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## TECHNOLOGY OF FORMING COMMUNICATIVE COMPETENCIES IN STUDENTS WITH HEARING DEFECT IN PRIMARY CLASS READING LESSONS

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### ABSTRACT

The article examines the content of the formation of communicative competencies in students with hearing loss during reading lessons in elementary school. An analysis of the level of speech development of class students was carried out in accordance with the formation of the communicative competencies of students with hearing impairments in reading lessons in primary school.

### KEYWORDS

Special school, reading lessons, students with hearing impairment, communicative competence, technology, oral speech, reading technique, expressive reading, vocabulary work, character characteristics.

### INTRODUCTION

As one of the problems of modern sciences in the world education system, the development of special education is focused on the formation of communicative competences in students with hearing impairment in primary school reading classes.

Therefore, the experience of economically developed countries, including the USA, Japan, South Korea, and the Russian Federation, is a leading factor in ensuring that special attention is paid to the development of the special education system. a number of scientific works

are being carried out. Worldwide, scientific research on the formation of interpersonal relations and reading skills of students with hearing impairments in the educational process is being conducted in the world's leading centers and higher education institutions. Also, it is important to develop the skills and competencies of working with information in students based on the formation of communicative competences in the lessons of special schools, to ensure the formation of graduates as competitive specialists in the labor market by improving the quality of education. is becoming of scientific and practical importance. In our republic, the special and inclusive education system is being improved, which ensures the involvement and active participation of children with hearing impairment in the socio-economic life of the society. Special attention has been paid to social protection of needy sections of the population, strengthening of state support for persons with disabilities. As a result, the complex medical-pedagogical support system aimed at ensuring quality education and adaptation to social life of children with hearing impairment will be further improved by introducing information and communication technologies into the pedagogical process [p. 5.-32].

In the process of formation of communicative competences of students with hearing impairment in elementary school reading classes, it is necessary to comply with pedagogical requirements such as

refraining from working on questions when composing any type of connected texts, and forming a written speech based on the construction of complete texts. [3.-89.b]. When working on any type of text, the teacher encourages the students to describe events in strict logical sequence. It is carried out on a specific part of the plan or on the full text. Without interrupting the student who is narrating with questions, the teacher helps him at the same time, repeats the last sentence said by the child, tells the next thought or writes the necessary word (new word) a new phrase on the board. focuses on the written sample and so on. In this way, students learn not to answer separate questions, but to create a connected text. Forming a written speech based on the construction of complete texts. A written monologic speech has its own essence and functions (tasks). is a specific form of speech, and the unit of its teaching is the text, and in the deaf children's school, special attention is paid to the development of written speech. From the beginning, it is advisable to form it with a complete text structure. It consists of two activities: Creating a text and expressing it. The purpose of the first activity is to get manuscript versions of the essay, the story, and the second one is to match the text to the requirements (connectivity, expressiveness, etc.) writing information - makes students lose their shyness, increases their creativity, and most importantly, it allows students to express their thoughts in a coherent way.

In the process of formation of communicative competences of students with hearing impairment in elementary school reading classes, work on the vocabulary on the topic, lexical and grammatical exercises with the use of the speech material of the topic are carried out before composing the text. Second. the instruction of the activity is to read one's own text as a reader, to correct it [1.-21.b]. After the students' manuscripts are checked, the teacher notices the mistakes in them, but does not correct them. Final corrections of written work are done by students after checking by the teacher. During correction and checking, students lose the uniformity of their stories with the help of the teacher, for which they replace some words with their synonyms or phrases. Such work helps them to understand the features of written speech, helps them to develop self-control skills.

In reading lessons, it is envisaged to use various forms of organization that ensure communication with each other and with the teacher. In frontal work, the teacher creates a story together with the students and makes changes. When working with a leading student in pairs, in brigades, children create a story with a team, each of which is immediately evaluated by peers, which activates his activity [2.-56.b]. When working with a leading student the composition of any type of text can be organized during the whole lesson or in its separate periods. The method of working with a leading student can be used on the topic of "my family", describing

completed work, vacations, comparing pictures, etc. The method of working in pairs can be effectively used in separate periods of the lesson, in most cases - when answering questions, it is possible to start with frontal answers and then move to working in pairs. If the teacher is confident in the knowledge of his students, he can immediately organize work with pairs. He focuses a lot on the answers of weak students. It is possible to organize stories in brigades. For example, in the 1st grade, in the first lesson, children compose two texts: the first brigade - the story "Friends", and the second - the story "Live in the corner". In the 2nd grade, the first brigade will write a story based on the "Early Autumn" application, and the other - on the "Late Autumn" application.

In accordance with the formation of communicative competences of students with hearing impairment in elementary school reading classes, students in the class can be divided into four groups according to the level of speech development:

Group I includes students with low speech activity and who do not have independent thoughts in written and oral speech. The following errors are observed in their written work. The absence of conclusions on individual topics indicates that the main content of the story is not fully covered. In the process of narration, logical distortions are allowed, many speech and grammatical errors are observed.

Pupils of the II group are characterized by high speech activity, but a small percentage of them are independent in oral and written speech, and compose a text according to the rules. In written work, they do not always cover all the micro-topics, so they are content with expressing the theme of the story and its main content, but they allow distortions in the interaction of logical and basic elements, they conclude, but many speech and they make grammatical mistakes.

Pupils belonging to the III group have high speech activity, independently developed both written and oral speech, and can compose texts according to spelling rules. In their written work, they cover all the given micro-topics in strict logical consistency, and also reveal the main content of the story, mostly all parts of the story evenly, conclude, but make speech and grammatical mistakes. It should be mentioned that if there are no students suitable for group I according to the level of speech development in the class, the class will be divided into three groups.

When the students are divided into groups, the pedagogue determines the pedagogical purpose of the work with each of them. When working with the first group (weak students), these tasks are as follows: to increase vocabulary, to teach the correct construction of sentences, and to teach consistency in telling events. When working with the second group: development of independent oral and written speech,

increasing speech activity in oral work in classes, teaching to follow logic in expressing events, increasing vocabulary, perfecting what is written, forming independent work skills; in working with the third group: development of independent oral and written communication, improvement of writing, formation of independent work skills. When working with students of the fourth group (strong students), the skills of developing independent oral and written communication, perfecting written texts, forming knowledge, using different syntactic structures in one's speech, and working on the basis of an individual plan are formed.

In accordance with the assigned tasks, the teacher can organize differentiated teaching on the development of connected speech. To this end, working on the development of speech, it identifies auxiliary ways for each group in all kinds of work, which is necessary to gradually increase the independence of students. The formation of communicative competences in students with hearing impairment in primary school reading classes can be carried out in the following main directions.

A) exercises for the development of self-control, error correction skills (for example, correction of errors in the manuscript, which were underlined by the teacher but not corrected); B) exercises aimed at organizing mutual assistance among students (for example, a strong student helps a weak student to plan a story);

V) exercises aimed at organizing self-control in teaching (for example, two students exchange their work and check it); G) Temporary facilitation of exercises (for example, preparatory exercises, working with pictures), working with a ready-made plan; D) applying different methodical (methodological) options for work (for example, students who are weak in describing a building describe it based on a plan, after analyzing a ready-made model, and strong students independently describe objects that correspond to this plan).

Work on each topic given in the organization of lessons on the formation of communicative competences for students with hearing impairment in elementary school reading classes can be conditionally divided into three stages [6.-21.b]. Accordingly, pre-differentiated exercises and types of assistance depending on the level of students' speech development are developed.

The first stage - differentiated exercises that prepare students for written work, and the necessary types of support for oral presentations of students are considered when creating a plan of stories.

The second stage is to conduct a written work. Tasks requiring different levels of students' independence are planned.

The third stage is the improvement of the writings, the analysis of written works. A variety of helpful

techniques for improving writing, cross-checking student work, and analyzing errors are considered.

Naturally, the system of exercises becomes more complex as the students move from class to class, that is, they gradually increase their level of independence and provide less support from the teacher.

Organization of a long-term work plan (for half a year, for a year) for the formation of communicative competences in students with hearing impairment in primary school reading classes, which is convenient for all and according to the program is organized as recommended. Such planning is carried out taking into account the above-mentioned classification of essays and is the basis for the development of comprehensive thinking in students, since each type of work directs the performance of a certain thinking operation. For example: when describing an object or event, distinguishing existing signs and building parts, accuracy and observation are formed.

A teacher who constantly uses one type of work organizes the work incorrectly (for example, working on a picture). His students develop one-sidedly, they do not know how to write letters, articles, they cannot relate their observations. It is necessary to enrich not only the types of work, but also its themes, because the corresponding words and phrases are used to cover each topic. When planning for a year or half a year, it is necessary to think about how often one or

another type of work should be carried out. Deaf students need to learn to use different sources of information (based on personal observations and impressions, based on pictures or a collection of pictures, slides and films, books) when writing an essay. Taking into account the concreteness of deaf children's thinking and the predominance of emotions in their psyche, it is necessary to rely more on the life experiences and observations of teachers when working on connected speech. Targeted, organized observations are especially important. It is necessary to work on pictures and sets of pictures often, because they provide a lot of information. Children's emotions are influenced by their senses, and therefore it is the most convenient source of information. In primary grades, it should not be limited to the use of sources - it is necessary to use information from books, textbooks, because the essays must first of all reflect the life, interests and personal experiences of existing students. In addition, the situation of the narrative inhibits and limits the process of the student's oral speech to a certain extent, limits his activity in decorating the text and showing its content. But at this time, especially in the IV class, it is necessary to plan and conduct such types of work, in which students should match their personal experiences with the information they get from the book. For example, students of the 4th grade are writing an essay on the topic "winter". They write the essay based on their personal observations, the texts they read and the

films they watched. It is advisable to plan to compile half of the essays that need to be written in a year based on the personal experiences of students, and the rest should be compiled based on information from other sources (pictures, books, films, etc.).

The structure of the work carried out on the formation of communicative competences of students with hearing impairment in primary school reading classes implies the gradual transfer of working with a team to independent work. In a school for deaf children, it is important to work as a team on a connected text, during which children learn to plan a story, follow logic in the description of events, and use the necessary words and phrases.

In elementary grades, team forms dominate the work on the story, but at the same time elements of individual creativity and independence are included: drawings and stories based on them, small oral and written stories that are taken from children's lives. (for example, stories on the topic "The most interesting day of my vacation" in grade IV) In order to develop speech activity and independence of students, it is necessary to conduct independent work on speech development of different types but interrelated from the first grade. Gradually, their size and content are complicated: 1) works that show the activity of the teacher 2) work that is exactly similar to those carried out under the teacher's hands 3) creative work.

In the preparatory and first grades, the leading activity of the teacher prevails, but he must always keep in mind the development and growth. The place of 2-3 types of independent work is so high in the formation of students' knowledge and skills. Thus, starting from the 1st grade, students give oral and written answers to the read text, the answers are written on the board in several options. Then the children copy them from the board or write them independently. After that, preparation for the written statement begins. In the third grade, students write full and short statements with the help of the teacher, the teacher's help gradually decreases. Another type of independent work is that students plan a future story without anyone's help. These three types of independent work can also be used to organize differentiated education in the classroom. In this, they take into account the individual capabilities of students. In middle classes, independent work, which is exactly similar to the work done under the teacher, prevails. It helps to organize the system of work on the formation of communicative competences of students with hearing impairment in primary school reading classes in a correct and goal-oriented manner.

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