Problems of teaching literature in special schools of Uzbekistan: the correctional-pedagogical model of the speech development

Problemas de ensino de literatura em escolas especiais do Uzbequistão: o modelo correcional-pedagógico do desenvolvimento da fala

Problemas de la enseñanza de la literatura en las escuelas especiales de Uzbekistán: el modelo correccional-pedagógico del desarrollo del habla

Zilola Narbaevna Khudaybergenova¹

Abstract
This article reveals the correctional and pedagogical system for the development of the speech of hearing impaired students in the process of literary education. An innovative approach to the development of speech has been developed in the correctional pedagogical system; a methodological system has been created aimed at developing the skill of presenting the text of a read work of art; integration links have been established between the lessons of literary education and lessons on the development of speech, visual activity, lessons of familiarization with the outside world, the development of hearing perception and the formation of pronunciation skills; types of design activities have been developed that correspond to the level of speech and mental development of hearing impaired students for the process of literary education and ehtracurricular lessons.


Resumo
Este artigo revela o sistema correccional e pedagógico para o desenvolvimento da fala de

¹ Doctor of Sciences in philology, Bartın University, Ağdacı, Ağdacı Köyü Yolu, 74110 Bartın Merkez/Bartın, Turkey. E-mail: zkhdudaybergenova@bartın.edu.tr Orcid: https://orcid.org/0000-0003-1021-3053
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Introduction

The UN Convention "On the Rights of the Child", the Declaration "On the Rights of Persons with Disabilities" on a global scale becomes the basis for solving the problem of early entry into the social life of children with disabilities, updating the content of modern special
education, and introducing innovative ideas. In this regard, it is of great importance to conduct scientific research on the development of perception by hearing-impaired students of the literary word, their ability to independently creatively express the content of the work, improve the mastery of bibliographic skills, skills, the system for the development of speech of hearing-impaired students in the process of literary education, strengthen the corrective approach, form their readership, and literary and creative activity (Moldavskaya, 1976: 38). In world practice, scientific research is being carried out on the development of the speech of hearing-impaired children, the improvement and introduction into practice of the didactic structure for the development of professional and pedagogical training of future teachers of the deaf (Markova, Orlov, Fridman, 1983: 8).

In this sense, scientific research is of particular relevance in identifying effective approaches to the development of the speech of hearing-impaired children in the process of literary education, developing recommendations for their implementation in practice, ensuring that students with hearing impairments have equal opportunities along with all other citizens, developing the need for a full life, active participation in the social, economic, political life of society.

About The Concept of Literary Education

Literary education is manifested in the content of the art of a literary text, an artistic word, which is part of a specific aesthetic environment; through literary education introduces the student into the world of human relations, spiritual values, forms him as a person with free and independent thinking. The development of the speech of hearing-impaired students in the process of literary education allows us to consider it as an integral part of the aesthetic and mental development associated with the ability to understand and independently present the text, forming such mental processes of the student as memory, thinking, ideas, feelings.

According to B. Tokhliev (2006: 112), the main goal and essence of all subjects in the educational process is to form in students and the younger generation the foundations of knowledge in certain areas and on the basis of this to create their rich spiritual world. We can say that there is not a single field equal to science fiction in the implementation of this task. Fiction has the ability to greatly influence both an individual and an entire society. It has incomparable opportunities for self-awareness of society and its humanization. Literature, as one of the manifestations of social consciousness, embodies people's memory, carries its moral and spiritual values from centuries to centuries, from ancestors to generations. Through
a literary text, the role of the teacher in the dialogue between the writer and the reader should not be to discuss the level of understanding of the text by the reader, but to teach the child to introduce the multifaceted world of works of art, their unique features that reveal the world given by the author.

According to A.P. Tryapitsyna (1991: 12), in order to teach a child to perceive a literary text, it is necessary to teach him the structure of a work of art and what tasks it is subordinated to. Knowing this, the reader can independently understand the meaning of the message conveyed by the text. The level of simple perception of a work of art is determined by the nature and content of the artistic text. A literary text is considered as a complex structured system. The elements of this system are semantic elements that are outside the organization of the content of the literary text. When creating and perceiving a work of art, a person gives, receives, and stores artistic information, which are components of the text of the work of art.

As a result of these analyzes, a number of important methodological principles were obtained: first of all, it is the refusal to disclose the content of a work of art that indicates a violation of artistic information. The content model of a work of art can be triangular:

- **About what?**
- **How?**
- **What?**

The left corner is called “About what?” when asking a question (topic, content of the work).

The right corner "How?" with a question (structure, form of a work of art).

The third corner - "What?" (what is expressed in the work is perceived by the reader, what the author wants to say).

For the first time, the reader sees only the left corner of the triangle, understands only the direct content of “About what?” chooses a book based on the question. It is from this pinnacle that the traditional education system works. We must open the way for the child to perceive the work and help him understand the author’s view of the world. To do this, it is necessary to work with the content of the work of art, otherwise the triangle “What?” it will be impossible to climb to the top.

Z. Zunnunov believes that the methodology of teaching literature is an integral part of the science of pedagogy, which studies fiction, develops and applies on a scientific basis the conditions and methods of teaching literature, learning in the classroom and at home, as well as the development of forms and methods of classroom and extracurricular activities (1992:
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The study is based on the study of a work of art as an important tool for teaching and education, the process of aesthetic education of students. In this process, the teacher instills in the minds of students the significance of artistic images created by the writer, reveals the essence of the artistic image, and enriches the spiritual world of students.

Z. Mamarajabova noted that the main goal of literary education is to educate a highly spiritual person. Based on this goal, it is necessary today to improve the content and forms of literary education, based on the requirements of the time (Mamarajabova, 2016: 114). In the process of literary education, a creative atmosphere is created as a result of the joint creative practical activity of the teacher and student. But this cannot be achieved without awakening in the student a sense of inner curiosity and the desire to acquire knowledge as a voluntary, active, conscious need.

B. Tokhliev emphasizes that literary education has incomparably greater opportunities for the development of students’ oral and written speech (2006: 124). There are different types of work such as: literary reading, expressive reading, interpreting a text, memorizing, retelling, planning a text, extracting a separate part of a work, finding a title for an untitled work, writing letters to the author or characters of a work, writing reviews of literary works or articles, and etc. Giving an aesthetic assessment of works of art, the reader relies on his psyche, emotions, and vocabulary.

According to D. Quronov (2004: 38), “the final stage of artistic communication is, in the full sense of the word, the creative process of reading and understanding a work. It is necessary to draw the reader’s attention not to how well the events of a work of fiction correspond to real events, but to the meaning underlying it.” In the scientific approaches of E. Matinya, I.A. Mihalenkova, O.A. Krasilnikova, S.A. Kuzminova, ideas are promoted about the need in the process of literary education to develop the perception of a work inseparably with the skill of oral reading, the development of the level of speech development, the level of possession of bibliographic knowledge and skills, the motivation of reading and literary and creative activity, manifested in the creative works of children (Matinya, 1987; Mihalenkova, 2003; Krasilnikova, 2005; Kuzminova, 2010). V.I. Fleury gives reading one of the main places in the system of special education, claims that it improves deaf and dumb people, develops their logical thinking. A.F. Ostrogradsky and N.M. Lagovsky believe that literary education is a means of speech development and self-education of deaf children (Nazarova, 2013: 45-48).

As a result, the achievements of Uzbek specialists are noted about the need to consider the development of speech in the process of literary education as an integral process, involving
the development of a level of understanding of the text, the formation of an independent creative opinion, bibliographic knowledge, skills, which was not offered before the independence of Uzbekistan.

An integrated approach to the problem of the development of the speech of hearing-impaired students in the process of literary education requires taking into account the multifunctional (multi-situational) essence of literary education, the attitude to a work of art as an integral system and the understanding of artistic perception as a complex process that affects the perceptions, emotions, judgments and speech of students in the process. literary education.

In literary education, during the educational stages of understanding a literary text, a child reaches the level of receiving aesthetic pleasure from a work of art, while the child is brought up as a person who deeply understands beauty and enjoys it. In the aesthetic evaluation of works of art, the student relies on his psyche and feelings, the richness of his vocabulary.

Literary education is manifested in the content of the art of artistic text, artistic word, which is part of a specific aesthetic environment; Through literary education, it introduces the student to the world of human relationships, spiritual values, and shapes him as a person with free and independent thinking. The development of speech of hearing-impaired students in the process of literary education allows us to consider it as an integral part of aesthetic and mental development associated with the abilities of understanding and independent presentation of the text, which form such mental processes of the student as memory, thinking, ideas, feelings. An analysis of scientific and theoretical sources confirmed the need to consider the development of speech in the process of literary education as an integral process that involves the development of the level of understanding of the text, the formation of an independent creative opinion, bibliographic knowledge, skills and abilities.

On this basis, we can conclude that literary education is an integration of speech, reading and literary and creative activity, aimed at developing reading competence and the personal, intellectual, spiritual and aesthetic development of students with hearing impairment. It has been established that the process of literary education has a complex structure and includes such components as speech activity, reading activity and literary creative activity.
The Correctional-Pedagogical Model of The Speech Development of Hearing-Impaired Students in The Process of Literary Education

Based on a comprehensive diagnosis of the features of understanding a literary work, oral presentation of a read work, mastering bibliographic knowledge, skills, awareness of the motivation for love of reading and literary and creative activity, the speech of hearing-impaired students of grades 1-5 in the process of literary education was studied.

Criteria for the level (high, medium, low, very low) of the speech development of hearing-impaired students in the process of literary education have been developed, and the results have been analyzed and summarized based on qualitative and quantitative statistical methods.

As an object of study, 137 students of the specialized school No. 106 of the city of Tashkent, 97 students of the specialized school of the Khodjabad district of the Andijan region, 76 students of the boarding school for hearing-impaired children No. 2 of the Zarbdor district of the Jizzakh region were analyzed - a total of 310 students in grades 1-5. In accordance with the international classification, these students were divided into the following categories according to their hearing ability:

- I degree of hearing loss - 58 students;
- II degree of hearing loss - 84 students;
- III degree of hearing loss - 100 students;
- IV degree of hearing loss - 67 students.

Based on the criteria developed by L.P. Nazarova for the development (vocabulary, grammatical formation of speech, coherent oral presentation of opinions) of speech, the following levels of speech development of the subjects were identified: the optimal level is 36 students; reduced level - 112 students; limited level - 103 students; sharply limited level - 58 students. In order to study the features of the development of speech in the process of literary education of students in grades 1-5, experimental classes were organized.

The results of the ascertaining experiment showed that among students of grades 1-5, the I (high) level of speech development was not revealed in literary education. Level II (medium) indicators are presented in small numbers. Priority III (low) and IV (very low) levels of literary development serve as the basis for the conclusion about low educational results. The study of awareness of the reading and literary and creative motivation of hearing-impaired students in the process of literary education was carried out in accordance with the theoretical foundations.
When developing the components of the correctional and pedagogical system, they were based on didactic principles that reflect such patterns of the learning process as scientific, understandable, visual, consistent and systematic, active and independent (Mamarajabova, 2019 : 70; Mamarajabova, 2020 : 1478). The group of special principles includes communication, replenishment of speech practice to the maximum extent, the connection of learning with the situation, the unity of the development of speech and thinking, building education based on information about the state of speech.

Such private principles as the literary and artistic principle, the principle of a holistic study of a work of art, consistency, taking into account the peculiarities of the text as a literary and linguistic phenomenon, emotionality determine the specifics of literary education as a science (Moldavskaya, 1976 : 86). The composition of the methods that implement the correctional and pedagogical system includes methods that form reading and literary and creative activities aimed at creating speech activity, designing, creative work of the child, reading and literary and creative activities, forming interest in knowledge.

The target, content, activity and evaluative-resulting components of the correctional-pedagogical model of the development of speech of hearing-impaired students in the process of literary education covered the elements that determine their relationship, jointly forming the meaning, content of the system, as well as communication skills, reading and literary and creative activity.

In the correctional and pedagogical system, an innovative approach to the development of speech has been developed; a methodological system has been created aimed at developing the skill of presenting the text of a read work of art; integration links were established between the lessons of literary education and classes on the development of speech, fine arts, lessons of familiarization with the outside world, the development of hearing perception and the formation of pronunciation skills; types of design activities have been developed that correspond to the level of speech and mental development of hearing-impaired students for the process of literary education and extracurricular lessons.

The development, based on an innovative methodological approach, of the speech of children with hearing impairments in the process of literary education has turned into the mastery of knowledge and skills by each student by optimally combining his personal needs, features of the hearing function and the level of speech development and contributed to the development of the intellectual, creative abilities of the individual, internal activity, self-development and development of self-improvement.
Conclusion

The correctional-pedagogical system is defined as a set of methods of teaching reading for the purpose of education, introducing the artistic word into the world, mastering the laws of the artistic language, developing skills for the full perception of works of art, developing communication and communicative culture, inducing a good attitude towards the book, interest in independent reading. The correctional-pedagogical system, determined by the peculiarities of the mental development of hearing-impaired students, also includes the correction of defects in the cognitive and emotional spheres, the formation of compensatory processes and expresses the correctional-pedagogical content of speech development.

The purpose of this pedagogical system provides for the formation of the skill of smooth, correct, conscious and expressive speech, the speech development of hearing-impaired students and the achievement of a high level of speech culture, the correction and development of auditory perception, pronunciation and mental processes, the development of the personality-motivational sphere of hearing-impaired children, the formation of speech and literary -creative skills, a complex of bibliographic knowledge and skills. The correctional and pedagogical model for the development of speech of hearing-impaired students in the process of literary education provides for teaching the hearing-impaired student to read, introducing the artistic word into the world of art, perceiving the text, presenting the content of a work of art, developing the skill of verbal communication and forming a communicative culture, interest in books and independent reading, correction of knowledge and emotional activity, formation of a system of compensatory processes. The creation of a system for the development of the speech of hearing-impaired children in the process of literary education and the conditions for its implementation are associated with the improvement of professional components, methodological support for teachers-deaf teachers and future teachers of the deaf.

The issue of speech development of hearing impaired students is considered as a holistic process that involves the development of aesthetic perception of the artistic word, the skill of independent artistic presentation of the content of the work, improving the mastery of bibliographic qualifications and skills. The theoretical basis of the study was formed by the teachings on the understanding of taking into account the multifunctional essence of literature, the features of the aesthetic perception of a work of art, the attitude towards a work of art as an integral system and the process of artistic understanding as a complex process that affects the speech, ideas, emotions, and thinking of students. Considering that the traditional system
of teaching reading is based on the reproductive function of students, this correctional and pedagogical system provides for an effective change in the cognitive activity of students, speech development and their formation as book lovers [2,4]. The development of the speech of hearing-impaired students in the process of literary education is ensured by the integrity and unity of the target, content, activity, evaluative-resulting components of the correctional pedagogical model. The effectiveness of this correctional and pedagogical model is determined by the observance of didactic, special and specific principles. For research, particular principles are important, taking into account the peculiarities of literary education as a science. For the educational process of a special school, the content and stages of literary education have been developed, which involve the use of methods and methods that provide for the use of pedagogical technologies, interactive games, the use of computers and design technologies, strengthening interdisciplinary integration and a correctional approach, increasing motivation for reading and literary creative activity. In order to improve the content of the development of speech of hearing-impaired children in the process of literary education, based on the use of the method of oral presentation, interdisciplinary connections, strengthening the corrective approach, the integrated integration of design activity technologies, a curriculum on the subject "Reading" was created for hearing-impaired students in grades 1-5, for grades 3-5 of special schools - the textbooks "Development of Speech", "Nature Studies", "Native Speech". In order to introduce into practice a correctional and pedagogical system to improve the professional computer The educational program on the discipline "Reading" for hearing-impaired students in grades 1-5, the educational and methodological complex "Teaching reading and speech development in grades 1-5 of a specialized school", the program "Innovative approach in literary education and development of speech in a special school" , methodological manuals “Innovative approach in literary education and development of speech in a special school” and “Auditory and speech rehabilitation of hearing-impaired children with hearing aids with cochlear implants”.

The results of the educational experiment showed the existence of growth in the speech development of students who were educated in the traditional system of teaching reading. The growth of speech development indicators was manifested only at the initial educational stages, at subsequent stages there was also a partial increase in indicators. An analysis of the indicators showed the existence of a partial increase in the speech development of students in grades 1-5 in the qualification of such areas as understanding the text of a work, the formation of the qualification of asking questions, the creative presentation of the content of the read work, the choice of direction in the book world. At the stage of the educational experiment, a
tangible difference was revealed between the levels of speech development students who studied according to the traditional educational methodology, and students who studied under the conditions of the correctional-pedagogical system of speech development. At the final stage of the education of students in the control group, there was a change in the approach to the study of a work of art, the development of speech ability, the transition to conscious reading, paying attention to the artistic content of words, understanding the aesthetic meaning of the word. The success worthy of the significance of education is expressed in the depth of understanding of the unity of all components of the work and the creative presentation of the content of the read work, the richness of the vocabulary, and writing ability.

References


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