

WAYS TO DEVELOP THE SPEECH OF CHILDREN WITH HEARING IMPAIRMENT

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Abstract

The science of deaf pedagogy deals with the special education and upbringing of children with hearing impairment. The main goal of this field is the history of the theory of teaching deaf or hard-of-hearing children, teaching subjects, their special psychology, teaching pronunciation and "lip-reading" and preparing them for work. By studying science, oral speech is formed in children with impaired hearing, because they are taught the movements of the speech organs when pronouncing words. Hearing impaired people who learn to repeat speech will be able to speak. In addition, they can also speak using special learning alphabetic dactylogy.

Key words

Surdopedagogy, dactylogy, grammatical rules, "lip reading", analyzer, sound amplification devices, computer technologies, multimedia materials, psychological portrait.

The methodology of speech development is based on the basic rules of psycholinguistics. His basic rule that "language serves as a means of communication in all spheres of human activity" is considered as a guideline in the methodology of speech development. Therefore, the method of speech development is aimed at equipping the educator with knowledge and skills related to the development of children's speech as a means of communication.

is the lexicon, sound system and grammatical structure of the native language. The speech development program of the pre-school educational institution was developed based on the achievements in linguistics and it envisages the enrichment of children's vocabulary, the development of phonetic aspects of the mother tongue, and the development of grammatical construction. In the formation of children's various speech abilities, they are taught Uzbek, their mother tongue, that is, they learn Uzbek lexicon, the unique phonetics of the Uzbek language, and the unique grammar of the Uzbek language. learn the features. In order to acquire professional skills in teaching children's native language, a pedagogue must thoroughly study the theory of speech development methodology, master the scientific methods of this development, and know the laws of child's speech acquisition.

Language is an integral part of our life and we take it for granted. We don't think much about what language is, how we speak in it, and how we learn to speak. It is well known to everyone that there is a special science that studies language, and its name is linguistics. Despite the fact that this science is developing rapidly and has undoubtedly made significant progress in this regard, it is now clear that we know very little about language, which is the most "human" of human characteristics and without which a person cannot exist as a member of society.

The uniqueness of each pedagogical system depends on the theoretical foundations of that system, the education and directions that arise from it, specific organizational conditions and forms. In all familiar systems of surdopedagogy, first of all, different stages of education are distinguished. All materials to be mastered by language are divided into stages, content and volume have become more complicated and expanded. One set of requirements for the development of speech skills for a specific stage of education, and more complex requirements for the next stage. Grading of education

is often decided unilaterally, and children are either given the opportunity to get the basics of knowledge, or the conditions are created to get extensive information about the school course. The ability to get full information depends on the children's mental ability, hearing status, family upbringing, and the time of hearing loss, but most importantly, it depends on the financial status of the deaf child's parents. The duration of education varied for deaf children.

In the modern school for deaf children, 12 years of education is determined, during which 9 years of general education is given. Dividing education into stages, first of all, the main goal of education is to provide general education information within the framework of academic subjects of the 9-year school, to create a foundation for continuing in secondary specialized and higher educational institutions. The division of the educational process into stages also depends on the age and psychophysical capabilities of deaf children. Some requirements for language acquisition and speech skills can be mastered by older children only when mental cognitive processes have reached a certain level, some requirements can be mastered only in primary school.

special institutions is to teach children with hearing impairment to speak. Implementation of these tasks in the school of hearing impaired children is associated with great difficulty. Improving the structure of the school for the deaf, looking for ways to shorten the period of education in it, led to the problem of activating the educational process and the need to consider the role of speech development in the development of children's speech. The speech of hearing-impaired children also has a unique appearance, which has been studied by many scientists on the development of speech, pronunciation and hearing of these children, including Russian scientists of deaf pedagogy. An important factor in the development of speech began to be studied in the 50s and 60s, and the concentric method of teaching pronunciation was studied by Rau and Slezina. Noskova's study, which included children of preschool and high school age, aimed at strengthening the communicative system and developing the language learning process, confirmed the need to solve this problem. Deaf children with complex disabilities come to the pedagogue not with one problem, but with several problems, so the educational system for such children should be complicated. Taking into account the characteristics of the deaf child's development, the development of their speech ability, the mastering of the language system by children is carried out during the practical mastery of the speech process. It is necessary to have the right approach to the development of speech, because this process not only forms speech activity, but also constitutes speech practice and involves teaching speech activity with all its specific features.

One set of requirements for the development of speech skills for a specific stage of education, and more complex requirements for the next stage. Grading of education is often decided unilaterally, and children are either given the opportunity to get the basics of knowledge, or the conditions are created to get extensive information about the school course. The ability to get full information depends on the children's mental ability, hearing condition, family upbringing, and the time of hearing loss, but most importantly, it depends on the financial condition of the deaf child's parents. The duration of education varied for deaf children.

In a modern school for children with a hearing impairment, 12 years of education is determined, during which 9 years of general education are provided. Dividing education into stages, first of all, the main goal of education is to provide general education information within the framework of academic subjects of the 9-year school, to create a foundation for continuing in secondary specialized and higher educational institutions. The division of the educational process into stages also depends on the age and psychophysical capabilities of deaf children. Some

requirements for language acquisition and speech skills can be mastered by older children only when mental cognitive processes have reached a certain level, some requirements can be mastered only in primary school.

The development of language skills is the formation of the psychophysiological mechanism of speech perception, understanding, expression and production. From the first days of education, children are put in such a situation that they need to react to the addressed speech, understand what they are asking for, what they are motivated by.

Speech perception is taught in pronunciation and listening skills classes. Typing is used in order to speed up the processes of speech reception and expression. For preschool children, typing is the first form of speech, which is developed at the same time as oral speech.

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