

**DEVELOPMENT OF COGNITIVE AND SPEECH ACTIVITY OF CHILDREN WITH
HEARING IMPAIRMENTS**

Turgunboyeva Zulkhumor Ibroximjon kizi
Teacher of the Department of Special Pedagogy
of Kokand State University

Annotation: This article presents information on the opinions and approaches of scientists in the development of verbal and cognitive activity of students with hearing problems.

Keywords: child with hearing impairment, impairment, early diagnosis, speech development, intellectual, spiritual-moral, physical, aesthetic, teacher-educator, parents, abilities.

A comprehensive study of the developmental characteristics of children with hearing impairments, improving pedagogical classification will increase the level of correctional, educational and educational work and allow for the selection of deaf and hard of hearing children into the necessary classes of schools based on clear criteria (classes for children with complex disabilities). In the early detection of developmental defects, as well as hearing defects, parents should pay attention to the development of the child's hearing and speech. The main task of preschool education is to prepare children for school education, as well as to form the child's personality, to form his interest in knowledge, cultural and moral needs, initial labor skills, to cultivate a sense of love for science, to form in them initial ideas about the world, and to strengthen his health. In preparing children for school education, the formation and activation of the cognitive activity of children with hearing defects is an important factor in preparing them for school education. Modern requirements for the preschool education system require updating its pedagogical aspects, updating and improving the educational work provided to preschool children based on changes taking place in society and the social demands put forward. In this regard, first of all, the logical connection of the theoretical and practical foundations of the process, the provision of pedagogical conditions and educational content for the younger generation to become intellectually, spiritually, morally, physically and aesthetically ready for life are considered one of the important conditions for the development of society. In order to ensure the effective functioning of the system of preparing children for school education, it is necessary to create pedagogical conditions in preschool educational institutions and families that ensure the formation and activation of cognitive activity of children with hearing impairments. This will help children to be ready for school education by developing their skills in understanding the world around them and the events and phenomena in it, and to develop such spiritual and moral qualities as perseverance, idealism, friendliness towards their comrades and peers, understanding them, and diligence. Experts have different views on the formation and activation of cognitive activity of children with hearing impairments, on their acquisition of the foundations of theoretical and practical knowledge.

Regarding the aspects of the formation and activation of cognitive activity of children with hearing impairments, E. Eisner (USA), S. Sezo, S. Tada (Japan), R. Shokar (France) and others emphasize the need to pay special attention to this area. It is especially noteworthy that Japanese scientists have focused on the field of art education, in particular, the teaching of visual activities in preschool educational institutions and schools. All children, from a very young age, if they get a pencil or pen in their hands, will certainly draw wherever they come across. They naturally have a need and interest in creativity. It is the duty of educators and parents to develop and form this quality. Each child has 100 different sides, they are not born incapable. They can only be able to

reveal their abilities or not. This does not mean that everyone is talented and capable. Only children born mentally healthy can be considered.

In Japanese art education pedagogy, great attention is paid to the development of aesthetic knowledge based on the formation of various perceptual movements. They teach children to look closely at the environment, at everything, to watch with fascination, to pay attention to the details of phenomena that sometimes have small, but wonderful properties. For example, they recommend watching with delight a frozen drop of water, a rainbow reflecting in the sun with all its colors, hearing the rustle of leaves from the wind, the sound of rain, etc. All this is done on a realistic basis in the process of understanding natural phenomena. As a practical solution to these impressions, great importance is attached to drawing from nature. The formation of imagination in the above areas becomes the theoretical basis for drawing from nature in children.

French educator P. Shokar demonstrates in an interesting drawing, the content of which is the main tool of graphic expression in the development of children's visual creativity. In his book "Children in Mothers' Schools from 4 to 5 Years Old", P. Shokar emphasizes the need to teach children graphic expression, distinguishing three stages in this process. The first stage consists of a spontaneous (without external influence) process of drawing, during which the teacher observes the child, determines his drawing skills, evaluates the productivity of his activity and expresses his opinion. The second stage is called the processing period, which represents teaching the child the drawing method. The educator plays the leading role in this. Only after that does the third stage proceed to free drawing. During this period, the educator tries to increase the children's drawing experience. After passing these three stages, children's drawings rise towards creativity. A number of American scientists (B. Jefferson, E. Kramer, E. Eisner and others) recognized the need for adult control and guidance of children's drawing activities. Of course, children need to be supported, encouraged, guided, and guided. In recent years, some educators have created a number of interconnected programs for preschool and educational institutions. In particular, the standard program prepared in 2004 by Russian scientists M.A. Vasilyev, V.V. Gerbova, T.S. Komarova is designed primarily for all children of preschool age, based on comprehensively specific tasks, and is intended to prepare children for school. The program "Construction and manual labor in kindergarten" created by L.V. Kutsakova is mainly aimed at developing children's design skills and creative abilities in drawing, modeling and construction using various methods. This program involves the implementation of construction using various materials using non-traditional methods, including working with paper, cardboard, construction, natural, waste and other materials.

List of used literature.

- 1 Qizi, Turgunbayeva Zulkhumor Ibrahimjon. "CAUSES OF HEARING DEFECTS AND DESCRIPTION." *Galaxy International Interdisciplinary Research Journal* 11.11 (2023): 653-656.
- 2 Ibragimovna, Turg'unboyeva Zulxumor. "ZAIF ESHITUVCHI O'QUVCHILARNI NUTQIY SIFATLARINING RIVOJLANISH XUSUSIYATLARI." *Science Promotion* 1.2 (2023): 131-138.
- 3 Nigina, Abdunazarova, and Yolchieva Dilfuza. "TECHNOLOGY FOR THE DEVELOPMENT OF SPEECH LOGIC IN NATIVE LANGUAGE LESSONS WITH STUDENTS OF SPECIAL INSTITUTIONS." *Galaxy International Interdisciplinary Research Journal* 11.12 (2023): 1086-1090.
- 4 Mashhura, Boltayeva Gulsevar Xoldoraliyeva Ra'no Tursunova, and Abdurahimova Munisa Meliqo'ziyeva Shahzoda Turg'unboyeva Zulxumor. "JAHON MAMLAKATLARI

TA'LIMNING TASHKIL ETILISHI VA TARAQQIYOTI MASALALARINING TAVSIF ETILISHI." *Confrencea* 12.12 (2023): 563-571.

5 Turg'unboyeva, Zulxumor, Dilnavoz Ikromova, and Xusanboy Maxmudov. "MAKTABGACHA YOSHDAGI ZAIF ESHITUVCHI BOLALAR NUTQINING RIVOJLANISH XUSUSIYATLARI." *Universal xalqaro ilmiy jurnal* 2.4.1 (2025): 402-404.

6 Turg'unboyeva, Zulxumor, and Durdona Erkinova. "INKLYUZIV TA'LIMNI ESHITISHIDA NUQSONI BO'LGAN BOLALAR PSIXOLOGIYASIGA TA'SIRI." *Universal xalqaro ilmiy jurnal* 2.4.1 (2025): 407-410.

7 Turgunbayeva, Zulkhumor Ibragimovna. "Organizing Inclusive Education for Children with Autistic Spectrum Disorder." *American Journal of Education and Evaluation Studies* 1.7 (2024): 175-178.

8 Turg'unboyeva, Zulhumor. "O'ZBEKISTONDA UMUMTA'LIM MAKTABLARIDA INKLYUZIV TA'LIMNING RIVOJLANISH BOSQICHLARI." *SCIENCE PROMOTION* (2023).

9 Turg'unboyeva, Zulxumor, and Saminaxon Odiljonova. "ESHITISH VOSITASINING ISHLASH TAMOIYILI VA ESHITISH APPARATINING ASOSIY TUZILMALARI." *Theoretical aspects in the formation of pedagogical sciences* 3.2 (2024): 146-151.

10 Turg'unboyeva, Zulxumor, and Nigora Bekmirzayeva. "ESHITISHIDA NUQSONI BO'LGAN BOLALARNI KASBGA YO'NALTIRISHNING METODOLOGIK ASOSLARINI TAKOMILLASHTIRISH." *Solution of social problems in management and economy* 3.1 (2024): 202-207.

11 Dilnavoz, Ikromova. "INCLUSIVE EDUCATION IN UZBEKISTAN. ANALYSIS AND DESCRIPTION OF THE PRINCIPLES OF INCLUSIVE EDUCATION." *Galaxy International Interdisciplinary Research Journal* 11.12 (2023): 1035-1041.