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FEATURES OF THE DEVELOPMENT OF ATTENTION OF CHILDREN WITH HEARING IMPAIRMENT

Annotation: this article describes the attention characteristics of children with hearing impairment, images of its development, the presence of external supports in the early stages of the formation of voluntary attention - a wide range of practical actions with selected objects-the need to maintain it and the features of developing the attention of children with hearing impairment visual perception are of great importance for them.

Keywords: mental activity, attention, component, trait, ability, hearing Level, biological factor, temperament, social experience, ontogenesis, nervous system, Age periods, communicative speech, deviation, schedule, diagram.

Attention is the concentration of the mental activity of an individual on some real or ideal object at a certain time.

Attention is a dynamic feature of activity, since it activates the necessary mental processes, helps to purposefully select incoming information, regulates and controls the course of activity. Attention is characterized by such properties as volume, selectivity, stability, distribution, switching. All these features are gradually formed in children at preschool and primary school age.

The simplest and genetically most perfect type of attention is involuntary attention, which is passive in nature, since it is determined by phenomena and objects outside the goals of activity. This is exactly what is considered the leader in Deaf Children of preschool age. This is due to New, unusual or interesting things and events for the child. At the entire preschool age, the stability of attention changes - it is from 10-12 minutes at the beginning of the younger period to 40 minutes at the end of it.

Voluntary attention arises as a result of the influence of adults, upbringing and education. It is characterized by its active nature, a complex structure mediated by socially developed methods of organizing behavior. A. N. Leontev believes that at first the development of external intermediary attention occurs much faster. At school age, a turning point occurs, which is characterized by the transformation of external mediator attention into internal mediation.

Initially, voluntary attention is carried out through the child's communication with adults. Adult gestures and verbal instructions emphasize a certain object from the surrounding world. Gradually, the child begins to build his own behavior on the basis of self-instructions, by independently setting tasks. First, self-instructions are given in the form of external, extended speech.

The presence of external supports at the initial stages of the formation of voluntary attention - a wide range of practical actions with selected objects is a necessary condition for its maintenance. In the process of further development, interoperation occurs, the transition of external supports to the internal plane. Children with hearing impairment are characterized by the highest form of attention - voluntary and indirect development, which is associated with the subsequent formation of the ability to organize attention and use controls, including the subsequent transition to internal ones.

The features of the development of attention of children with hearing impairment are due to the fact that visual perception is of great importance for them, that is, the main load on the processing of

incoming information falls on the visual analyzer. For example, in order to perceive oral speech through lip reading, it is necessary to fully concentrate on the face of the person speaking, the perception of dactylic speech - it is important to pay attention to the positions of the fingers. These processes are possible only with constant attention and tension of the child. Therefore, deaf children get tired faster and more often than normal hearing children, and the consequence of this increases the instability of attention. Deaf children have difficulty changing attention, they need more time to "understand correctly", which leads to a decrease in the speed of actions performed and an increase in the number of errors.

The effectiveness of attention in Deaf School students compared to their hearing peers depends to a greater extent on the visual expressiveness of the perceived material. With an increase in expressiveness, students of the deaf school more accurately determine the informative properties of objects and make fewer mistakes. For example, when working with correction tables of different types (letter, number, table), deaf children successfully work with different tables throughout all years of school. In this case, they show good efficiency, that is, they look at more characters and make less mistakes; work a little worse with digital samples; children make the most mistakes when working with letter samples. The attention of children with hearing impairments depends more on the expressiveness of the material than hearing people: they more easily distinguish figurative material and therefore work best with it; the letters are more complex, so they work more slowly and make more mistakes.

In this regard, various visual aids are widely used in the education of children with hearing impairment: some are used to involuntarily attract attention (for example, a bright picture), others are used to develop voluntary attention (diagrams, tables).

In children with hearing impairment, voluntary attention develops in the educational process at school, and its main features are formed. A significant difference from children with normal hearing is that the highest level of voluntary attention development occurs in adolescence (in hearing children, it is formed 3-4 years ago).

The problem of attention development in schoolchildren with hearing impairment is solved due to properly organized educational activities. General conditions that contribute to the formation of voluntary attention include the organization of educational material, its structure and the choice of vivid examples; the formation of motivation for educational activities, stable cognitive interests; the organization of teacher activities (especially the optimal ratio of verbal, dactylic and written forms of speech, the correct distribution of the load, the use of various methods of pedagogical influence); the formation of control and self-control skills in the educational activities of students, in particular. Specific conditions include the use of special technical means (sound reinforcement equipment for individual and collective use); extensive use of visual teaching tools, with which you can involuntarily attract attention and develop voluntary attention (for this, a certain level of abstraction tools - diagrams, tables are used). An important factor that should always be taken into account is a specific way for deaf children to perceive oral speech - to constantly focus attention on the face and lips of the speaker, which requires special concentration. Therefore, on the one hand, it is necessary to distribute the power of speech, on the other hand, to form and automate the skills of lip reading. The better a deaf child reads his lips, the easier it is for him to focus on a speaker, the less tired he is. Certain rules of behavior are required for a person who interacts with the deaf-it is necessary to confront or Sit against a deaf person, to avoid unnecessary walks and gestures. In the process of teaching deaf children, it is

important to use different types of sensitivity, such as tactile and vibration, to attract and regulate attention.

Thus, the development of attention in Deaf Children consists in the formation of voluntary attention as conscious and controlled, the formation of basic characteristics such as stability, distribution, exchange.

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