

MODERN METHODS OF FORMING INFORMATION COMPETENCIES OF DEAF AND HARD-OF-HEARING STUDENTS

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Abstract

This article will analyze modern methods of forming information competencies of deaf and hard-of-hearing students from a scientific, theoretical, and practical point of view. The article reveals the essence of information competence, the relevance of developing this competence, taking into account the psychophysiological and cognitive characteristics of deaf and hard-of-hearing students.

Keywords

inclusive education, deaf students, hard-of-hearing students, information competence, deaf education, information and communication technologies, and dactylogogy.

KAR VA ZAIF ESHITADIGAN O'QUVCHILARNING AXBOROT KOMPETENSIYALARINI SHAKLLANTIRISHNING ZAMONAVIY USULLARI

Annotatsiya

Ushbu maqolada kar va zaif eshituvchi o'quvchilarning axborot kompetensiyalarini shakllantirishning zamonaviy usullari ilmiy-nazariy va amaliy jihatdan tahlil qilinadi. Maqolada axborot kompetensiyasining mohiyati, kar va zaif eshituvchi o'quvchilarning psixofiziologik va kognitiv xususiyatlari hisobga olingan holda ushbu kompetensiyani rivojlantirishning dolzarbligi ochib berilgan.

Kalit so'zlar

inklyuziv ta'lim, kar o'quvchilar, zaif eshituvchi o'quvchilar, axborot kompetensiyasi, surdopedagogika, axborot-kommunikatsiya texnologiyalari, daktilologiya.

СОВРЕМЕННЫЕ МЕТОДЫ ФОРМИРОВАНИЯ ИНФОРМАЦИОННЫХ КОМПЕТЕНЦИЙ ГЛУХИХ И СЛАБОСЛЫШАЩИХ УЧАЩИХСЯ

Аннотация

В данной статье будут проанализированы современные методы формирования информационных компетенций глухих и слабослышащих учащихся с научно-теоретической и практической точек зрения. В статье раскрыта сущность информационной компетенции, актуальность развития этой компетенции с учетом психофизиологических и познавательных особенностей глухих и слабослышащих учащихся.

Ключевые слова

инклюзивное образование, глухие ученики, слабослышащие ученики, информационная компетентность, сурдopedagogika, информационные и коммуникационные технологии, daktilologiya.

The effective use of information and communication technologies in the modern educational process is an important factor in the formation and development of students'

information competencies. This area is particularly important for students with disabilities, especially for deaf and hard-of-hearing high school students, and requires a special pedagogical approach and adapted methods for them. The main reason for this is that the processes of perception, understanding, processing, and applying information in practice are significantly different for students with hearing impairments and are often accompanied by additional obstacles.

In today's information society, each individual's ability to access, critically analyze, and effectively utilize information has become a crucial factor in social engagement, educational progress, and professional success. Developing the information competence of deaf and hard-of-hearing students is a particularly important strategic objective, as it ensures their social integration, academic success, and effective future professional endeavors. However, students with hearing impairments face various objective and subjective challenges in accessing information resources, comprehending audiovisual material, and processing verbal information. This condition can lead to a lack of information competence and, as a result, to a risk of exclusion from public life. This article is devoted to the scientific substantiation and proposal of a special pedagogical model aimed at developing the information competence of deaf and hard-of-hearing high school students. The article scientifically and theoretically reveals the relevance of the topic, analyzes the essence and causes of the existing problem, and provides detailed information about the purpose, objectives, and methodology of the study. The proposed model, which combines modern information technologies with the requirements of special education, is designed to take into account the individual psychophysiological characteristics of students, allowing for the comprehensive development of their information competence.

The field of education that deals with the special education and upbringing of deaf and hard-of-hearing children is known as сурдопедагогика. Сурдопедагогика (лат. Surdus-deaf + шерсть. Paidagogike-наука о воспитании детей) - an important section of special pedagogy, which studies the processes of development, education, social adaptation and compensation of children and adults with hearing impairments. The main purpose of this discipline is to form children with hearing impairments as a full-fledged member of society, prepare them for work, develop oral speech, correct pronunciation and develop lip-reading skills (visual perception of lip movement). The development of oral speech in children with hearing impairments is one of the central tasks of сурдопедагогики, in which the main focus is on teaching children to pronounce words through visual and tactile control of the movement of their speech organs. As a result, children acquire the ability to speak through repetition and reinforcement of their speech. Additionally, they can communicate using a special дактилологическая азбука (showing letters with their fingers) [1].

A violation of auditory perception hinders the natural mastering of oral speech by the child, which, in turn, leads to his social isolation from society, inability to establish full-fledged communication with peers and the environment, as well as to serious difficulties in finding his place in public life. L.S.Vygotsky notes, social education and speech development are a complex process closely interconnected. If underdevelopment of speech is the reason for the isolation of the child from the collective (collective), then isolation from the collective, in turn, further slows down social education and speech itself. Overcoming this "vicious circle" is one of the main objectives of deaf education. The development of speech and social communication, in turn, is a prerequisite for the formation of information competence. The skills of perceiving, understanding, processing, and applying information in practice are crucial for the social integration of deaf and hard-of-hearing students, their success in the educational process, and their future professional activities.

Information competence is interpreted as a person's ability to search for, find, critically evaluate, organize, create, and effectively use information. In modern educational theory, information competence is one of the fundamental competencies of the 21st century and is a necessary skill and qualification for every learner. This competence goes beyond acquiring

knowledge and provides individuals with opportunities for self-development, problem-solving, and active participation in society throughout their lives.

The development of information competence for deaf and hard-of-hearing students is of particular strategic importance. Students with hearing impairments face additional objective obstacles in the process of obtaining, processing, and using information. Therefore, information competence is not only a success factor in the educational process, but also a key means of social integration, independent living, and professional growth for them.

Auditory perception disorders directly affect the channels of information perception by students. They usually receive and process information mainly through visual (visual) and tactile (sensory) channels. Therefore, the use of multimedia educational materials, interactive visual aids, subtitles, animations, dactylography (finger alphabet), video applications, and special software is an important pedagogical condition for developing their information competence. This approach helps to activate the compensatory mechanisms of hearing disorders.

– Effective development of information competence opens up the following opportunities for deaf and hard-of-hearing students:

– Expanding access to knowledge – students acquire the ability to independently search, select, analyze, and delve into educational materials;

– Social adaptation and integration – skills in accessing and using information help students actively participate in society, engage in dialogue with their peers, and develop their social skills.

– Professional development-information competence provides a solid foundation for future career choice, competitiveness in the labor market and successful professional activity;

– Increasing self-reliance - students learn to solve their own problems, make decisions and effectively use the necessary information in life issues. As a result, the development of information competence becomes one of the most important conditions for the full realization of not only the educational, but also the socio-psychological and professional potential of deaf and hard of hearing students.

One of the important conditions for high-quality education, upbringing, comprehensive development, and rehabilitation of persons with hearing impairments is a deep and correct understanding of the hearing function of each child by specialists, as well as taking into account these features in combination with the child's psychological and mental state, neurological disorders, and other diseases[2]. This approach emphasizes the need for an individual and differentiated pedagogical approach in the development of information competence.

The theoretical foundations of developing information competence in deaf and hard-of-hearing students are based on modern scientific research in the fields of special education, special psychology, and information and communication technologies (ICT). Special education, as a branch of special pedagogy that studies the issues of education, speech development, compensatory mechanisms, and social adaptation of individuals with hearing impairments, provides the main theoretical framework. On the other hand, special psychology provides in-depth analysis of the psychological characteristics, cognitive processes, perception mechanisms, and learning psychology of children with hearing impairments. L.S.Vygotsky's cultural-historical theory occupies a central place in this field. He emphasized the leading role of speech in human cognitive development. The development of speech in children with hearing impairments follows specific, complex, and often delayed pathways, which directly affects their processes of perception, information processing, and thinking. R.M.Boscis's fundamental research is crucial for the pedagogical classification of children with hearing impairments, the differentiation of learning conditions, and the development of specialized methods. His work scientifically substantiates the need for individual and group adaptation of the educational process, depending on the degree and characteristics of hearing impairment[1].

Modern information and communication technologies (ICT), on the other hand, are becoming a powerful tool that dramatically expands the access of deaf and hard-of-hearing

students to information. Multimedia materials, interactive learning programs, video with subtitles, visualizers, online platforms, and special educational applications allow them to acquire knowledge primarily through visual and interactive means. These technologies effectively assist in visualizing the acoustic components of speech, correcting pronunciation, enriching vocabulary, and organizing independent learning activities[3]. Thus, the theoretical approach developed on the basis of a combination of deaf education, special psychology, and ICT constitutes the scientific basis for the effective development of information competence in deaf and hard-of-hearing students[3].

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