



THEORETICAL FOUNDATIONS OF THE FORMATION OF COMMUNICATION IN STUDENTS WITH HEARING PROBLEMS

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Annotation

One of the important tasks that modern surdopedagogy has set for itself today is aimed at developing verbal communication of individuals with hearing impairments. In this article, the conditions for the formation of oral speech in children with hearing problems are theoretically covered.

Keywords: Oral speech, speech material, syntactic structure, speech perception.

The role of hearing ability in human life is incomparable. The human organism as a holistic system develops in an interconnected way. Therefore, any hearing defect leads to a deviation of speech from the norm. The central problem of surdopedagogy is undoubtedly the teaching of oral speech to the deaf. At the same time, the desire to form oral speech in deaf children not only in written and finger (Dactyl) form, which is more convenient for them, but also precisely in oral form, is an issue in which special attention is paid to the education of the deaf around the world. The further development of ideas put forward in 1938 led to the modern method of teaching language to deaf children on the basis of the formation of speech communication, in which the initial formation of oral and written speech is built on this basis. Teaching children with hearing problems to communicate relies on several auxiliary tools. One of these auxiliary means is Dactyl speech. Dactyl speech creates special, favorable conditions for students to quickly collect speech material, assimilate speech in the process of communication, in connection with various types of activity.

The formation of oral speech in deaf children means mastering the necessary speech material, mastering a strong attitude to perceive, master it through lip reading and verbal repetition, as well as to communicate with healthy hearing people. In the process of teaching deaf students to perceive oral and written speech, it is important to take into account the difficulties in their assimilation, obstacles and peculiarities of these processes. L.S.Vigotsky argues that in this regard, by comparing the forms of written and oral speech, both forms of speech have their own psychological form. V.Y. Of Lyaudis, I.P.Negires, on the other hand, written speech in this regard has two main





characteristics, it constitutes the meaning and expression of the word. For this reason, when expressing the meaning of a text, they put forward the idea that the syntactic structure of words is important when choosing words correctly and composing a sentence. The issue of the formation of oral speech largely depends on the method of teaching. The underdevelopment of hearing in the norm not only narrows the volume of speech material, but also prevents the choice of basic vocabulary and grammatical forms necessary for everyday colloquial speech. The transition of schools to the initial teaching of oral speech based on writing allows students to collect certain material of colloquial speech as early as the first year of study. Oral material studied in writing during the initial preparation period is still not carried out in the oral speech of the student for a long time due to the same phonetic restrictions. Through modern approaches at the initial stage of teaching oral speech, children will learn about everyday colloquial material in the form of a dactyl from the first steps.

Since the teacher, turning to the students, simultaneously dactylates and pronounces words, encourages children to repeat what was said orally-Dactyl, they gradually acquire the skill of perceiving this material with the help of lip reading. Such reflected pronunciation, combined with the features of the modern method of teaching pronunciation, allows you to pronounce words in a certain regulated, approximate way. Referring to the issues of teaching children with hearing problems to pronunciation, it should be noted that their development has made significant progress. On the basis of scientific research and generalization of the best practices of surdopedagogues, a modern system of teaching deaf pronunciation was established - its tasks, content, methods and organization. The first and main task of teaching pronunciation is to ensure its sufficient intelligibility. Without a satisfactory solution to this problem, oral speech cannot serve as a reliable means of communication between a person with hearing impairment and healthy people around him. Further development of the process of formation of oral speech in deaf children should be carried out in the following main areas:

- a) To study the process of mastering the oral speech of deaf children in different conditions: during special classes, the main task. from this, the formation of clear oral speech and the use of sound-enhancing equipment through out the learning process, gives deaf children the opportunity to master the skills of speech perception and repetition based on its imitation;
- b) To study the interaction of oral speech and other types of oral speech in the process of education and communication between children, school children with hearing impairments of preschool age, as well as deaf people of older age;





- c) To study the dependence of the acquisition of pronunciation skills on the state of deaf auditory function;
- d) Improvement of the general system of formation of oral speech in kinder gardens and deaf schools (Organization of content, methods of work on oral speech);
- e) To study the individual characteristics of individuals with hearing impairments of different ages in the process of mastering the skills of perception and statement of oral speech;
- f) To identify ways to individualize the process of formation of oral speech at different stages of Education;
- g) Creation and testing of new techniques designed to improve the effectiveness of oral speech training for the deaf, as well as to use it as a means of learning and communication.

The above tasks are aimed at effectively solving the issues of teaching speech to children with hearing problems and these tasks should be systematically carried out not only in the process of special education, but also in social life, in the family.

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