

**Raximova Muniraxon Ilhomovna**

Kokand State Pedagogical Institute named after Muqimi

Teacher of the Department of special pedagogy

**Annotation:** early identification of Disabled People, their involvement in special education, - comprehensive development. in the spirit of humanism, self-sacrifice, information is given about upbringing, training, vocational guidance, prevention and recovery of disability, preparation for life and adaptation to the Society of normally developed people.

**Keywords:** deaf child, weak hearing child, psyche, consciousness, physical defect, mental defect, classification, upbringing in the family, differentiation.

Early identification of people with disabilities, their involvement in special education, - comprehensive development. in the spirit of humanism, self-sacrifice, upbringing, training, vocational guidance, disability prevention and recovery, preparation for life and adaptation to a normally developed society of people are one of the current tasks. If in the family a child is born physically or psychically disabled, then in this family the problem increases, it is important for a disabled child to be brought up by parents, medical personnel, a teacher. As a result of scientific research, this is evident. the earlier Help is given to children with physical and mental disabilities, the faster the deficiency in them is eliminated. For the differential Organization of children with hearing impairments, there is a classification of different principles. The study of students of this school showed that teaching work in these schools is carried out mainly only when the primary defect is taken into account. The first classification dates back to the 16th century. Italian scientist D. Cardano 3 group in the separation of Deaf is based on the dependence of deafness on the time of occurrence and the degree of speech development: congenital deaf. Those who were deaf early (until their speech developed); those who were deaf Late (those whose speech was preserved). 18th century French pedagogue R. A. Sikar suggested that children with different hearing impairments be divided into groups and taught them fragmented. Russian surdopedagogue in the first half of the 19th century V. I. Flary suggested that deaf and weak hearing students, late deaf and weak hearing should be trained in pieces. Doctor of the Institute of deaf and weak hearing aids in Paris J. Itar divided the five groups of deaf people according to their hearing of sounds and speeches: those who hear high speech and sounds near their ears; those who distinguish vowels and consonants; those who distinguish some vowels and consonants; those who do not hear speeches, but hear loud sounds; those who generally have hearing impairments. However, the differentiation of deaf children did not give positive results, only with the training of those who lost hearing at different levels.

In the second half of the 19th century, Petersburg was a place of knowledge of deaf and weak hearing pupils Ya. T. Speshnev formed two divisions: for deaf children with different types of speech; Ya for those who communicate on a sign basis. T. Children with hearing impairments by Speshnev are differentiated to improve the level of speech, the level of the main defect is not taken into account.<sup>1</sup> This circumstance did not give the desired effect during their training. High absorbency of children with very hearing impairments on the other hand, impaired absorbency of children with hearing impairment is observed. And this circumstance forces teachers to separate and teach students on their mental development. L. V. Neumann marks three stages in the history of the study and classification of hearing impairment in childhood: from the initial attempt to systematize hearing

<sup>1</sup> Bogdanova T. G. *Surdopsixologiya*. –M. : 2002. – 118 s.

verification in deaf and weak hearing learners, to the practice of profiling the hearing aid equipment from the kamerton set; the period from Kamerton to audometer; the audiometer included in the practice that meets the current demand. L.V.Neyman divides the Deaf into four groups, based on the range of reception using the field of auditory frequencies<sup>2</sup>.

Those who receive frequencies that are most defective in Group 1 –125-250gk.

These children cannot distinguish any of the sounds, but only hear a loud sound in front of the ear. (shout, The Voice of the train gudogi. )

Group 2 accepts frequencies of 125-250-500gk.

These children divide the vowels “o” and “he”, not only by hearing. At close range, they hear the sound in the environment.

Group 3 was defective and averaged 125-250-500-1000gk. receives frequencies.

Children of this group pay attention to the voices of colloquial height in front of the ear, perceive 3-4 vowels, many of them perceive some familiar words.

Group 4 125-2000gk. Most children in this group hear sentences in front of the ear and not far away. They distinguish familiar sentences and words, vowels and consonants.

The level and character of speech development in hearing impairment occurs on the basis of a number of reasons. R. M. Boskis has shown that the level of speech development is associated with the following four factors. It is not correct to group weak hearing children as deaf children, depending on the size of the frequency of hearing. Because most weak listeners receive a wide range of 4000gk and a high frequency. Each group is determined by the possibilities of hearing certain sentences by weak listeners. In weak listeners of Level 1, the decrease in hearing in the sound range does not exceed 50dB. Their frequency reception is around 125-8000gk. At a distance of more than 1m, there is an opportunity to distinguish sentences at the height of the spoken sound. It is possible to communicate with them. In weak hearing aids of Level 2, the decrease in hearing in the sound range is up to 70db. At a distance of less than 1m there is an opportunity to distinguish sentences at the height of the spoken sound. It is somewhat more difficult to communicate with them. In Group 3 sound diposone, the decrease in hearing is higher than 70db. At the height of the sounds of words, the separation of sentences is also difficult in front of the ear; communication is carried out only at a loud sound near the ear. In weak listeners, the difficulty of an independent speech process, a decrease in hearing ability is formed at 15-20dB. This Is Done By L. V. Neumann offers to take as an approximate boundary between good listeners and weak listeners. The approximate limit between weak hearing aids and deaf people is 80dB.

Thorough knowledge of the pedagogical classification for each surdopedagogue serves as the basis for carrying out work in which each category directs children with a broad meaning, with a special purpose. Under this classification, children receive a referral to special institutions. Mental characteristics of individuals with hearing impairments have attracted the attention of educators and doctors-psychologists since the middle of the XIX century. V.I.Fleri, F.A.Ostrogadsky, I.M.Logovsky, F.A.The pedagogical activity and research of such scientists as Rau made a great contribution to the development of surdopsychology.<sup>3</sup> In their scientific work, opinions are given regarding the observation and identification of the mental characteristics of children with hearing impairments. In Particular, V.I. Fleri describes the features of movement skills in children with hearing impairments and emphasizes that incorrect coordination, distrust of movements are observed,

<sup>2</sup> Surdopedagogika / Pod red. M. I. Nikitinoy. –M. : Prosveshenie, 1989. -54 b

<sup>3</sup> Bogdanova T. G. Surdopsixologiya. –M. : 2002. – 158 s.

N.M.Logovsky admits that children with hearing impairments can activate and develop auditory perception. This scientist separately emphasizes the importance of visual perception in compensation for mental development disorders in deafness.

By the 20 years of the XX century L.S.Under the leadership of vigotsky, the process of systematic research of urgent problems of special psychology was carried out. The scientist studies the problems of deaf, blind, mentally retarded children and their education, who have various defects in their scientific background. In 1924-1926, the first scientific works dedicated to this problem will be published.

L.S.Vigotsky, based on an analysis of genetic principles, highlights the characteristics of the psyche of children with hearing impairments. The development of a deaf child admits that social conditions justify the observation of psychological new cases. L.Vygotsky's feedback has made a great contribution to the development of special pedagogy, allows you to take a special look at the problems of stratification of children with developmental disabilities. His theoretical teaching influenced experimental psychological research that investigated compensatory possibilities for children with hearing impairments in stimulus conditions. L.S.Vigotsky's comrades L.K. Zankov and Sh.M.Solovev has a developmental defect in particular hearing impaired conducted psychological studies studying the features of memory and speech development of children's perception and published the results of the study in 1940. Summed up in the monograph " on the psychology of a deaf child". In 1930-40, a number of studies were carried out that studied the cognitive activity of children with hearing impairments, in particular K.I. Veresotskaya perception of subjects of children with hearing impairment, L. V.Zonkov and D.R.Mines developed the skill of remembering visual material, M.M. Nudelman presents deaf students, Z.S.The constancy of the perception of Bain sight, N.I.Features of the perception of colors by children with defects in the hearing of Shif, M.E.Votsev studied the writing speech and reading skills of deaf students. The studies carried out during these years were of character, children with hearing impairments were examined by analogy with hearing or mentally retarded children. Such an approach would make it possible to develop recommendations that would allow you to effectively work with children of all categories.

Including scientifically analyzed the development of small business and business, and the legal basis, at this time financially support small business and business, the latter is amended and the rules for this branch of national legislation are added.

Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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