

## PUPILS WITH HEARING IMPAIRMENTS BOOK READING COMPETENCE IN FORMATION PEDAGOGICAL PRINCIPLES

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### Abstract

For a number of reasons, most libraries do not give serious attention to services for the hearing impaired. Hearing loss is associated with an "invisible disability" in society, as people with hearing loss are not recognized as "deaf" by casual observation and are included in the larger community of healthy people. In addition, people who are hearing impaired from birth or from an early age often have difficulties in reading, and their insufficient reading competence leads to a tendency not to use libraries.

### Introduction

In order to qualitatively organize the formation of the reading competence of students with hearing impairment and to educate them as people who can meet the demands of the time, it is necessary to study them comprehensively.

When recommending a book to children with hearing impairment, the teacher and librarian should definitely know the artistic value of the book, its content, idea, and influence. For this, he should have mastered the basics of such subjects as literature, art, book studies [1]. Bibliographic interpretation of books in the library fund with the help of a sign language interpreter is important in the formation of reading competence for students with hearing impairment. The types of these bibliographic reviews are: **thematic, monographic review** (a complete description of one work by one scholar and writer), **genre comment** (poetry, prose, drama, comedy, etc.), **on a specific subject in the school program** **dedicated bibliographic review** (history, biology, physics, chemistry). In addition, the old librarian should pay great attention to **the interpretation of books about the national idea, ideology, and our talents** . You can also comment **on newspaper and magazine articles** .

The main methodological requirement for the review: the selected works should be ideologically and artistically valuable, the information provided, the materials should be understandable and interesting, and should arouse interest in the subject and invite them to read it [2]. An interesting bibliographic review conducted by a teacher of the deaf depends on his knowledge, speaking skills, ability to choose material, and the librarian uses different methods depending on the age and acquired knowledge of readers with hearing impairment. Usually comment book exhibition , discussion , conference topics \_\_ with it will die \_\_ and killing them \_\_ stands \_ In the library public of work some in different ways home elements

superiority it will \_ Book on the team be work to him competition spirit enter , arrow to work q trace q work increases [ 3 ] .

The basic principles of pedagogy and librarianship are relied upon in the process of formation of reading competence. They can be divided into three main groups.

I. The principles forming the methodological basis: popularizing modern knowledge among students, making book recommendations on a scientific basis, and using advanced traditions in general reading guidance.

II. The principles of this group are based on the psychophysiological characteristics of children , that is, based on the age, mentality, characteristics, opportunities, abilities, interests of readers.

III. This is one of the traditional principles of pedagogy , and all methods and means of attracting children to reading should be demonstrative, interesting and understandable, while relying on the initiative, independence and knowledge of children in reading and using the library [2].

, the following ways are mainly used in the formation of reading competence in special school students : a) awakening and developing the demand for independent study; b) formation and improvement of book selection skills; c) to help acquire the skills of working on timely press and books related to scientific education; g) to get acquainted with the art of reading fiction.

Implementation of the following tasks, along with pedagogical principles, is effective in forming the reading competence of students with hearing impairment.

**- signing of information-library service agreements between the information-library institution and the institutions intended for the care, education and service of hearing-impaired persons;**

A contract for 1 year will be concluded in agreement with the administration of the special school established by the specialists of the Service Department of the information library centers. According to it, during the year, various book exhibitions for special school students, open communication with writers, spiritual entertainment holiday events, "Ingenuity" games, a tour of the library, visits to home museums of writers in our city to widely promote local history information are planned. is created and implemented.

**- organization of mobile book exhibitions both inside and outside the walls of the library and holding mass events of an intellectual, spiritual-educational, cultural-entertainment nature;**

Mobile book exhibitions, intellectual, spiritual-educational, cultural events under the name "Library - an area of unlimited opportunities" are examples of forms aimed at socializing young people with limited opportunities. The created informational and methodological manuals allow further development of the project: improving the methodology of informational and cultural-recreational work with students with hearing impairments, attracting new users of this category, serving to develop their interest in reading .

This project was developed in order to fully satisfy the free time, spiritual-informational, cognitive, social and existential needs of people with hearing and speech impairments.

The main activities of the project include: "Library Therapy", "Information Hour: Rights, Privileges, Support" events, "Library Visits: Promotion" (home service), Student Conferences: Book Lovers' Club and others.

**- to maximize the quality of information-library services for hearing impaired persons;**

Hearing impaired users should be provided with the same services as other healthy users. In order to achieve this goal, a professional librarian who is qualified in designing and using library services for hearing-impaired youth is required.

Providing services to people with hearing impairment means ensuring that the methods, services, and materials distributed among libraries are up-to-date. The ultimate level of professional attention to the service depends on many factors, including the size of the library, the number of its total readers and the size of the hearing-impaired community, etc.

**- Purposeful organization and design of the library as a subject-information environment for these readers;**

that libraries will be purpose-built as on-demand subject-information environments for hard-of-hearing readers, i.e. offering real-time computer data for all services or the services of sign language interpreters for computer note-taking. In particular, library programs for users such as bibliographic training, computer orientation, research workshops, storytelling, etc. should be accessible to patrons with different communication needs. It is important that a sign language interpreter service sign or electronic text service be provided in the library reading room.

**- Formation of moral education and aesthetic taste by introducing the values of national and world culture;**

Developing friendly relations among hearing-impaired young people by mastering national and world literature, inculcating infinite feelings of pride in the literary heritage of our great ancestors, forming skills of incomparable respect for the values and traditions that have come down to us from ancient centuries, understanding that human maturity and the spiritual world are one of the important factors in social society. and it considers the formation of independent, creative thinking, aesthetic vision, and the ability to sort and analyze information in hearing-impaired students.

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