



## WAYS TO DEVELOP THE SPEECH OF HEARING-IMPAIRED PRESCHOOL CHILDREN

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### **Annotation:**

The article provides information on the effective organization of processes for the development of speech of hearing impaired children in preschool age.

**Keywords:** Dactyl, gesture, method, correction, speech, defect, voice, communication.

Special pre-school education institutions carry out the tasks of raising children, developing their speech, compensating and correcting their shortcomings. In order to fulfill these tasks, it is necessary to form and develop the speech of hearing impaired children as a means of communication and thinking. Thus, speech and general development processes of hearing-impaired children are inextricably linked, because their speech development is carried out on the basis of the general development of the child. On the other hand, the developed spoken speech of the child can be limited. For example, there may not be enough time to engage in visual activities as a result of paying too much attention to the development of speech in drawing, building and application classes. In the 1-2 years of education, in the process of organizing various activities, children do not have a full-fledged verbal communication, that is, in the classes of drawing, working with clay and plasticine, they "roll", "glue", "stick". Even if he understands words such as "cut", "square", he may not be able to use them. In the process of various activities, children can communicate using words such as "give", "hold", "take".

Correctly and efficiently organized various activities ensure the formation of children's thinking and speech. With the development of children's activities, their interest in learning and desire to communicate grows and helps the growth of speech. Words and phrases learned in the course of various activities directly serve to expand the vocabulary and form it grammatically.

The speech used in direct live communication is mastered more carefully than the speech mastered in special classes. (B.D. Korsunskaya) .

Oral, written, and tactile types of speech are used in the education of hearing-impaired children in preschool age.





In the early stages of education, during the period when oral speech is just being formed, the security of children's complete transition to sign communication ends. Since sign speech satisfies the need of children to communicate, it prevents the growth of colloquial speech, in which the desire to master new words, to enrich *lugat*, fades. The use of dactylic speech resolves these contradictions. B.D.Korsunskaya, L.P.Noskova, L.A.Research carried out by golovchis on the study of Dactyl speech-assisted communication showed that weak hearing children who come to a special kindergarten can master 150-200 words during the year, and in the second year of education this *lugat* can be actively used in their speech. By the end of the year, children will remember the words after a couple of repetitions.

In situations where there is an opportunity to use colloquial speech in mutual communication, their interest in speech increases, children seek to ask how objects and actions are called, and to express their desire with the help of words.

In all sections of the educational program in a special weak-hearing kindergarten, together with certain knowledge and skills that must be mastered in training, *lugat* wealth, words, vocabulary, texts are prescribed, which are acquired in the process of various activities. Speech material is determined taking into account the need for children to communicate in the process of their various activities. That is, the program provides colloquial material that can be used during the day, working with physical education, painting, clay and plasticine, appliqué, building-making, introducing Labor, music, *tevarak*-surroundings, forming elementary mathematical visions, training. The program also sets out special speech material on speech culture training. Thus, Correctional activities for the cultivation of children's speech are carried out in two directions:

1. In the process of various activities, children's speech is grown.
2. Special speech cultivation sessions are organized. Thus, weak hearing children's speech *ostrish* work is carried out in the Dialogue organized in the process of all activities during the day, as well as in special speech-growing Sessions. According to the level of development of speech of weak hearing children, the importance and amount of these *yunalishs* varies. During the organization of speech cultivation work, various forms of verbal defect are used. In the process of educating vulnerable hearing children of junior and high school age, *ogaki* speech and written speech are presented globally from written cards, that is, with a holistic reception. A large group of children read analytically (recognizing letters).

Dactylic speech is also used in the education of children. Dactylic speech is used globally with small groups of children and in the processes of teaching analytical reading and overlocking colloquial speech.





Ogzaki, the role of written, dactylic speeches in teaching and interaction, the relative mykdori change according to the content and purpose of the program.

The use of Dactyl nugq in the education of weak hearing children is determined by the following principles that are the basis of the program and methodology:

1) to bring the content of the education of weak hearing children as close as possible to the content of the educational program for hearing children 2) to grow speech not only in the process of training, but also in the dialogue loop.

Dactylology comes from the Greek dactylos - finger, logos - speech. Dactylology is an alphabet described by means of fingers and is used in the interaction of deaf and weak hearing. Dactyl speech is a form of spoken speech that is close to written and ogzaki speech.

What are the advantages of Dactyl speech over oral and written speech? What is the role of dactylic speech in teaching weak hearing children, in the formation of their speech?

B.D.Korsunskaya's methodology states that Dactyl speech can serve as a means of expressing speech from the age of 3-4, not only becoming an object of perception. In this case, despite the fact that the pronunciation of children is not formed, it is possible to perceive all words and express them through a dactyl. Also, in the process of forming speech, it will be possible to choose a colloquial material not from the possibilities of children's pronunciation, but from the need to develop their communication and activity on knowledge. As a result, expanding the vocabulary will be lighter and faster. The use of verbal speech is made possible by weak hearing children earlier and more actively in their communication with each other, as well as with hearing people who know the dactylic Alphabet. In this, the process of acquiring speech is justified and is associated with their needs.

To date, the surdopedagogs are debated on which speech Dactyl speech is gestural, written, or close to the mouth. Most scholars consider dactylic speech to be a type of written speech. I.A.Sokolyansky confirms for the first time that in terms of form and function, Dactyl speech is close to ogzaki speech. Dactyl speech can be easily used in the process of direct communication. Facial Facial mimicry according to the situation, changes in expressive movements bring Dactyl speech closer to oral speech. At the same time, Dactyl speech is clearly visible to the eye and is well differentiated, unlike your dream speech.

It is known that orzaki speech has KD,G,E,H,X,S,3,T,B,P,D, T. sounds like it will be difficult to distinguish when you see their pronunciation.

Dactyl letters can be mastered and differentiated by looking at them. Dactyl characters are clear and are perceived in pieces and are freely expressed by children.



The importance of dactylic speech is that it provides for the analysis of speech perceived by children from 2.5-3 years of age, the assimilation of language units. This situation also applies to written speech. However, Dactyl letters, unlike written letters, can be accurately described by children on the basis of imitation. If children use Dactyl speech in communication with and between the surrounding people, the speech of weak hearing children develops structurally like that of hearing children. It will not be possible to fully master speech only on the basis of ogzaki or written speech.

The fact that Dactyl speech develops in harmony with the organization of various activities of children of preschool age determines its advantages. That is, it will be possible to quickly and easily teach new words to children, offering to read according to the written card or hand. Thus, more than necessary use of sign speech is obtained, the development of spoken speech is accelerated.

Thus, the ability to be used in direct communication by weak hearing children from an early age using Dactyl speech determines the need to use Dactyl speech in their education.

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