minutes in 5 minutes.

Narrative dialogue is critical in nature, as it is based on students' observations of natural objects.

Pictures are often used in conversation-science lessons based on the demonstration of visual tools. By analyzing the picture for supporting questions, students gain new information as the teacher fills in, explains, and clarifies students' answers.

In a school for hearing-impaired children, a teacher tells a story coherently while using the story method in science lessons. In natural science lessons, a story is used when talking about a phenomenon in nature or a creative activity related to the assimilation and restoration of flora and fauna. By narrating the material, the teacher leaves a bright picture in the minds of the students, awakens good feelings, and in the process of narrating to develop the speech and logical thinking of the hearing impaired students. it is necessary to achieve effective use of various forms (oral, written, dactyl, gestural forms of speech).

There are types of stories such as meaningful, descriptive, and informative. At the request of the teacher, it is important to include a story about the observations and experiences of students in the corner of living nature, on school grounds, on an excursion or in the heart of nature in the summer.

In special methodical manuals, different stories are used in teaching literature, such as narration, description, description, explanation, and discussion.

Narrative: a type of narration in which a specific fact, event, process or action is clearly and fluently described.

Description is used in the consistent description of the climate characteristics of one or another natural zone of related objects and events.

Characterization is a form of description. It consists in listing the signs and characteristics of a body (thing) or event (rivers, mountain natural zones).

Explanation is a form of statement, in which new concepts and terms are revealed. Cause-and-effect connection, dependence is determined, that is, the logical nature of this or that event is revealed.

Discussion: A statement that provides a coherent progression of information and rules that lead students to a conclusion. This form of the story is used when it is necessary to analyze the phenomenon under study.

The above-mentioned qualities of the story are used in natural science lessons in harmony with each other.

No matter how the teacher explains the lesson materials, the didactic goal remains the active provision of scientifically generalized knowledge to students.

Didactic requirements for conducting the story:

1. Scientific and ideological nature of the selected material;

2. The age of the students with hearing impairment and the nature of the formation of speech skills of the selected material;

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3. Emphasis is placed on logic and consistency;

4. To be clear, fluent and understandable for students with hearing impairment;

5. To be able to use different forms of speech for students with hearing impairments when describing the selected text;

6. Along with giving a statement, the teacher should be able to widely use other teaching methods (demonstration, practical);

7. The duration of the story should not exceed 4-6 minutes in the 1st-2nd grade of the school for hearing-impaired children, and 8-10 minutes in the 3rd-4th grade. During the story, it is necessary to use didactic recommendations that help to activate learning.

1) Tell the topic of the lesson. Before introducing a new topic, hearing-impaired students are asked a question necessary for new knowledge. It begins with the study of new material, conducting experiments and analyzing observations made in nature.

2) Announcing the statement plan. It activates the learning processes of students with hearing impairment. It helps to develop the logical consistency of thinking, to develop oral speech.

3) During the presentation, ask questions that will activate the students' attention.

4) Conducting an active comparison of the cognitive activity of students with hearing impairment.

5) Connecting previously studied topics with life when presenting new material.

6) Use visuals (photo, table, diagram, technique) throughout the statement. Use of various visual aids throughout the story. This helps students to approach the studied material carefully and interestingly, to master it thoroughly, and to form clear ideas in students.

7) Schemes, tables, experiments, terms and conclusions on the blackboard and in notebooks help to master the educational material.

Conversation. The purpose of the conversation used in science lessons is determined by the questions that must be solved by mobilizing the students' knowledge. As a result of the interview, students with hearing impairment should summarize the relevant conclusion under the guidance of the teacher. the conversation should not be unfamiliar to the students: it is not appropriate to waste time on "finding out" unknown knowledge that the students have not mastered.

The conversation is conducted together with the demonstration of the necessary didactic materials, practical activities and independent work of students. When preparing for the interview, the teacher determines the topic and purpose, chooses visual materials to convey it to the students, and carefully thinks through the questions. The teacher's questions are the main structural element of any conversation.

The conversational method is used more than the story in science lessons. The main task of the conversational method is to teach the teacher to develop oral speech, to think independently, and to involve students in teamwork.

Conversation is used in learning new material, making observations or practical observations or completing practical work, creating excursions, repeating the

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learned material, summarizing and demonstrating experiences, natural, visual, screen tools, textbooks, and going outside the classroom.

In addition, students with speech and hearing impairments develop correct ideas and concepts about natural objects and events. Questions are important in an interview. They should be clear and concise.

After explaining the topic, the teacher conducts a conversation about the content of the story and visual aids to determine the level of knowledge acquisition.

Therefore, the oral methods of teaching natural science fulfill the general educational and educational tasks faced by the teacher in the process of education and correction.

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