

resource content on the example of ethno-cultural component. It is established that technical methods of evaluation influence both the content of an education program or resources and further ways of their implementation. Principles and criteria for evaluating the ethno-cultural component in the educational resources are determined.

*Keywords:* moral-valuable orientations; spiritual values; ethno-cultural education; evaluation; criteria; educational resources.

Поступила в редакцию 10.03.2022.

SRSTI 14.35.07

<https://doi.org/10.51889/2022-1.2077-6861.22>

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## FEATURES OF COGNITIVE DEVELOPMENT OF DEAF SCHOOLCHILDREN WITH DIFFERENT TYPES OF ACTIVITY

### *Abstract*

The content structure of leading factors in the mental development of junior schoolchildren with hearing impairments, which is necessary for the purposeful development of initiative and performance of a junior school child is presented in the article.

Experimental study of the features of cognitive development of deaf schoolchildren with various types of activity was carried out to identify using the methods: development of perception; visual-figurative and logical thinking; imagination; compliance with the requirements and rules; position of pupil in classroom; desire to study at school; self-assessment: “Logic in pictures” by M.V. Matyukhina, “Find a path” by E.G. Rechitskaya, “Album” by S.D. Zabramnaya, “Incomplete figures” - modified test by E. Torrens, “Speech dictation” by D.B. Elkonin.

The level of interrelation of activity with the selected parameter of personality was studied by the factor of mental development between initiative, executive and social-impulsive children, as well as differences between initiative, executive and social-passive children. In order to do this, dichotomous correlation coefficient was calculated in selected groups. The specificity of interaction of junior schoolchildren and teachers of the deaf with different styles and activity types of personality has been experimentally proved and recommendations have been proposed for organizing corrective work aimed at the development of social activity of junior schoolchildren with hearing impairments.

*Key words:* social activity; junior schoolchildren with hearing impairments; initiative, performance, social impulsiveness.

**Introduction.** At present, it is known that many studies have been conducted on children with hearing impairments and many modern conditions are created for children with disabilities. According to the information of World Health Organization, 466 million people in the world have hearing impairments. Children under the age of 15 comprise 34 million of these

people. According to the prediction of World Health Organization, 2,5 billion people will have different levels of hearing by 2050 [1]. According to the World Health Organization (WHO), 60% of all cases of the loss of hearing ability in developing countries are related to the lack of preventive measures [2]. We can also focus on the situation in our country except the

analysis in the world. In recent years, the number of children with disabilities in Kazakhstan has not decreased, as children are more likely to have congenital anomalies, visual-hearing impairments, musculoskeletal disorders and diseases of nervous system. According to the Ministry of Labor and Social Protection, the number of disabled people in the country has increased by 7,5% over the past five years and reached 674,2 thousand people [3]. The report on the situation of children in the Republic of Kazakhstan, prepared by the Committee for the Protection of Children's Rights of the Ministry of Education and Science states that 86956 children with disabilities under 18 are registered in the country, 90% of whom comprise children under 16 [4].

Social activity does not arise spontaneously and its development requires special work from primary school age. At this age, a person is developed dynamically, his various relationships with the world are formed. This process should occur as a result of the child's active interaction with a social environment and only then his activity will have a clear social character [5]. We must take into account that one of the most important tasks in the modern process of education and upbringing is a development of social activity of primary school pupils.

**Main body.** At present, there is a big problem about the role of special education, upbringing in the preparation of children for independent living and solving the problems of socialization of pupils with hearing impairments. In this regard, aims, objectives, content and technology of teaching and educating children with developmental disabilities will be reconsidered. By increasing the social activity of hearing-impaired primary school pupils:

1. Pupil's satisfaction with the teaching process: adaptation of a child to school, he does not feel insecurity and fear.

2. Ease of reading software materials. If a pupil of the first-grade has difficulties in learning, he or she should be supported in difficult times, must not be tested and he must not be compared with other children.

3. The degree of independence of pupil in the performance of educational tasks, preparation of

getting the help of adults only after the actions used to perform the task himself.

4. Satisfaction with interpersonal relationships with classmates and teacher is the most important indicator of a pupil's mastery at school environment [6]. It is known that the cognitive activity and speech language of hearing-impaired pupils are abnormal and slow and this difference is also observed in their daily activities. Preparing pupils with hearing impairments for work is an important part of special education based on active participation in various areas of work and social adaptation.

Because, a special child learns to consciously master the ready forms and methods of life, ways of interacting with material and spiritual culture, to adapt to society and develop his social experience, values, independent lifestyle in a social environment [7]. Hearing-impaired children face many problems in school performance and social life due to the communication problems. Except communicative difficulties, hearing-impaired children face difficulties such as rejection, isolation, adaptation problems and negligence from their peers [8; 9]. Communication is an important part of communication for children with hearing impairments in primary school.

**Literature review.** According to Kh.D. Damadanova, "social activity is an internal attitude arisen from worldview, moral and psychological qualities of a person and reflecting his subjective attitude to society, orientation to a certain path of behavior" [10]. L. Yu. Gordin and O.N. Kozlov considers that the social activity of the individual is an integral part of education. At the same time, education is an objective natural phenomenon of society, a whole process of individual formation, its interrelated aspects: education, training and development are part of a certain system of relations. A.V. Kolosovsky comprehends social activity as an objectively defined subjective attitude and socio-psychological readiness of a person for action, which is reflected in the relevant acts of behavior and represents a purposeful creative social action that changes the objective reality and personality [11]. Humanistic concept of social adaptation and educational integration

of children with developmental disorders of L.M. Shipitsyna, N.N. Malofeev, N.D. Shmatko, E. I. Leonhardt, N.M. Nazarova, E.V. Mironova, H. Breiner, A. Lowe [12]. Modern concepts of socio-cultural self-consciousness of children with hearing impairments as a sociolinguistic community are revealed in detail in the works (B.V. Belyavsky, O.E. Gribova, V.A. Lapshin, A.G. Litvak, N.N. Malofeev, N.M. Nazarova). Problems of rehabilitation of people with hearing impairments in researches (I.A. Mikhalekova, I.A. Moskalik, L.I. Rulenkova, M.I. Nikitina, G.N. Penin); features of mental development of people in the conditions of auditory pathology (T.G. Bogdanova, I.A. Mikhalekova, T.V. Rozanova, I.M. Soloviev, L.I. Tigranova, J.I. Shiff, N.V. Yashkova); problems of training and education of people with hearing impairments (T.G. Bogdanova, I.A. Mikhalekova, Kornilova, T. Bogdanova, R.M. Boskis, S.A. Zykova, A.G. Zikeev, K.G. Korovina, N.M. Nazarova, E.G. Rechitskaya, T.V. Rozanova, Zh.I. Schiff and others), issues of raising socio-cultural self-consciousness of this category of children and adolescents (N.V. Putilina, T.V. Semenova, N.M. Nazarova, G.N. Penin, L.I. Tigranova, N.D. Shmatko). The school should take an active part in formation of socially active form of self-recognition of pupils [13]. We are to be sure that there is a lot of research on the theme of social activity. In the analysis, the development of activity in ontogenesis is carried out on the way to the rise of the

individual: from normative level to normative-individual level, from to individual-productive and productive-creative. Preschool and primary school age is characterized by normative activity, adolescence and early adolescence is characterized by normative-individual level, adult is characterized by individual-productive and productive-creative level [14].

**Method.** Considering the stages of development of social activity of the pupils in grades 1-4 with hearing impairments among children with disabilities: we used both direct and indirect observation among the empirical methods. We also used the conversation method. We have taken a possibility to determine the level of social activity through the conduction of survey. An analysis of educational programs for pupils with hearing impairments in grades 1-4 related to educational institutions was conducted.

**Results.** A great number of research works have been analyzed to determine the stages of development of social activity of pupils in grades 1-4 with hearing impairment. The basis of our research for the development of social activity of primary school pupils with hearing impairments was conducted research in special schools №1, №5 in Almaty. We identified the initial level of social activity of primary school pupils before beginning of our research work. The results of diagnostic experiment are shown in Diagram 1.

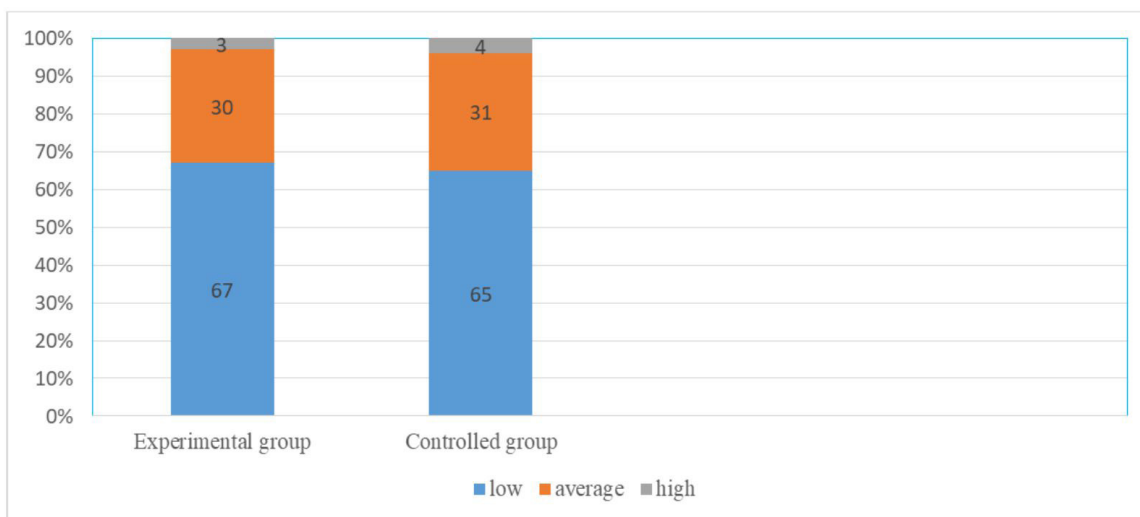


Diagram 1. The initial level of social activity of learners

The results of diagnosis experiment allowed to conclude that the level of social activity of pupils is insufficient and special work is needed for its development. The basic idea of our study was to study the individual types of activities in different activity. In the course of our research work, M.V. Matyukhina's method, which is aimed at determining mastery degree of attempts to connect the properties of objects with a given standard (method is changed depending on the complexity of the tasks according to age) in order to determine the social activity of primary school pupils with hearing impairments was used, including E.G. Rechitskaya's "Find the way" method, children were given notebooks depicting "cleaners" with branched paths and houses, as well as "sample letters" indicating the conditional route to one of the houses. In addition, E.G. Rechitskaya's method "incomplete figures" was also used. Obedience to the requirements and rules, ability to act independently, an important indicator of personal development is the child's ability to obey the rules and regulations, to act independently. Diagnosis is given according to the "graphic dictation" method by D.B. Elkonin.

The children are given an instruction: methodical instructions are given: "now we draw a pattern. They must be beautiful and neat. To do this, listen carefully, I will tell you how many cells must be and in which direction you should draw a line" and the results were analyzed. Analyzing this research work, we can see the result of many observations of children conducted by teachers that is, one of the methods used in our research was a teacher survey. Teacher questionnaire: this method is dedicated for teachers who work with children for a long time, so that teachers can observe the manifestations of children's activity.

"Some characteristics of children are given in this questionnaire. You should point out the most suitable class of pupils. Characteristics are given to four types of activities: play, work, learning, communication. They also differ in experimental groups of students: it is necessary to define the level of socially active and socially passive children in primary school. According to this, we can say that the questionnaire

method allows to use the assessment of teachers' qualities such as initiative, diligence, responsibility, consciousness and independence to assess the activity of children. However, we have chosen the questionnaire to show the effectiveness of our further work. Because: First, the questionnaire provides all these qualitative characteristics.

Second, we do note that the questionnaire allows you to immediately determine the type of activity of the child, both in different activities and as a whole.

We used a control method except the method of questionnaire in order to develop social activity of pupils in grades 1-4 with hearing impairments. The results of obtained material using the control method were analyzed. In the course of the research, we considered the control necessary to monitor pupils in grades 1-4. The most important types of choices in different types of children's activities are observed in pupils during the organization of control group. According to this, collective forms of joint work provide favorable opportunities, where children's interaction acts as a leading factor: play, joint work and learning.

We also considered the indicators of mental development in the development of social activity. There is also a mental indicator, perception-analysis; speed, accuracy, importance of memory; thinking: speech-vocabulary. The purpose of studying this issue is to identify the leading factors of mental development associated with human activity. Achieving this aim gives a possibility to answer the question of what to focus on in the process of personal development in order to create the most favorable conditions for the purposeful development of initiative and motivation of primary school pupil.

Methods of defining were used in the experiment: development of perception; visual and logical thinking; imagination; obedience to the requirements and rules; condition of pupil in the classroom; desire to study at school; self-assessment methods were used. The results of the experiment showed that passive children have a lower level of mental development than other schoolchildren, therefore, they tend to

consider themselves critically, for example, they have ignored actual achievements compared to impulsive students which is revealed in high self-evaluation.

Study allows us to conclude that the development of individual activity is closely linked with the mental development as a whole. It has given a possibility to conclude that the provision of favorable psychological-pedagogical conditions for mental and personal development is an important factor in the development of initiative and performance of primary school pupils. Control experiment was conducted to determine the dynamics of

social activity level of primary school pupils. It included the diagnosis of social activity level of pupils in accordance with experimental scheme. We noted the following as a result of experimental work on the formation of social activity.

Experimental work on the application of developed model and implementation of identified organizational-pedagogical conditions influences on the formation of social activity of students, has a significant impact on the interaction of all subjects in the educational process. The results of control experiment are shown in diagram 2.

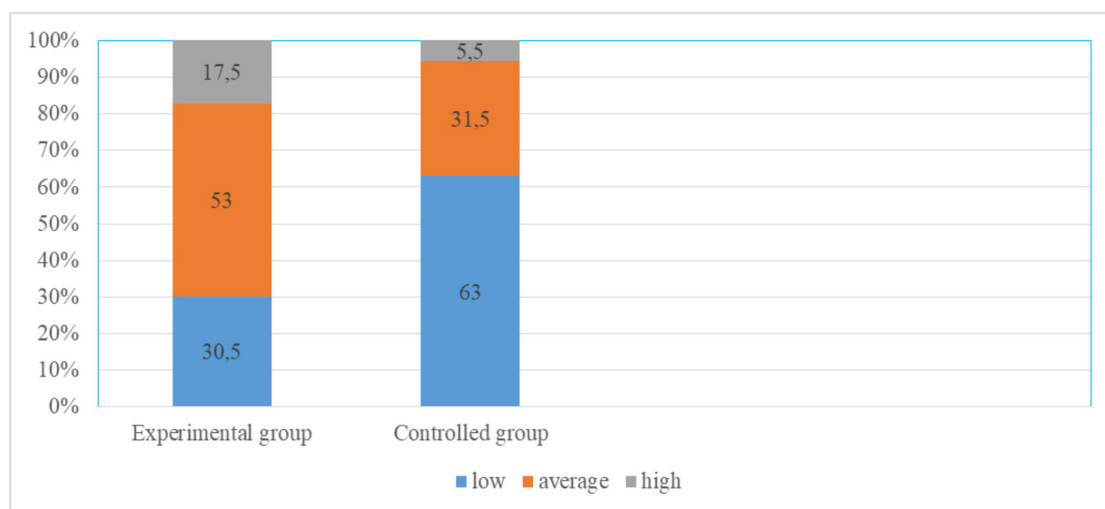


Diagram 2. Qualitative indicator of the level of social activity of pupils (%)

The figure clearly shows that the identified levels of social activity of pupils in the experimental group increased significantly compared to the control group, the number of pupils who reached a high (12%) and average level of social activity (21,5%) clearly shows a significant increase in the number of pupils. The number of pupils with a low level of formation (32,5%).

A significant increase in the results of experimental group and the relative stability of the control show the effectiveness of our work.

**Discussion.** The purpose of the experiment on primary school pupils was to study the development of personal activity: in particular, the interaction of primary school children in the process of interaction with peers in the classroom

and outside the classroom by analyzing research works. The works have been done to achieve this aim. It was assumed that a nature of emotional friendship of primary school pupils is inextricably linked with human activity. On the other hand, it should be noted that children with different activities have different effects on the formation of communicative activity and peer activity. The main objectives of research work:

1) development of diagnostic method of pupils' interaction with each other;

2) to study the influence of established type of activity on children's friendly emotional connections with each other;

3) identification of psychological mechanisms of interaction of children with different activities.

We conducted an experimental study involving

12 primary school teachers and 89 children of grades 1, 2, 3, 4 to study the effect of teacher orientation on the formation of communicative activity in primary school children. It was found that 2 out of 12 teachers focused on the disciplinary model of interaction, 5 teacher focused on individual model and 5 teacher focused on mixed orientation.

Teachers were divided according to classes:

1<sup>st</sup> group – 2 grade (11 pupils), where the class teacher and the labor teacher are focused on educational-disciplinary model of interaction.

2<sup>nd</sup> group – 1 and 2 grades, a total of 23 pupils, the 1<sup>st</sup> grade teacher is focused on the disciplinary model, the second grade teacher is focused on mixed orientation.

3<sup>rd</sup> group – teachers of mixed orientation or one with a mixed orientation, the other has a predominance of individual model (a total of 89 children: two of them are the 1<sup>st</sup> grade; one is the 3<sup>rd</sup> grade; two children are the 4<sup>th</sup> grade).

4<sup>th</sup> group - a clear orientation of teachers to an individual model of interaction with children (three classes which consist of 47 pupils).

We have considered an analysis of the formation of active forms of speech and practical activities of pupils in the process of interaction with peers considering some issues of the development of individual activity of primary school pupils in the process of interaction with adults. Research in the field of children's interaction with peers clearly shows that peer groups begin to play an important role in the mental development of children, formation of personal qualities and behavior. In addition, a system of indicators has been made that allows us to draw conclusions about the specifics of interaction. The following parameters acted as the indicators:

- resistance to conciliation initiatives and actions;
- incentive-blocking;
- support - suppression of other people's initiatives and actions;
- to transfer initiatives and activities to a higher level;
- to transfer initiatives and activities to a lower level.

The results of experiments allowed to determine the further platform of experiment, in particular, the need is arisen to determine the effectiveness of pupils' interaction in terms of motivation and initiative as a form of individual activity. In order to develop certain aspects of primary school pupils' activity, it is necessary to combine them into such kind of pairs (for example: choosing a neighbor at the desk; choosing a pair partner in subject-practical lessons; performing extracurricular social tasks, etc.), here development is very intensive, first of all, children should choose the pair who they want, but should work under the guidance of experimenter taking into account different activities.

**Conclusion.** We have come to the following conclusions by summing up our research work. This stage is very difficult for primary school pupils. At this stage, pupils should be supported by teachers. We have noticed many changes in the research work between control and experimental groups of pupils in grades 1-4 according to the results of the research on the development of social activity of primary school pupils with general hearing impairment. Comparing diagnostic and formative studies, we found that peers and adults have a special role to play in the development of social activity of hearing-impaired primary school pupils. Also, according to the conclusion of discussing the individual activity development of primary school pupils in the process of interaction with adults and peers in class and out of class: first of all, it should be noted that the hypotheses of experimental research were confirmed. Peers have a significant impact on the formation of activity. Vocabulary, communication nature, emotional connections depend on the type of individual activity of primary school pupil. The process by which students interact with each other can have different effects on the formation of active forms of communication. There fore, we also identified type and specifics of activity depending on the type of activity and with whom the pupil interacts.

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**Әр түрлі белсенділігі бар есту қабілеті зақымдалған  
оқушылардың танымдық даму ерекшеліктері**

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*Аңдатпа*

Мақалада есту қабілеті бұзылған бастауыш сынып оқушылардың психикалық дамуының жетекші факторларының маңызды құрылымы берілген, бұл бастауыш сынып оқушының бастамасы мен ынта-сын мақсатты дамыту үшін қажет. Әр түрлі белсенділігі бар есту қабілеті зақымдалған оқушылардың танымдық даму ерекшеліктерін эксперименттік зерттеу келесі әдістерді қолдана отырып жүргізілді:

кабылдауды дамыту; көрнекі-бейнелі және логикалық ойлау; қиял; талаптар мен ережелерге бағыну; сыныптағы оқушының позициясы; мектепте оқуға деген ықылас; өзін-өзі бағалау: М. В. Матюхинаның «суреттердегі Логика», Е.Г. Речицкаяның «жолды тап», С.Д. Забрамнаның «альбомы»,» толық емес фигуралар «Е. Торренстің модификацияланған тесті, Д.Б. Элькониннің» сөйлеу диктанты». Белсенділік пен жеке тұлғаның таңдалған параметрімен қарым-қатынас деңгейі белсенді және атқарушы балалар мен әлеуметтік импульсивті балалар арасындағы психикалық даму факторымен, сондай-ақ бастамашыл, атқарушы және әлеуметтік-пассивті балалар арасындағы айырмашылықтармен зерттелді. Ол үшін таңдалған топтарда дихотомиялық корреляция коэффициенті есептелді. Кіші мектеп оқушылары мен сурдопедагогтардың жеке іс-әрекеттің әртүрлі стильдері мен түрлерімен өзара әрекеттесу ерекшелігі эксперименталды түрде дәлелденді және есту қабілеті нашар бастауыш сынып оқушыларының әлеуметтік белсенділігін дамытуға бағытталған түзету жұмыстарын ұйымдастыру бойынша ұсыныстар ұсынылды.

*Түйін сөздер:* әлеуметтік белсенділік; есту қабілеті бұзылған бастауыш мектеп оқушылары; бастамашылық, орындаушылық, әлеуметтік импульсивтілік.

### **Особенности когнитивного развития глухих школьников с различными типами активности**

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#### *Аннотация*

В статье представлены содержательная структура ведущих факторов психического развития младших школьников с нарушениями слуха, необходимая для целенаправленного развития инициативы и исполнительности младшего школьника.

Экспериментальное изучение особенностей когнитивного развития глухих школьников с различными типами активности было проведено с применением методик на выявление: развития восприятия; наглядно-образного и логического мышления; воображения; подчинения требованиям и правилам; положения школьника в классе; желания учиться в школе; самооценки: «Логика в картинках» М.В. Матюхиной, «Найди дорожку» Е.Г. Речицкой, «Альбом» С.Д. Забрамной, «Неполные фигуры» – модифицированный тест Е.Торренса, «Речевой диктант» Д.Б. Эльконина. Уровень взаимосвязи активности с выбранным параметром личности изучались по фактору психического развития между инициативными и исполнительными детьми и социально-импульсивными, а также различия между инициативными, исполнительными и социально-пассивными детьми. Для этого в выбранных группах вычислялся дихотомический коэффициент корреляции. Экспериментально доказана специфика взаимодействия младших школьников и сурдопедагогов с различными стилями и типами активности личности и предложены рекомендации по организации коррекционной работы, направленной на развитие социальной активности младших школьников с нарушениями слуха.

*Ключевые слова:* социальная активность; младшие школьники с нарушениями слуха; инициативность, исполнительность, социальная импульсивность.

*Поступила в редакцию 24.01.2022.*