



Issues To Improve Literacy Training Of Students With Disabilities In Karakalpak Language

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ABSTRACT

The article describes the work on teaching literacy to mentally retarded students studying in the Karakalpak language and the problems in the effective organization of this process and recommendations for their solution.

KEYWORDS

Mentally retarded students, literacy, special school, Karakalpak language, educational process, correction, mental retardation, special textbook, curriculum.

INTRODUCTION

Radical reforms in the socio-political, economic and cultural life of our country set important tasks for our society, such as updating the education system, which is one of the priorities of state policy, and educating the younger generation as harmoniously developed people.

Raising and educating children in need of special care is one such important issue.

More than 80 specialized schools and boarding schools have been established in the country to educate children with special needs, of which

about 15 are working for children with intellectual disabilities. Education is provided in Uzbek, Russian and Karakalpak languages. A number of scientific researches have been conducted in our country on teaching literacy to mentally retarded children in Uzbek and Russian languages. Methodical manuals, methodical literature are developed.

However, no research has been conducted on the education of mentally retarded children studying in the Karakalpak language, to increase the effectiveness of the correctional process. Corrective work with children has also been translated from Uzbek and Russian into Karakalpak as a "template", which does not take into account the peculiarities of the Karakalpak language. As a result, there are a number of problems in teaching literacy to mentally retarded children studying in Karakalpak classrooms in special schools. The effectiveness of the educational process also lags a bit behind. With this in mind, one of the urgent tasks is to develop corrective recommendations to increase the effectiveness of literacy training for mentally retarded children in Karakalpak classrooms.

Experimental study, study, observation in order to study the educational process of children with intellectual disabilities in Karakalpak classes and identify problems in it, to study the specifics of the organization of literacy classes in a specialized secondary school. institution (boarding school).

The process of teaching literacy to mentally retarded children in Uzbekistan is based on the "Curriculum of mother tongue, reading, speech development for specialized secondary schools for students with intellectual disabilities" developed by VS Rakhmonova. This program contains the requirements for

knowledge, skills and abilities of students, educational tasks and goals. In the Republic of Karakalpakstan, the educational process in a specialized state educational institution (boarding school) for mentally retarded children is also based on this program.

During the research, we got acquainted with the working documents of teachers working in this boarding school, the textbooks used in literacy classes.

Literacy in specialized auxiliary schools is conducted throughout the year in the first grade. The first grade program consists of two sections: the pre-alphabet preparation period and the alphabetic period.

MATERIALS AND METHODS

During the literacy training, teachers met with M., published in 2019 by the publishing house "Cholpon". It is based on the textbook "Alphabet" for auxiliary schools created by Kahramanova. This textbook is based on the section "Literacy and speech development" of the new edition of the Curriculum of Mother Tongue, Reading, Speech Development (1-9 grades) for specialized secondary schools for students with intellectual disabilities, created by VS Rakhmonova. out.

In the pre-alphabetic period, the functional system of children's oral speech is studied and improved, visual cognitive activity is developed, auditory cognition is activated. The child's general and fine motor skills are activated. Students are prepared to acquire writing skills. Reading and writing classes are also held during this period. Taking all this into account, it turned out that in Karakalpak classrooms the textbook "Alphabet Book" authored by M. Kahramanova can be used only in the propaedeutic period. Namely,

"September 1 Independence Day", "Our school", "Agenda", "Our class", "Teaching aids", "Toys", "Family", "Transport", "Clothes", "Fruits", It has been found that people use this book on "Vegetables", "Melons", "Pets", "Wild Animals", "Poultry", "Birds", "Dishes" and "We Help with Housework". In the period of the alphabet, taking into account the letters of the two languages, the specificity of the teaching sequence, differences in phonetics, it was found that E.Berdimuratov, H.Jumashev, K.Khojamuratova used the textbook "Alphabet Book" published in 2016 by "Bilim" publishing house for secondary schools.

The high school alphabet textbook complicates the process of teaching literacy to children with intellectual disabilities. Because the words, sentences and sentences given are designed for children whose intellect is normally developed. This negatively affects the effectiveness of the literacy teaching process and its mastery by students.

In the process of teaching literacy, speech development work is also carried out. Teachers use S. Saidazizova's textbook "Speech development" for 1st grade in speech development classes. The topics in this textbook are used by teachers in speech development processes, translating not only the name and pictures of the topic, but also the text in them from Uzbek to Karakalpak, and then working with the children. Such cases have been observed not only in literacy teaching, but in all lessons and textbooks.

In order to identify the main shortcomings in the process of education and upbringing, a questionnaire survey was conducted with primary school teachers. Thirteen primary

school teachers participated in the survey. In the survey:

1. Are there enough textbooks in school?

A) yes, enough;

B) partially sufficient;

C) no, not enough.

2. In the last 4 years, have you been provided with special methodological recommendations, manuals for working with children with special needs?

A) yes;

B) no;

C) I have a hard time answering.

3. What language are the textbooks in the school? _____

1. What problems have you encountered or are you facing in teaching literacy to mentally retarded children (in Karakalpak)? _____

1. Your suggestion on the organization and efficiency of the educational process

such questions were given in the form of tests and answers.

According to the analysis of the obtained results:

Question	Answer options		
	Yes	Partly enough	No, not enough
Are there enough textbooks in school?	8%	31 %	61 %
Number of teachers	1	4	8

Question	Answer options		
	Yes	Partly enough	No, not enough
Have you been provided with special methodological recommendations and manuals for working with children with special needs for the last 4 years?	23 %	54 %	23 %
Number of teachers	3	7	3

What problems have you encountered or are you facing in teaching literacy to mentally retarded children (in Karakalpak)? The main reason for the question was the lack of textbooks in the language of instruction, ie Karakalpak, which are available only in Uzbek, and the fact that literacy classes with mentally retarded children are based on the textbooks of secondary schools.

According to the analysis of the survey, teachers did not have textbooks in their mother tongue (Karakalpak) when working with mentally retarded children, did not develop literacy manuals and developments in Karakalpak, and did not publish textbooks developed by school teachers.

The main reason given by most teachers is that Karakalpaks use textbooks from secondary schools mainly due to the lack of textbooks for mentally retarded children, but the words, phrases and sentences in them are difficult for this category of children.

To date, specialized textbooks for mentally retarded children in Karakalpak classrooms of specialized boarding schools for mentally retarded children, and even the lack of an alphabet, have had a negative impact on the implementation of literacy teaching methods and their mastery by children.

CONCLUSION

In order to solve the identified problems, to meet the educational needs of mentally

retarded children and to effectively organize the educational process, to create a literacy program for mentally retarded children in Karakalpak class and a special alphabet textbook in Karakalpak language, to develop methodological recommendations for literacy classes.

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