



METHODS OF WORKING ON DIALOGICAL SPEECH IN OUT-OF-COURSE ACTIVITIES WITH HEARING-IMPAIRED STUDENTS

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Annotation

This article describes the methods of working on dialogic speech in extracurricular activities with hearing-impaired students and the ways to develop oral speech of hearing-impaired children.

Keywords: Oral speech, hearing-impaired student, reading outside the classroom, communication hours, speech etiquette, role-playing games, syllables, words, phrases, conversational, communicative exercise

Development of dialogic speech is considered in an inextricable connection with the formation of vocabulary important in the speech development of a hearing-impaired child, the development of the grammatical side of speech, pronunciation skills, as well as the general development of a hearing-impaired student from the mental side.

In each teacher's training, special time is devoted to solving the task of developing the skills of visual and auditory perception, using individual devices that amplify the speech of the speaker. Work on the formation of communicative skills is carried out in various situations, first of all, in the process of direct communication, during training, and at other times of the agenda. In addition, traditional types of work on the development of oral speech are also used: plot-role games, creating a dialogue based on a picture, making models, etc. All dialogues are provided with spare speech material (basic speech devices, speech etiquette words, etc.).

The following speech material was selected for the development of oral speech: 1) speech etiquette words and phrases (thank you, good day, please, thank you, and thank you); 2) everyday phrases (hello, how are things?, good, etc.); 3) texts from the literary works of Baols, in which the spoken words and phrases of the heroes are given.





As a material for working with children, plot and serial pictures, models, animated applications, illustrations of fiction describing communication situations, and role-playing game equipment serve as materials for working with children.

Adolescent students actively influence modern events. In this regard, we considered that it is necessary to enrich the content of the "Speech Cultivation" program with topics that reflect the interests of hearing-impaired children and real communication situations. In particular, the following topics are discussed during the dialogue: "In a cafe", "I am playing computer games", "Interests", "Olympic Games", "Travel", "Natural phenomena" and so on.

Communication is an important condition for the development of dialogic speech of children with hearing impairment. Communication motivation is first of all carried out during the communication hours with auditory interlocutors developed and offered by us, 1-2 times a week, organized after the completion of a certain topic on speech development. Hearing guests are invited to these meetings (students' parents, intern students, hearing students from the neighboring school), and collaborative activities are organized with them. It can be watching films and TV programs together, commenting and discussing them, pictures, ready-made projects, excursions, role-playing games, interviews, etc. The topics of the talk hour were varied: "Computer games and the Internet", "New movies", "Fashion", "My favorite artist" and so on.

During communication, students with hearing impairments learn different expressions and improve their ability to understand the speech of strangers. The effectiveness of these meetings will undoubtedly depend on the prepared works. Before conducting the communication class, the teacher introduces the children to ready-made speech devices used in communication. Special phrases for dialogue are placed in a visible place (stand, classroom stand, students' desk). For example, during a discussion class on the topic "My favorite artist" (students from the "Speech Development" program studied the topic "We love museums, theater, cinema"), students were introduced to expressions suitable for this situation. : "Do you like this movie?", "Which of the actors do you like?", "I like to see on TV", "What role did play in ?", "My favorite artist..." and so on. Despite the fact that the topic of the conversation is set by the teacher, the topic may change during the conversation. During the preparation for the meeting, it is not possible to keep in mind all the objections and answers that will be used during the interview. In this regard, during communication, the educator helps the students with hearing impairment: he should explain the meaning of unfamiliar words and phrases, help them answer.





As recognized above, speech exercises are included in the speech development methodology of the hearing impaired. However, the results of our observations showed that the content of these exercises is limited to individual pronunciation (reading syllables, words, phrases) skills or processing phrases of an organizational nature. For example,

- Children, what day of the week is it today?
- Today is Friday.
- Today is the fourteenth of December.
- What lesson is it now?
- Now is a speech development lesson.
- What time is it now?
- It's three o'clock now.

Such speech exercises are included in the speech material of the lesson or are traditional, familiar, usual questions of the pedagogues, in which the students freely take aim. Speech exercises developed by us solve other, actual, problems of students' oral communication. For example, educators are recommended to start the lesson with the following phrases: "Guys, yesterday was the birthday of" or "Today we are preparing for the holiday of" ". In such cases, students become interested in the topic of conversation presented by the pedagogue, as a result, interest in the further course of the situation, desire to ask. The contents of the exercises are topics related to the daily life of the students, the daily work of the educator himself, and they are topics that take into account the interests of the students. We give examples of such communicative exercises.

- Guys, tomorrow you will have a math test, remember?
- Yes.
- I talked about this with your teacher today. Want to know what they had to say?
- Sister Matluba, please tell me, what did our teacher tell you about the math test?
- They said that the control work will be very complicated, so we will practice solving problems with you?

The children were offered punch cards with different options of questions and answers, and they were pasted on each student's desk. They consisted of the following sentences: "I wanted to ask about ...", "Don't you know ...", "What happened then..." and so on.

In addition to communicative exercises, preparatory dialogues are held every day during role-playing games using pictures. The purpose of conducting these preparatory dialogues is to prepare for direct communication with listening interlocutors. Here are examples of these dialogues.





- Hi there. Are you going to the school party?
- Yes.
- What kind of clothes are you going to wear?
- I wear a skirt and blouse. What about U ?
- I wear pants and a T-shirt

- Do you go to the sports section?
- No, I don't want to.
- Come, let's sign up for karate together.
- Great, okay.

- Tell me, please, are we going to watch a movie today?
- Yes, of course. What movie do you want to see?
- I want to see Shrek 3.
- OK, let's call all the children and watch a movie together.

The work on the formation of dialogic speech is limited to the work of the educator. For example, in the process of construction work planned by the educator, the traditional form of work is used to organize the students' work (in pairs, threes, according to the conveyor, under the leadership of the "junior teacher"), he teaches the students provides communication. In connection with the dialogue in a specific subject - practical activity (for example, making a bus), the educator reminds students how to behave in public transport and organizes a dialogue. Different situations are encountered and the following dialogues are used:

- Please look at me, do you know where the fifth bus goes?
- To the center.
- Thank you.
- It's not worth it.

- Excuse me, will you get off at the next stop?
- No.
- Skip it.
- Yes, please.

- Tell me, please, when will the "Autovokzal" arrive?
- This is the last stop.
- Please tell me when to get off, I can't hear well.
- Good.





- Thank you.
- It's not worth it.

In the organization of role-playing games with a plot, attention is paid to the use of everyday expressions in the dialogue. For example, "Guest" within the framework of the game, the following speech material is processed: "Hello!", "How are you?", "I wanted to come to your place for a long time.", "I'm glad you came!", "Come in!" and so on. The following dialogs are encountered:

- Come, let's drink tea.
- Okay.
- Shall I put sugar on you?
- Yes, thank you.
- My mother baked a sweet pie. Can you see?
- Okay.
- The pie is very sweet!
- Thank the moon on my behalf, the pie is amazing!

In the process of working with the text in extracurricular reading activities, the educator pays attention to the dialogue of some artistic characters that serve to create a dialogue with the hearing impaired students. In order to strengthen such forms of communication, children read in roles and act out passages.

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