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PHYSICAL, MENTAL, SENSORY EDUCATION OF CHILDREN WITH HEARING IMPAIRMENT

Submission Date: October 04, 2024, **Accepted Date:** October 09, 2024,

Published Date: October 14, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue10-20>

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ABSTRACT

The article examines the ways of developing the physical, mental and emotional education of children with specialized hearing loss and the requirements for them. We are talking about the role and importance of hearing impaired children in lessons and lessons with which physical, mental and emotional education is carried out with them.

KEYWORDS

Hearing, motor functions, movements, development, Mayor, services adaptation, lethargy, static and dynamic success, spatial information acquisition, physical quality: agility, agility, endurance, vestibular apparatus.

INTRODUCTION

While the periods of formation and development of motor functions of children with hearing impairment remain, general and movement development lag behind those of children developing in meior. There is a lack of adaptation of movements, poor movement, inability to maintain static and dynamic balance, limited ability to aim in space, poor

development of physical qualities: agility, agility, endurance, underdevelopment of the vestibular apparatus.

Relying on the polysensory base in self-control during actions-that is, the use of all types of intuition along with vision, guarantees the successful formation of physical functions. Observations indicate their great

physical potential. Therefore, it is necessary to develop the musculoskeletal system of children, the direction of physical education of correctional and educational work as a physical education aimed at the comprehensive development of movements.

However, due to the fact that children with hearing impairment have specific characteristics of the psychological and physical development of the group, physical education is carried out simultaneously with the resolution of the corrective tasks for secondary defects caused by hearing impairment. Hearing impairment leads to an imbalance of movements, impaired coordination, the development of dysplasia of movements (rough). Hearing impairment can also lead to imbalance and flatulence when walking.

All these manifestations create difficulties in getting in the right direction in life, in moderation. This restriction of physical freedom causes the development of hydrodynamics and the reduction of the possibilities of all the movement function of the child's body. Hearing perception disorders have a great influence on the process of physical education training, therefore, the need for the development of compensatory processes is organized.

In order to compensate for impaired and underdeveloped functions (compensation) and effectively use physical exercises as a means of Correction (correction), the child must know the peculiarities of the development and formation of movements. The purpose of physical education in a special school for children with hearing impairment is spatial orientation, the formation of the basic foundation of actions necessary in their life, and on this basis a high level of comprehensive physical fitness is

achieved for the full life of children with hearing impairment.

It is necessary that the content of the tasks of physical education of children with hearing impairments be composed of those below:

1. Maintaining and strengthening health, conditioning, promoting the normal physical development of the body, training hygiene knowledge and skills;
2. Coordination of movements, accuracy and speed, balance, and quality of strength, muscle strength, achieving a high level of development of mobility in the joints;
3. Formation and improvement of the necessary natural movement skills and skills in social life, formation of new movements;
4. Increasing the body's resistance to negative social factors and expanding its functionality (improving the regulatory functions of the central nervous system, strengthening the musculoskeletal system, increasing the functionality of cardiovascular, respiratory and other systems);
5. Development of the ability to act on the basis of advanced spike analyzers;
6. Raising moral and volitional qualities in children with hearing impairment (perseverance, patience, courage);
7. Fostering sustainable interest and habits in a healthy lifestyle.

In addition to general sections, the physical education program also has special sections:

- development of moderation;
- correction of secondary defects;
- formation of the balance of movements;
- development of saved visual functions.
- the development of motor skills and the formation of the right movements are the most important components of the physical maturation of any child.

Children with hearing impairments are often unable to perform basic movements (maintaining balance, walking, passing through different heights and widths, walking down stairs). This is for the special formation of motor skills (walking, running, jumping, jumping on one leg, long jumping, jumping, spinning, taking different positions of the body, etc.) is implied. Thus, the development of movement skills in the process of training has an integrated effect on a child with hearing impairment, namely:

- improved movement coordination skills;
- the ability to move in open and closed places, to achieve moderation develops;
- develops skills such as agility and strength of movements, etc.

Physical education of children with hearing impairment is based on the activity of developing the ability to receive a miracle and act in various (open and closed) places.

In this respect, if we approach the child to move in space, maintain the balance of the torso, it is necessary that the torso feels the muscular position, direction, we develop static sensations that help to perceive and

control the posture of the torso when performing movements on the basis of hearing and vision.

In addition to static sensitivity, it is necessary to have a kinesthetic intuition, which provides a feeling of position and movement of the body and its parts. The feeling of kinesthetic or muscular-body movements reflects the movement of the arms and legs, speed, movement of the speech apparatus, movement of the torso in space. With the help of kinesthetic sensations, a person can control the work of the hands and feet, feel the fatigue of his body, know and evaluate the distance and direction of movement, the properties of objects (mass, elasticity, stiffness, etc.).

Sensory education-intuition and perception are the main source of knowledge about the surrounding reality. They usually arise from the contact of sensory organs with various signs and properties of objects. Therefore, one of the main areas of educational activity is sensory education.

Sensory-emotional upbringing is a purposeful pedagogical process, aimed at ensuring the improvement, development of emotional knowledge, feelings and perception of the child in the process of perception to see gradually, collects auditory, action, sensory perceptions (images). However, the characteristics and relationships of the objects that the child perceives should be determined by word, which helps to make his perception of the images of objects more clear and stable.

Images of embodied perception in words can be embodied in the child's imagination, that is, after a short period of time after the perception of the object, saying a suitable word will be enough for him to imagine the perception of an object. The purpose of

sensory education is the formation of sensory abilities of children with hearing impairment.

Mental education-the formation of a scientific worldview and thinking in children with hearing impairment. The worldview is a system of dialectical views and beliefs that determine the development of the content of nature, social society, thinking and personality activity. It shows beliefs formed on the basis of socio-ideological, philosophical, economic, natural-scientific, spiritual-moral, aesthetic, legal and environmental knowledge. Having a worldview sets the stage for a child with hearing impairment to have a full-fledged understanding of his social duties on the part of a child with hearing impairment and a sense of responsibility for their performance by the environment, social relations, labor activity and the production process, the decision of a certain attitude towards subjects. In the formation of the worldview of the younger generation, a thorough assimilation by them of the foundations of the natural, social and humanitarian Sciences is important.

In the worldview of a child with hearing impairment, a spiritual and moral image, life approach and values, moral principles develop. The wealth of the worldview enriches, stabilizes personal qualities and qualities. A worldview composed of noble ideas contributes to the enrichment of positive qualities of a child with hearing impairment..In its essence, the worldview is distinguished by a scientific (having a certain philosophical system) and a simple (not having a specific philosophical system) way of worldview. The scientific worldview is formed on the basis of a continuous, consistent thorough assimilation of existing knowledge, the achievement of life experience. Accordingly, the formation of a child's worldview with hearing impairment is considered a

complex process with a long-term, dynamic nature. Mental education plays an important role in the formation of the LMI worldview of a child with hearing impairment . Today, in the Republic of Uzbekistan, special attention is paid to providing mental education to young people. The content of the law of the Republic of Uzbekistan “on Education” also emphasizes that the upbringing of a highly qualified person who meets educated, highly spiritual and moral requirements is one of the priorities of state policy. Growing up a qualified cadre means a thorough acquisition of scientific and professional knowledge. Mental Education sets the stage for familiarizing students with the achievements in the fields of Science, Technology, Technology and production, creating creative, free, independent thinking skills in them.

In the process of mental education, the following tasks are solved:

1. On the basis of the unity of mental education and upbringing, thinking (full reflection of social events in the mind, a high form of human mental activity) develops in children with hearing impairments.
2. Determining the existing level of mental thinking is somewhat complex and can be determined according to the following signs:
 - The presence of a system of scientific knowledge.
 - The process of mastering existing scientific knowledge.
 - Possession of thinking skills.
 - Interest in the acquisition of knowledge as well as the occurrence of need.

When the scientific knowledge acquired by a child with hearing impairment is widely used in the process of life relationships, their true essence becomes a belief only when it is deeply felt and realized. In this regard, scientific views (from the Greek “idea” – the sum of Ideas, Ideas and concepts) are a certain phenomenon, a thought, an idea that is scientifically based, illuminating the essence of the process, which occurs when the existing system of scientific knowledge is thoroughly mastered by a person, comparing knowledge with each other, analyzing the essence of a subject, phenomenon or process. Teaching children with hearing impairments to think creatively sets the stage for the formation of inventive skills in them. Effective organization of mental education develops scientific thinking in a child with hearing impairment. Scientific thinking is considered a high form of human mental activity and refers to a scientific approach to social events and processes.

There are several acceptable forms, methods and tools for the formation of a hearing impaired reader's worldview, among which are practical trainings, Debats, independent work, as well as workmanship games that encourage students with hearing impairments to think on the basis of organized conversations, discussions, lectures, the creation of problem situations on spiritual-moral, socio-ideological, economic, legal, aesthetic and environmental topics. In the educational process, it is advisable to strive to make the most of the opportunity to achieve the perfection of the individual under the influence of interdisciplinary communication, factors of achieving the compatibility of social and natural factors, the environment and social relations.

It is of particular importance in the formation of a worldview of a child with hearing impairments to be fully aware of ideological ideas and their essence, which have a priority in society.

In the process of introducing students with the essence of education and education, in particular, the fundamentals of social and humanitarian and Natural Sciences, which are established in children's educational organizations with hearing impairments, providing information about the idea of national independence of the Republic of Uzbekistan and the foundations of ideology, forming the attitude towards them in students with hearing impairments is an effective way.

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