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Priority Directions of Cooperation between Special School and Library in Formation of Reading Competence of Students with Hearing Impairment

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Abstract:

The role of libraries in the development of the spiritual outlook of students with hearing impairments, as well as the priority directions of cooperation with special school administrations and information-library institutions operating in our country are analyzed. The tasks performed by the deaf pedagogue and the librarian are defined in this.

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Books are one of the main sources of knowledge and education for children with hearing impairment. Difficulties in reading comprehension limit the process from the emergence of interest in reading to the ability to work with books independently. In order to overcome these obstacles, it is necessary to encourage reading and appropriate methodological tools for children to easily communicate with different literature, that is, their reading practice should be supervised by a deaf pedagogue or a librarian.

Book reading is inextricably linked with the learning process at school, because hearing-impaired children are introduced to the art of regular reading in a special school. But in a special school, mastering of subjects, strengthening of lessons learned depends on studying outside the class. Out-of-class reading is undertaken in libraries by librarians and special pedagogic specialists, without whom the process of education and upbringing of reading competence will not be complete. The goal of the

librarian and special school teacher is to bring the personality of the student to maturity in all aspects, to create reading competencies and form it. By making them interested in reading, it is necessary to comprehensively study the specific characteristics of children with hearing impairments, to teach them to read books that are need and useful for them independently, and to obtain knowledge and necessary information from them.

Formation and development of reading competence of hearing-impaired children is an important factor in raising them in the spirit of national spirituality and the national independence ideology. To organize the literary training of students with hearing impairments, to determine the effective methods and means of spiritual, intellectual, aesthetic development by teaching them to independently analyze works of art, to develop a system for raising the level of reading, to determine the methodological requirements for the gradual formation of skills for working with works of art scientific-methodological justification of the complex pedagogical system aimed at, creation of the methodology of its use determines the relevance of the research [1].

Regular activities in mutual cooperation with special school administrations and information-library centers are effective in forming the reading competence of students with hearing impairments. In particular, the following were defined as the main directions of this cooperation:

➤ ***formation of solid foundations of moral and healthy lifestyle by organizing educational activities outside the classroom.***

At each stage of the permanent education program, taking into account the age, psychological and spiritual characteristics of students with hearing impairments, and the possibilities of mastering subjects, based on the nature of the educational subjects, their inner world and thinking are developed outside of school textbooks in order to create "spiritual immunity" to the influence of various harmful ideas and ideologies. It means developing the foundations of moral and healthy lifestyle in the right direction along with regularly increasing their interest in reading scientific-popular, artistic and historical works.

The importance of reading books is expressed by broadening readers' range of emotions when evaluating people's idleness, behavior, life path, events. Reading classes have a correctional orientation. The process of teaching to read is organized through the principles of the communicative system. Children's speech pronunciation, lexical and grammatical aspects, residual hearing ability are developed in the classes [2].

➤ ***development of spiritual and physical capabilities of the individual;***

In the future, the possibilities of organizing book exhibitions on various types of artistic creation are being considered to support and develop hobbies of hard-of-hearing readers, for example, needlework, physical education and Paralympic sports.

Among the representatives of the analyzed group, it is important to develop their spiritual and physical capabilities through the image of heroes who reflect the concepts of national and universal values, solidarity, and courage reflected in examples of folklore: epics, stories, parables, narratives, fairy tales. In particular, it is necessary to inculcate the ideas about the ways of a person to achieve perfection in the essence of goodness and goodness.

➤ ***selection of artistic, scientific and methodological literature;***

The results of the research on the reading level of deaf and hard of hearing youth show that formation

and development of independent reading ability of hearing-impaired young people is a rather long process. Reading ability is complicated by the fact that it develops more slowly in them than in healthy young people. Event - the content of events, not to mention their inner essence, is often misunderstood not only by the youngest, but also by middle school students.

In the process of formation of reading competence, students of special schools are taught how to independently choose artistic, scientific and methodical literature and how to get the knowledge they need from this literature, to reflect on the information they have read and to look critically at it, and at the same time to read books in an orderly manner.

➤ ***continuous monitoring of students' interest in reading with the help of reflexive technologies.***

The experience of specialists for special school students shows that the formation of reflexive activity with the help of various views of the reading process and innovative technology, interactive methods gives a somewhat better result. In particular, in the process of research, a librarian or teacher can use interactive methods such as Alisher Navoi's famous poem, interclass debate, games related to reading. Through the use of reflective exercises and tasks, readers move away from traditional thinking and better master academic subjects.

➤ ***development of spiritual and moral and civil-patriotic education of schoolchildren in the library environment.***

In this principle, the ideology of national independence built on the basis of the traditions, customs, language and spirit of our people, which have lived since the past centuries, mixed with universal values, conveying the feeling of confidence in the future to the hearts and minds of special school students, educating them in the spirit of love for the motherland, humanitarianism, honesty, courage, it is meant to educate through patience, striving for knowledge and enlightenment.

Ethical concepts, moral beliefs, and aesthetic ideals are brought up in students through reading activities. In the reading classes, emotional attitudes towards books and knowledge of working with books are formed [1].

➤ ***Organization of special book fairs for students with hearing impairment;***

It is important for librarians and special school teachers to observe the following rules when organizing book fairs or fairs for hard-of-hearing readers.

- ✓ When choosing books for the exhibition, it is necessary to maintain the thematic and genre connection with textbook reading at school. It helps to systematically enrich the study circle and solve the educational tasks of a certain level of education.
- ✓ It is important that the books for reading are suitable not only for the age, but also for the level of speech development of students. Not every book designed for a hard-of-hearing reader is easy or interesting for a hard-of-hearing reader of that age.
- ✓ Not only the topic and content of the book, but also the size and design of the book are important. The presence of illustrations is the first incentive for children to turn to books. Therefore, first of all, you will need picture books with colorful illustrations, and screen books with short explanations under the pictures.

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