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**THE COMPENSATORY POSSIBILITY OF MENTAL DEVELOPMENT IN ORGANIZING THE DIRECTION OF CHILDREN WITH HEARING DEFECTS TO THE SOCIAL AND HOUSEHOLD LIFE**

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**ABSTRACT:** This article describes the compensatory possibility of mental development in organizing the orientation of hearing-impaired children to social household life. An analysis of effective ways of using the compensatory possibility of mental development was carried out in organizing the orientation of hearing-impaired children to social household life.

**KEYWORDS:** Hearing-impaired children, social household life, orientation, communication, effective fine motor pathways, mental development, compensatory ability.

### **INTRODUCTION**

The general didactic principles of education are the planning of the social life of children with hearing impairment in cooperation with the requirements of the school program and the possibilities of students, the method of education directed by the student and aimed at increasing the activity of students. and methods, to clarify the level and scope of complexity based on the age and individual characteristics of students, to use observational measures of education that ensure the interest of participants, to solve the educational tasks of the lesson that shape the worldview and comprehensive development of the individual , specifies requirements such as providing the opportunity to organize one-on-one, group and individual work with students. A compensatory possibility of mental development in organizing the orientation of children with hearing impairment to social household life is the use of mental processes in accordance with certain laws, which is closely related to periodic relations. The development of children is different, and this diversity is caused by the development periods and characteristics of the sections of the brain of each child. Accordingly, it is observed that the formation and development of children's mental processes are at different levels at different ages. Studying the specific laws of development in the mental development of children with hearing problems: general and specific aspects of the mental development of deaf and healthy children. determination; study and determine the uniqueness of deaf children in the development of particular forms of cognitive process - study of intuition, perception, memory, thinking, speech and the laws of its formation as a person; It is planned to implement methods and ways that have an effective effect on the development of the personality of a child with a developmental disability, as well as to

psychologically justify the methods and ways to direct them to social household life through the education of children with hearing problems [2, 65. p.].

The sense of hearing and perception play an important role in the acquisition of speech, especially in directing it to social and domestic life. Active and passive forms of speech are realized on the basis of auditory perception and perception. By listening to his speech and imitating it, he begins to say the first words. After listening to the speech, they get basic information through it, adults acquire knowledge and experiences. Because the knowledge and experiences of adults are conveyed to children by adults through oral or written speech. Violation of the ability to perceive the speech of others makes active speech formation impossible. A child with hearing loss will never be able to speak independently.

If such a child is not taught in special conditions with a special approach and special methods, he will become mute. A deaf child receives all information without the presence of a hearing aid analyzer, he sees all objects, events and events, and has no opportunity to receive any information about them. This, in turn, causes secondary defects. Basically, the child acquires it by repeatedly listening to the speech of adults and others around him, imitating them. A deaf child cannot express the names of the things he sees and events through words, he cannot express his attitude. Such a situation prevents the child from developing properly mentally. Due to deafness, the child develops secondary defects[4, 23.p.]: muteness, retardation of mental development, etc. Because these secondary defects are caused by the lack of hearing, they affect all mental processes, thinking, memory, perception, attention and the entire cognitive process, the earlier the hearing correction is organized, the sooner the speech defects are corrected.

Due to the flexibility of the nervous system of children with hearing problems, they have compensatory capabilities. Such children have difficulty communicating with others, their formation and development as a person, and their sense of identity differ from healthy children. In any case of hearing impairment, the mechanism of receiving information, analyzing it, reacting to it, and storing it is difficult or broken. will have a unique structural structure. In the development of a deaf child, two important interrelated conditions are observed.

The external factor affecting a deaf child is extremely narrow, communication with the external environment is limited, and the opportunity to interact with others is limited [2.67 p.]. As a result, the development of the mental processes of such children is extremely simple. reaction to external influences is simple, constant uniformity is observed. For this reason, connections in the activity of analyzers of deaf children differ from those of healthy children, and the forms of expressing their thoughts are different. For example, visual-imagery, word-logical thinking; Both forms of written speech, impressive (reading) and expressive (written) forms develop earlier than oral speech and play a major role; the impressive form of speech develops earlier than expressive speech.

It is important to take into account this situation in the process of orientation to social household life. The difference between the mental development of children with hearing problems and the mental development of a normal child is mainly manifested in its speed and quality. The mental development of any child depends on the health of his analyzers, general health, growing

environment. There is little difference in the development of a healthy and deaf child during ontogeny, the difference increases in the later stages of development[1, 34.p.].

If deaf-pedagogical support is organized for the child from the first age and his compensatory ability is developed, this difference may not be big. The more timely and consistent the effect and environment that develops the child's potential, the less noticeable the difference. It is these conditions that are taken into account when determining the content, duration and necessary organizational forms of the orientation of children with hearing problems to social household life. Based on the idea of the structural structure of the general language of these children, it is appropriate to start with the development of their speech in the first place in its analysis.

Hearing-impaired children initially acquire speech not directly, but through separate means in specially organized conditions, as a means of compulsory communication. In this case, dactyl and gestural form, which is an additional compensatory means of speech, is used in order not to delay the child's mental development [5,-78.p.]. However, as a result of the process of properly organized social household life, children with hearing problems are not satisfied with the speech opportunity after a certain time, and as a result, they switch to a new, fully spoken form of communication. Speech communication of children with hearing problems is formed in the process of various activities. They use different forms of speech (oral, written) during this period, and use both the expressive side of speech (seeing and receiving speech) and the expressive side (speaking, typing, expressing ideas through writing).

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