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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**EFFECTIVE FACTORS AND PRINCIPLES OF INTEGRATIVE
MODELING OF MOTHER TONGUE TEACHING LESSONS IN SCHOOLS OF DEAF
AND WEAK HEARING CHILDREN****Muhammadali Sadikov***assistant lecturer**Andijan State Pedagogical Institute**Andijan, Uzbekistan**E-mail: muhammadlisodikov3@gmail.com***ABOUT ARTICLE**

Key words: innovation, dictionary, complex, younger generation, language, profession, intensive, dictionary, communication, lesson

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Abstract: The article covered the organization of native language classes on the basis of innovative technologies and modern approaches in ensuring deaf and weak hearing students are involved in post-school education or engage in a specific profession. This science is organized as a lesson, although it stands as part of Correctional hours. It provides for the development of oral and written communication of students, based on the content of native language, speech cultivation, basket teaching, tevarak-introduction, reading, mother tongue and literature subjects in the upper grades. The selected educational materials(assignments) for the lesson serve to form the grammatical construction of speech. These classes are conducted by surdopedagog. This requires separately that teachers prepare cards, posters, tables and various didactic tools with speech materials for each lesson and use them effectively in the course of the lesson.

INTRODUCTION

Today, the skills of effective communication in the native language are an important factor for successful promotion in the labor market as a competitive staff. In particular, the organization of native language lessons based on innovative technologies and modern

approaches to ensuring the involvement of deaf and hard of hearing students in post-secondary education or occupation of a certain profession is relevant.

The lessons of teaching the native language in schools for deaf and hard of hearing children are as follows:

"The cultivation of speech." With the help of this science, students learn to ask questions to others and understand the questions of others, as well as to transmit and receive information. Within the framework of this discipline, students learn to distinguish the idea of a speech subject. They learn to express their opinions verbally. As a result, students' vocabulary develops.

The tasks of science:

creating a speech environment that teaches you to name objects;

enriching the vocabulary of students with social types of work that explain the essence of the surrounding phenomena;

creating speech situations that promote mutual understanding among students;

Preparing students to understand texts in the subjects of "subject-applied education", "natural sciences", "native language".

To introduce students to the necessary vocabulary to understand the tasks in the subject "Mathematics".

The science of "speech communication". This discipline is organized as a lesson, although it stands within the framework of correctional hours. This lesson provides for the development of oral and written communication of students based on the content of their native language, speech development, literacy, familiarization with the outside world, reading, subjects of their native language and literature in high school. The educational material (tasks) selected for the lesson is used to form the grammatical structure of speech. These classes are conducted by a sign language teacher. To do this, teachers must individually prepare flashcards, posters, tables and various didactic tools with speech material for each lesson and use them effectively during the lesson. Each lesson of the teacher's development (dissemination tools) is approved by the Deputy director for educational work. It is known that deaf and hard of hearing children use oral, written, dactylic and sign language in communication. The issue of forming students' communication with others (not everyone knows how to use sign language and dactyl speech) during school education is one of the most relevant today. In order to solve this issue, this science has been put into practice. That is, through this lesson, deaf and hard of hearing children learn to turn to writing on their own in situations where they cannot explain their opinions verbally.

The lesson "development of independent writing" prepares students to express their opinions independently in compliance with the rules of writing and keeps a separate notebook. The purpose of this lesson is to teach the student not only to write beautifully, but also to briefly and concisely express his thoughts so that they are understandable to others. The content of this lesson also fulfills the tasks of the language learning section "formation of the grammatical structure of speech". That is, students perform exercises for self-writing concepts that they use in speech communication. In addition, there are tools (notebooks, telephone, business papers) that allow students to engage in independent communication with others in their lives ...). Therefore, the proposed types of work are aimed at developing not only the student's own speech, but also speech communication among themselves. The content of the speech material is familiar to readers (familiarization with the textbook, native language, environment, speech development ...) it is desirable that it consists of concepts. The lesson takes 40-45 minutes, as well as for regular classes, is reflected in the school lesson schedule, a separate page is allocated in the class magazine.

MATERIALS AND METHODS

The subject is "subject-practical education".

In this part of the study, we relied on all the laws of the Uzbek language. When developing a methodology for experimental teaching the formation of spoken language for deaf schoolchildren, the following principles were used:

1. When choosing speech material, go from simple to complex. At the same time, at different stages of correctional work on the formation of spoken language in a deaf child, correctional work requires starting with a sound, syllable, word and sentence, learning to communicate requires a transition from simple tasks to complex ones.

2. Correctional and pedagogical work was based on the principle of communication, i.e. all speech material was aimed at encouraging students to communicate, at forming their needs for speech-utterance.

3. Exercises aimed at students' perception, comprehension of speech material and practical mastery of it were compiled based on the principles of consistency, consistency and consistency, clarity.

4. The organization of educational material was based on the principle of subject-situationality. That is, speech material has been prepared, which expresses the content of situations, events, subjects that are often found in the lives of students, which they apply in their experience, which can be clearly widely covered.

5. In the implementation of correctional and communicative learning, a differentiated (differentiated) approach was used, that is, the task system was prepared taking into account the speech capabilities of students, age and individual characteristics. At the same time, the correctional and pedagogical process is aimed at using the auditory residue of students, developing lip-reading skills.

CONCLUSION

The methodology of experimental training is based on the following exercises:

- the doctrine of the violation of the activity of analyzers and its compensation (P.K. Anoxin, L.S.Vygotsky, A.R.Luria, V.I. Lyubovsky);
- teaching about the leading role of learning in the development process;
- accounting for the nearest development zone;
- taking into account the potential of students.

It is known that Uzbek language is taught in schools for deaf and hard of hearing children in the following subjects:

1. Literacy training.
2. Speech development.
3. Familiarity with the environment.
4. Subject-practical education.
5. Teaching dactylic speech.
6. Reading
7. Individual lessons and educational classes for the development of hearing, the formation of pronunciation.

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