



## EFFECTIVE WAYS TO PREPARE DEAF AND HARD OF HEARING CHILDREN FOR SPEAKING ACTIVITIES

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### Annotation

In the process of complex medical-psychological-pedagogical influence in the preparation of primary school students with hearing impairment in the process of correctional training should take into account the level of speech development, cognitive activity, sensory and motor characteristics of the child.

**Keywords:** Hearing analyzer, speech, communication, L.S Vigotsky, speech activity, speech development, correction-development, correction, compensation, adaptation, rehabilitation.

### Introduction

The hearing analyzer is one of the most important of all human organs, and its main function is to understand speech. Complete hearing is a factor in speech formation. Speech, on the other hand, develops a person's verbal reasoning, general and spiritual development. Things and events in the material world are reflected in our minds, they are expressed in the form of words, they are manifested through the phenomena of language. A person is able to name and describe the objects and events he has seen and experienced, and to understand and express their impressions of the content in the form of images, thoughts, concepts, imaginations. Speech is the leading means by which any object or event is reflected in the brain and firmly entrenched in the mind. It also serves as a tool for thinking, for expressing ideas, for expressing, expressing, and influencing in the process of communication. Because the ability to think is at the heart of speech development, it determines the level of development of human thinking.

The inability of a person to control speech due to a hearing impairment, and therefore isolation from members of society, creates a number of problems in finding their place in social life. These are due to various interdependent reasons, in which L.S Vigotsky states: social education and speech development. ”

Despite the fact that the problems of speech development of children with hearing problems have attracted the attention of many teachers and deaf educators for centuries, new approaches to solving this problem, namely, the organization of the





educational process in special schools. L.S Vigotsky's series of works on the special education system contributed to this direction. The method is designed to develop oral speech in special schools, focusing on the fact that the child's meaningful life is carried out in conditions that are not related to his interests. Compared to the state of learning, he emphasizes that the social environment and its structure are the ultimate and decisive factor in any educational system: "A child's life should be organized in such a way that speech is necessary and interesting for him. Education should be directed towards the interests of the child, not against them. It is necessary to create a need for universal speech, and only then will speech emerge. Speech is based on communication and thinking, adapting to complex life situations".

Because children with speech activity experience understand the meaning of familiar words and sentences, they are better able to understand the speech being addressed and can impress those around them as good listeners. In turn, the better the child's hearing is preserved, the better the chances of mastering speech independently based on the imitation of the speech of others. Third, a child's ability to use the rest of their hearing to acquire speech is a measure of their hearing. Accordingly, hearing and speech development factors are taken into account when limiting children with complete hearing loss (deaf) and children with partial hearing (hearing impaired).

The level of speech development in hearing problems depends on four factors:

1. Hearing level;
2. Time of onset of hearing problems;
3. Individual characteristics of the child;
4. The pedagogical conditions created for the child after the hearing problem.

Speech plays a crucial role in a child's development as a person. The specific development of speech in a hearing-impaired child prevents them from acquiring the basics of science under normal conditions. For this reason, in the structure of this category of children's anomalies, speech should be given priority, and the central place in the specially organized educational process should be the issue of shaping speech on a planned basis.

Professor F.U. Kadirova's research analyzes the shortcomings in the educational practice of deaf primary school students, identifies effective methods and ways to overcome them, and identifies the factors and stages of speech formation.

In the preparation of hearing-impaired primary school students for speech activities, the correction-development process was based on the simplest oral speech:

- a) through questions and answers distributed among the speakers;
- b) the existence of the situation;





c) by means of tone of voice and gestures, which provide the tone of speech of moderate listeners;

d) facilitating narration - the presence of an incomplete sentence.

In the process of speech development in special boarding schools, taking into account the current state and individual characteristics of each child's hearing problem, adherence to the principle of individuality, the implementation of education in this category of children, speech activities on a planned basis the formation process should be central. In order for speech to be formed as a whole process, it is necessary to take into account the fact that children learn different forms of speech activity: hearing and seeing, speaking, reading, writing. It is recommended to use forms of work that create the need for conversational communication in the development of speech activity of hearing-impaired primary school students as a means of live communication. One of the key factors in helping deaf primary school students find their place in social life is to ensure that children make the most of their hearing aids, so it is important to ensure that children are provided with hearing aids early. Based on the speech and mental development characteristics of hearing-impaired primary school students, it is necessary to develop alternative programs and technologies that will be the basis for improving correctional and developmental training.

In the process of complex medical-psychological-pedagogical influence in the preparation of primary school students with hearing impairment in the process of correctional training should take into account the level of speech development, cognitive activity, sensory and motor characteristics of the child. In the process of correctional training, the preparation of hearing-impaired primary school students for speaking activities is a complex, goal-oriented process that takes place in several stages. Each is defined by its own goals, objectives, methods and techniques. The formation of speech skills in the preparation of children with hearing impairments for speech activities in the process of correctional training is based on the ontogenetic principle, taking into account the laws of speech development. The main role in the conduct of deaf and dumb pedagogical work is the correction and education of the individual as a whole. This takes into account the age of the person, the structure of speech defects. The correctional sessions are conducted in conjunction with taking into account the leading speech activity in the formation of speech skills of primary school students with hearing impairments. In school-age children, play activities, motor skills, sensory skills, vocabulary, and language skills are all involved in the formation of a child's personality. The main forms of deaf pedagogy in the formation of speech skills of primary school students with hearing impairments in the process







of correctional training are education, correction, compensation, adaptation, rehabilitation.

The deaf-pedagogical effect of the formation of speech skills of primary school students with hearing impairments in correctional classes is carried out using a variety of methods. There are different classifications of teaching methods. In deaf pedagogical work: practical, visual and oral methods are used, the use of this or that method is determined by the nature of the speech defect. Practical methods include exercises, games, and modeling. Exercises are the repetition by a child of a given sequence of practical and mental actions. Such exercises help to increase work efficiency in overcoming articulation and voice deficiencies. Performing articulation exercises on a regular basis prepares the ground for the sound to be uttered and pronounced correctly. Exercises are divided into simulated, constructive and creative. It is necessary to ensure that the professional skills of teachers working in special educational institutions are carried out in a timely manner in a specific direction. It is necessary to improve the cooperation of teachers of special boarding schools with parents. Development of methodological recommendations for parents of hearing-impaired primary school students on the issues of social adaptation, health and development of their children, including advocacy work on social adaptation and speech development of children. strengthening is expedient.

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