

**DEVELOPMENT OF MOVEMENT OF DISABLED CHILDREN BY MEANS
WITH THE HELP OF GYMNASTICS**

Xolmatov Nizomjon Umarjonovich

Namangan state university

E-mail: nizomzonholmatov10@gmail.com

Annotation: *The results and lessons learned by the experiments delivered on the problems and solutions of preparing deaf children and children who have not fair hearing for social life basing on the effective innovative technologies implementation have discussed in this article. Moreover, taking into consideration the necessary comprehension for socialization of deaf and fair hearing children as well the effective ways and technologies of formulating children's skills have revealed.*

Keywords: *deaf and children with violated hearing, socialization, lifelong comprehensions and skills, speech, communication, innovation, effective technologies.*

Introduction: The issues of education, upbringing, vocational guidance and socialization of children with disabilities in our country are among the most important areas of state youth policy. Because one of the five principles of development in Uzbekistan is a strong social policy, the full support of the needy is legally guaranteed. Today, the fourth direction of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 is the development of the social sphere, the tasks set in which the priority of humanitarian ideas in our country indicates that it is a value1. In particular, the strengthening of social protection of the needy and the state support of the elderly and people with disabilities, the improvement of social services for them require radical improvement of the education system for children with disabilities, the introduction of innovative technologies in this process. The process of educating children with disabilities is not only derived from the laws of the process of educating healthy children, but also has its own characteristics. Deaf and hard of hearing, blind and mentally retarded children, like healthy children, go through each stage of development. The norm has age limits for development and certain criteria. In such development, it is understood that the child is developing both physically and mentally according to his age. However, each child has its own unique characteristics. These features are related to the physiological and psychological development of children. The principle of activity is to plan and carry out developmental activities, understanding what age the child is going through and what activities will be a priority for him during this period. Targeted organization of education not only in educational institutions, but also in families is one of the important conditions for the upbringing of children as spiritually mature, physically strong, mentally competitive professionals. However, most families do not have the necessary pedagogical and psychological work to prepare deaf and hard of hearing children for independent living. Families will be treated with care and compassion for deaf children. This situation results in deaf and hard of hearing children not developing the skills to behave, communicate, self-serve and participate in other activities as in healthy children. As a result, deaf and hard of hearing children are involved in the acquisition of skills necessary for normal daily life from the day they arrive at a special education institution. While these skills may seem simple and straightforward, they are one of the key factors in the socialization of deaf children. In particular, students should: - dress (seasonal, depending on the destination, clean and tidy, gender-appropriate, modern); - Behavior (speak correctly and fluently in the native language, be sweet, listen to the interlocutor when speaking, do not have someone's word, speak clearly and within the topic, do not use inappropriate words in speech and so on); - Behave in public places (follow the rules, do not

speak harshly, do not disturb others, greet adults, do not pollute the environment, etc.); - adherence to hygienic rules; - proper nutrition, timely rest, knowledge of work norms, avoidance of harmful habits (smoking, alcohol, inappropriate behavior), proper planning of leisure time and It is required to organize systematic work, targeted approaches, modern methods and tools, the use of effective innovative teaching technologies to learn to conduct meaningful, healthy lifestyle and strict adherence to the requirements of medical culture. Children with hearing impairments are educated and raised in special educational institutions, where they live. This means that boarding schools are both educational and compassionate for these students. In addition to academic education, students learn to be tolerant, to communicate with others, to work, to serve themselves, to value the work of others, to defend their decisions, and to control their health.

Of the two deaf and hard of hearing children covered by the study, 73% of graduates of specialized educational institutions in 2017-2020 were not involved in the next stage of education. In particular, 27 out of 95 deaf and hard of hearing children who graduated from 2 special boarding schools for deaf and hard of hearing children in Khojaabad district of Andijan region in 2017-2020, 63 of the special boarding school for deaf children No. 25 of Navoi region. 17 out of (for 3 academic years) graduates, 9 out of 39 graduates of Namangan region special boarding school for deaf children No. 46 (for 2nd academic year) are involved in various professional colleges. That is, out of a total of 197 deaf and hard of hearing children whose life after school was studied, 53, or 27 percent, were enrolled in vocational colleges in certain fields. The remaining 144 are engaged in family work or other types of employment. Most of these children are mildly deaf or hard of hearing, and have been educated because they have developed a certain level of communication skills. The causes of this problem were identified and analyzed through surveys with the management of the institution, families and teachers who attended the training courses, as well as through direct observations:

most parents feel that their children are not ready for an independent life because they have difficulty communicating with those around them;

deaf and hard of hearing students do not have enough skills to express their thoughts, needs in accordance with the speech conditions, to express themselves (20-23 graduating from one institution (graduating 2 classes per year, each there are 10 to 14 students in a class) 18 of the deaf and hard of hearing students are unable to even try to communicate in oral or written forms that the listener understands.

They try to express themselves through gestures). Most deaf and hard of hearing children are not involved in further education after graduation. Based on interviews with families of deaf and hard of hearing children, we summarized and substantiated the reasons why families do not send their children to study at long-distance educational institutions:

A deaf and hard of hearing child is unable to communicate quickly and effectively with others. Families do not have the resources to study, live and control their children.

To prevent the child from becoming a victim of various negative situations (complicity in a crime, being a mediator for someone's malicious intent ...) due to insufficient self-defense skills.

Avoid giving in to non-Uzbek traditions and opinions. Problem: Deaf and hard of hearing children lack social skills so that they do not lose themselves in the listed and other situations. Young people who are not involved in further education after school feel the need for support from others like a newborn baby at the gates of independent life. Healthy students are accompanied by family members in the process of meeting their daily needs. That is why they experience social encouragement from childhood. Children living in boarding schools organize their lives within the requirements set by teachers, educators, nurses and staff of other institutions. Most families understand this requirement as "the state should do it," and as a result, their children learn to "care" for a lifetime. A student who learns to live only with the help of others and to satisfy his needs through the efforts of someone else will be confused in his independent life after education. He now meets

the demands of social life, including the right to work, to be paid for his work, to exercise his rights effectively, to keep records, to communicate with various professionals and others, to start a family, and to meet his spiritual needs. It leaves you alone in the face of the demands of a simple, prosperous life, such as a realistic vision of the family budget, setting goals for the near and distant future. After school, they will not have a teacher, tutor, or nurse to communicate with them in tactile and sign language.

And their family members (most of them) are deaf and hard of hearing children who do not know how to use sign language. Families have the following options for dealing with the problem:

- hiring another specialist to be able to communicate;
- Apprenticeship and employment of a master in the context of limited communication;
- keeping in the family;

- Employment in an enterprise where children work like him (such enterprises are few in number in the country). Here are some reasons why students with hearing problems may not be ready for social life during school hours:

insufficient continuity and continuity in the education of deaf and hard of hearing children;

lack of a targeted approach to the psychological preparation of deaf and hard of hearing children for social life;

Lack of correctional pedagogical system to teach deaf and hard of hearing students to use spoken language at the level of communication;

lack of a clear system for organizing educational classes in special educational institutions;

lack of cooperation between the participating organizations in preparing students for social life.

Although correctional pedagogical approaches are carried out in special educational institutions for deaf and hard of hearing children, it is difficult for them to adapt to society, adapt to the environment, and communicate quickly and effectively with others. As a result, most school leavers are left out of school and need help from others in the family or in various situations and aspects of life. They meet the requirements of social life during school education, including work, effective use of their rights, record keeping, communication with others, taking measures to meet daily needs, setting goals for the near and long term, they do not adequately master skills and competencies such as controlling their own health and expressing themselves. After all, the effectiveness of school education is that deaf and hard of hearing children find their place in independent life, do not feel the need for help in everyday life, are not dependent on the individual, that is, "burden" on society. is assessed by its formation as an active participant. Deaf and hard of hearing children are only able to adapt to society when they are ready for verbal communication. To date, institutions do not take into account the fact that the differences in the levels of speech development of students in different classes are directly related to the activities of teachers. That is, if some students are not able to explain their ideas orally, then they apply in writing, and some students are not ready for either oral or written communication. They don't even feel the urge to communicate. It is this situation that is hindering healthy competition among teachers. In order to prevent this problem, we have formed innovative ideas in 2 directions, but one goal, based on the results of our scientific research. The idea was created through observations made in 2012-2016 and a study of foreign practices. Idea 1: The idea of teaching deaf and hard of hearing children to communicate effectively by establishing a "single speech order". To do this, it is necessary to conduct "Speech Monitoring" and create a resource "Single Signs" (signs, which are now recognized as the "native language" of the deaf, are used in different forms in each region, ie 1 hand gestures expressing the word are performed differently). Technology for the implementation of the idea: Assuming that the innovative idea of "Single Speech Mode" in practice will allow deaf and hard of hearing children to effectively adapt to social life, we recommend the mechanism of its implementation. Mechanism of

speech monitoring: 1. Speech monitoring schedule (Table 1) is conducted in grades 1-2. The words (cards) in this table are taken from the textbooks "Introduction to the environment", "Speech development", "Subject practical training", "Mathematics". The words will be selected for this period, which means that the words will be selected from the texts related to the topics covered in this week and from the words that occur in everyday life. Some words may be repeated. When these words can be retrieved by students until they are included in an active dictionary. On Monday, 10 words will be put in the first line. On Tuesday, these words will be added to the 2nd line, and new words will be added to the 1st line. In this way, new words are typed on the first line every day. You can also write words on the cards or a picture of the word. 2. On Friday, the teacher puts the words in the Words Box. The number of words is controlled. Repeated words are not recalculated. In this way, deaf and hard of hearing children will be able to determine the real state of the vocabulary they need to acquire during the week, quarter and school year. 3. Speech monitoring has so far been considered a clear digital case and has no methodological basis. This monitoring allows for an objective assessment of the quality of education by monitoring the work of teachers on student speech.

REFERENCES

1. O'zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi «O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida» PF-4947-son farmoni. // «O'zbekiston Respublikasi qonun hujjatlari to'plami», 2017 yil 13 fevral, 6-son, 70-modda.
2. Аксенова Л.И. Маленькие ступеньки, ведущие в большую жизнь.. // Журнал «Дефектология», 1999, № 3.
3. Виготский Л.С. Собрание сочинений. Т. 5. - М.: «Педагогика», 1983.
4. Специальная психология. Под ред. В.И.Лубовского. - М.: «Академия», 2005.