

METHODOLOGICAL RECOMMENDATIONS FOR SPEECH PREPARATION IN SCHOOL EDUCATION FOR CHILDREN WITH HEARING IMPAIRMENTS.

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Annotation: This article discusses the pedagogical-psychological characteristics of hearing impairments, the pedagogical foundations of education for deaf children, the stages of preparing children with hearing impairments for school education, as well as the methods and tools used.

Keywords: Kar child, verbal communication, spoken speech, preschool age, didactics, educational, developmental and corrective tasks.

The overall development of a deaf child is directly related to their speech development. In other words, it is recognized in the works of scholars such as L.S. Vygotsky, F.F. Rau, L.P. Noskova, L.A. Golovchis, I. Kislisina, U. Fayziev, F. Alimhodjaeva, and others that the speech of deaf children can only be formed based on their overall development, and at the same time, their overall development is dependent on the level of development of their verbal speech.

In the early stage, the difference between deaf and hearing children is not noticeable; during the speech development phase, deaf children produce sounds, babble, and then exhibit speech forms similar to those of hearing children. Later on, when hearing children start to speak by listening to the speech of those around them and imitating them, the speech of deaf children stops developing, and their existing speech skills begin to fade. If the speech of deaf children is specially developed from the early stages, there is a possibility to prevent the emergence of secondary defects and to address shortcomings in their development. It is recognized that in preschool education didactics, it is essential to implement targeted upbringing from the very first day of a child's life to ensure their full development. This principle is of even greater importance in the education of deaf children. In the preschool education of deaf children, special corrective objectives are planned to be achieved in alignment with general pedagogical tasks, considering the level, duration, and unique characteristics of their hearing impairment. The main task of preschool education institutions is to develop children of preschool age in a comprehensive way and to prepare them for school education. At the same time, a special task is carried out to develop the verbal communication of deaf children as a means of perceiving the surrounding reality and communicating. Since deaf children cannot acquire speech based on hearing, their speech is formed in a different direction: that is, their verbal communication is developed using the analyzers that have remained intact and not damaged (sight, hearing, movement-vibrational, sensory). The education and language development of deaf children of preschool age is organized based on the following principles:

1. The task of developing speech in the education of deaf children is addressed on the basis of their all-round development. The speech development of deaf children must be ensured in the process of organizing all types of activities specified in their daily life and educational curriculum in harmony.
2. Educational, developmental, and corrective tasks are addressed through specially directed educational tools. In this process, general and specific methods and techniques of teaching are used to compensate for the deficiencies related to hearing impairment.

What is the difference between providing education and upbringing for children who are hearing impaired and those who can hear at the preschool age? It is known that verbal communication, which is considered an important condition and an effective means of educating a hearing child, does not develop in deaf children without special training. Therefore, there is a need to seek other ways to develop verbal speech in deaf children. Years of scientific research and practical work conducted by S.A. Zikov, B.D. Korsunskaya, L.P. Noskova, L.A. Golovchis, U. Fayziyev, and F. Alimkhodjaeva have proven that the compensatory tool that assists in acquiring speech through direct communication is dactylogogy. In this context, it should not be forgotten that acquiring speech through hearing, visualizing and perceiving dactylic speech are psychologically different processes.

In order to ensure that speech is directly acquired in communication, a child is required to possess high-level sensory abilities, namely, vision, movement, tactile-vibrational sensation and perception, as well as psychological functions. The oral communication of deaf children develops as a result of specialized teaching in pronunciation and lip-reading. Enhancing oral speech and developing hearing abilities are special tasks within the education of preschool-aged deaf children. Shaping pronunciation and teaching lip-reading are complex processes that require considerable time to be allocated for both group activities and individual sessions.

During the process of acquiring speech, deaf children encounter another obstacle. Normally hearing children understand the meanings of many words as soon as they start to speak, and gradually they remember the names of familiar objects and events. In the process of using speech, the meanings of words are generalized. However, this process is different for deaf children. Due to their limited speech communication, their thinking development lags behind, limiting their ability to understand the surrounding world through speech. For this reason, more effort is required to develop imagination and concepts in deaf children. In kindergartens for deaf children, programs are implemented to prepare them for broad verbal communication, and independent reading serves as a means to compensate for limited speech communication.

Thus, based on the special educational and corrective tasks, the volume and significance of activities in preschool educational institutions increase. Although the activities are conducted in a game format, they occupy a lot of time and leave little room for relaxation and free play activities. The educational process for young deaf children who have not received preschool preparation significantly differs from the education of preschool-aged children. The speech and overall development of deaf students occurs based on their specific experiences in the areas of vision and perception. Of course, such a situation considerably facilitates the educational process. Deaf children of preschool age acquire concepts, knowledge, and skills in harmony with speech, which ensures the development of their thinking and speech.

The formation of a deaf student's verbal speech, whose speech has not yet developed, begins simultaneously with teaching literacy (reading and writing). In this process, the analytical (analyzing) perception of words is ensured, as well as clear and fluent speech. As school students relatively quickly master pronunciation, they gain the ability to extensively use both written and oral speech in direct communication. Written speech is used when difficulties arise. Hearing-impaired children of preschool age significantly lag behind in mastering sounds. While students may achieve the pronunciation of the basic sounds of the alphabet within half a school year, a child of preschool age should be able to pronounce the basic sounds by the third year of education. Therefore, finger speech, particularly in the first three years, is a tool used to directly develop the speech of hearing-impaired children through communication. Play is one of the main activities of children, and during play, the cognitive processes of hearing-impaired children are formed.

Based on the aforementioned, the speech of preschool-aged deaf children is considered a means of compensating for speech and psychological deficiencies, and their speech develops based on the following principles.

1. The speech of deaf children is developed directly through communication and in special activities.
2. They are taught analytical reading starting from the age of 3.5 to 4.
3. Dictation speech is used in the educational process.
4. Lexical and grammatical concepts and generalizations are shaped during the educational process.
5. Reading and teaching the narration of stories is widely used as a tool to expand verbal communication.

To adhere to these principles, speech must be developed during the communication process and as a means of communication. Such an opportunity is created in the context of using verbal speech.

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