



DEVELOPMENT OF MEMORY OF PERSONS WITH HEARING IMPAIRMENT

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Abstract

This article provides information on the work carried out on the development of memory of persons with hearing impairment.

Keywords: memory, optional and involuntary memory, methods that develop memory.

Introduction

Memory is a conscious mental process defined by the expression, preservation and representation of what was previously perceived. Memory expresses a person's previous experience, his activity, perception, sadness. It plays an important role in human activities. It is known that in healthy hearing people, information is remembered by hearing. Hearing memory predominates in individuals with hearing impairment due to loss of auditory cortex. This is observed in deaf and weak hearing learners to remember objects by sight. The preservation and expression of the results of communication with the external world is realized in the form of imagination, which forms the basis of memory. The imagination of memory is a set of emotionally visual generalized images of objects and phenomena. As a result of memory activity, they represent objects, phenomena perceived by man in his past, as a result of direct activity, the perception of sensory images occurs. Memory permeates as an expression of the work using the following basic functions: remembering, preserving, familiar and outlining the first perceived material. Remembering will be optional and involuntary. T.V. In Razonova's studies, children with hearing impairments have been observed to involuntarily recall the Association of pre-EDM ET with the location position. In the process of this action, a number of children's healthy hearing peers clearly indicated the locations of the objects. Individuals with hearing impairments have been observed to be remembered to fine detail. The acquisition of words in





children with hearing impairment is carried out in the process of special education and lags behind healthy children with this feature. In one of the studies, the perception of 3 types of words of children with hearing impairments and healthy children was studied.

1. Words that represent objects and phenomena perceived by sight.
2. Words that represent the sign of a perceived object using a tactile analyzer.
3. Words that represent sound phenomena.

The results of the analysis show that in children with hearing impairments, it is observed that visual recall is the same as in healthy children. Voice recall, on the other hand, is accompanied by difficulties in children with hearing impairments. And in the process of perception through the skin, preference is observed in children with hearing impairments compared to healthy children. It follows that children with hearing impairment are dominated by vision and skin-borne memory.

It is also important to train students to apply voluntary and involuntary memory. Teaching the comparison of the material being studied with the passage also has a positive effect on the development of memory. In students with hearing impairment, long-term memory recall training is done through question and answer. The question and answer should be not only on the topic in question, but on the topic in question. It has good effect in the development of memory of children with hearing impairment. This type of repetition activates the comparative operation in students, develops the thought operation. It is important to train the reader with hearing impairment to repeat, which is separated by time. If the material given to children with hearing impairment to remember is large and easy in size, it is required to memorize it all. It is important to train students with hearing impairments to describe the content of the text read in their own words by replacing words with meaningless ones. It has a positive effect on the development of thinking memory of children with hearing impairment. When examining the figurative memory of deaf and weak hearing children T.Y. "Find The Shape", recommended by Ribakov (1911), D. Wexler's subtest scale methodologies are used.

Conclusion:

In fact, as a result of research conducted by scientists, it is somewhat difficult to preserve things and phenomena in memory in individuals with hearing impairments. Regular Q & A transfers to preserve their memory are done through repetition and eloquence using visual materials. The main work processes are carried out on the basis of examination and memory through the skin.





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