

# Correctional pedagogical work on the development of oral speech of children with hearing impairment

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**Abstract:** The content of correctional pedagogical work on the development of speech of children with hearing impairments is fully covered in this article. In particular, the scientists who conducted research on this problem, their scientific views, didactics of pre-letter education, and the principles of teaching were revealed.

**Keywords:** Child with hearing defect, speech, primary defect, secondary defect, correction, didactics, typewriter speech, oral speech.

**Introduction:** In the preschool period, which is the most important in children's life, basic qualifications and skills are formed and the foundation is laid for the education of children physically, ethically, mentally, laborally, aesthetically, environmentally, legally, economically. In the scientific research of B.D.Korsunskaya, L.Muminova, V.Rakhmanova, R.Shomakhmudova, M.Ayupova, I.Kislisina, D.Nurkeldiev and others, the need to master the language is recognized for the comprehensive and appropriate development of the child's personality. It emphasizes that during the preschool period, children acquire speech through communication with those around them, while deaf children are unable to independently master speech in the communication process, and if deaf children are not specially taught, they will develop a secondary defect - muteness. The general development of a deaf child is directly related to his speech development. That is, the speech of deaf children can be formed only on the basis of their general development, at the same time, the dependence of their general development on the level of development of spoken speech is recognized in the works of L.S.Vigotsky, F.F.Rau, L.P.Noskova, L.A.Golovchis, I.Kislisina, U.Fayziev, F.Alimkhodjaeva and other scientists. In the early period, the difference between deaf and hearing children is not noticeable, and in the period of speech, deaf children enjoy the appearance of sounds, hooting, and then thundering, as if they were hearing children. Later, when deaf

children begin to hear and imitate the speech of others, as in the brochure, the speech of deaf children ceases to develop, and the existing speech skills also fade. With special development of speech in deaf children from the first period, it becomes possible to prevent the occurrence of secondary defects, to eliminate developmental deficiencies. The didactic of preschool education recognizes the need to implement targeted education from the first day of life in order to ensure the full development of the hearing child. In the education of deaf children, this principle is of even greater importance. In the preschool education of deaf children, it is envisaged to implement special corcritical goals in accordance with general pedagogical tasks, taking into account the degree of hearing loss of children, the timing and the peculiarities of development. The main task of preschool education institutions is to comprehensively educate children of preschool age and prepare them for school education. At the same time, a special task is carried out, such as cultivating the spoken speech of deaf children as a means of perception and communication of the surrounding reality. Since a deaf child cannot acquire speech on the basis of hearing, their speech is formed in a different direction: that is, their spoken speech is formed using the preserved (seeing, hearing, movement-vibration, intuition) analyzers of deaf children.

Educational education and speech development of deaf children of preschool age is organized on the basis

of the following principles:

1. In the education of deaf children, the task of developing their speech is solved on the basis of their comprehensive development. The speech development of deaf children should be ensured in their daily life and in the process and harmony of the organization of all types of activities defined in the educational program.

2. Educational, upbringing and correctional tasks are solved by a specially focused educational tool. At the same time, the tasks of compensating for the deficiencies associated with hearing impairment are carried out using general and special methods and methods of education.

What is the difference between educating deaf and deaf children in preschool? It is known that verbal communication, which is an important condition and an effective means of teaching a listening child, is not formed in deaf children without special training. Therefore, there was a need to look for other ways to shape the spoken speech of deaf children. As a result of long-term scientific research and practice carried out by S.A.Zikov, B.D.Korsunskaya, L.P.Noskova, L.A.Golovchis, U.Fayziev, F.Alimkhodjaeva, it has been proved that the compensatory tool of mastering speech in direct contact is dactylogy. At the same time, it should be remembered that mastering speech through hearing, perception by sight of dream and dactyl speech are psychologically different processes. To ensure that dactyl speech is mastered in direct contact, the child needs to have a high level of sensory skills, i.e. vision, movement, tactile-vibratory intuition and perception, as well as psychological functions. As a result of special teaching of deaf children to pronounce, lip reading, verbal communication develops. The development of verbal speech and the development of hearing skills are special tasks in the education of deaf children of preschool age. Pronunciation, learning to lip read are complex processes that require a considerable amount of time to be allocated with gross children and for individual training.

When mastering speech, a deaf child faces another obstacle. A hearing child, as soon as he begins to speak, understands the meaning of many words, gradually remembering the names of objects and phenomena with which he is familiar. In the process of using speech, the meaning of words is summarized. In deaf children, however, this process is different. Due to the limited verbal communication of deaf children, their thinking is lagging behind, and the ability to know the world around them is limited by means of speech. More work is therefore needed to be done with deaf children on the formation and generalization of imaginations and

concepts. Deaf children are taught to read in kindergarten with the goal of preparing them for verbal communication in a broad sense, while independent reading serves as a means of compensating for limited verbal communication.

Thus, due to special educational and correctional tasks, the volume and importance of classes in preschool institutions will increase. Although training is conducted in a playful manner, they take up a lot of time and leave little time for rest and free play activities. The education process of deaf children of preschool age who do not see preschool readiness is drastically different from that of children of preschool age. The speech and general development of deaf students is based on their experience in a particular field of vision and perception. Of course, this makes the educational process much easier. Deaf children of preschool age acquire imagination, knowledge and skills in harmony with speech, which ensures the growth of their thinking and speech. The formation of spoken speech of a deaf student, whose speech has not yet developed, begins simultaneously with teaching literacy (reading and writing). At the same time, analytical perception of the word and accurate and fluent speech are ensured. As a result of the relatively rapid mastering of pronunciation by schoolchildren, there is an opportunity to widely use dactyl and oral speech in direct communication. Written speech is used when difficulties arise. Deaf children of preschool age, on the other hand, lag far behind in mastering sounds. If students can master the pronunciation of basic sounds of the alphabet during half an academic year, a child of preschool age should be able to pronounce the main sounds by the third year of education. Therefore, typed speech, especially in the first three years, is a means of shaping the speech of deaf children of preschool age in direct communication.

Play is one of the main activities of children, and in the process of play, the cognitive processes of deaf children are formed. Based on the above, the speech of deaf children of preschool age is a means of compensating for speech and psychological deficiencies, and their speech develops on the basis of the following principles.

1. Deaf children's speech is developed in direct communication and in special activities.
2. Analytical reading is taught from the age of 3.5-4.
3. In the educational process, dactyl speech is used.
4. In the process of education, lexical and grammatical concepts and generalizations are formed.
5. Teaching to read and tell stories in a cohesive way is

widely used as a means of expanding verbal communication.

In order to follow these principles, it is necessary to form speech in the process of communication and as a means of communication. Such an opportunity is created in the conditions of the use of dactyl speech. In the development of speech skills of pupils, it is envisaged to teach the teacher to imitate subject and speech behavior, to attract their attention to the speakers, to form speech skills on the basis of imitation. Imitation of pedagogical behavior was taught in the process of pedagogical technology such as "Mirror", "Monkeys", "Do this" aimed at the development of gross and small motor skills. In them, children learned to repeat a variety of movements and body postures, facial expressions and emotional states. In order to create the motor-motor basis of speech, as well as to master the form of dactyl speech, the main attention was paid to small hand motor skills.

Many didactic games were included in the speech development classes. In the process of their arrival, children learned to imitate various behaviors with the help of verbal and didactic toys, observe the teacher's activities, respond to his speech, which harmonizes with his natural hand gestures and facial expressions. Classes on speech development were organized based on the thematic principle. It is known that the topics covered in the program are close and related to the life of children ("Toys", "Family", "Fruits and vegetables", "Food", "Clothes", "Shoes", "Body organs", "Animals", "Equipment", "Dishes", "Holiday", "Weather"), educational periods, which are repeated throughout the year, depending on the seasonal period. In the process of acquaintance with the environment, games, pictorial activities, these topics became the focus of attention, which allowed to create a thorough exhibition basis for working on the content of the speech material. The presented vocabulary material was used in various domestic situations, in the free activities of children, in all classes of educators and surgeries. It was noted that the volume of spoken material on a particular topic was small. Particular attention was paid to the fact that these materials are repeated many times in the process of children's participation in various games that require different intellectual and verbal activity, as well as in a number of other types of work. For example, during the "Clothes" lesson, the following methods were used: looking at different clothes by their names, selecting pictures of different types of dresses, pants, etc., putting cropped picture parts in place, drawing and filling in the missing parts, dressing dolls. With such pedagogical technology, conditions have been created for the fundamental mastery of the meaning of words

and the content of phrases. Since the formation of speech communication is one of the leading issues, the words presented for study, once their meanings have been clarified, have been added to the phrases in order to work on syntagmatic connections specific to speech communication. In communication with children, teachers did not limit their speech, and even paid more attention to clarifying the meanings of basic constructions that are widely used in one way or another and working on them, taking into account the fact that it is difficult for children to understand expressions that are quite simple and often repeated in everyday life. Such constructions were gradually used on the basis of further complications. First of all, simple incentives were used to help organize the children's daily activities: Go out for circulation(s). Sleep(-ng). Wash your hands (art). Give a doll (car, balloon) (take, show). Let's play (draw pictures, make houses). Teaching to understand communicative generalizations in the educational process was carried out through the method of addressing adults with familiar words and phrases: Halima, give (show, receive). In the second half of the decade, in order to clarify and master the meaning of sentences, phrases with the present tense verb were introduced into the speech process: That child (aunt, girl) fell (sleeping, eating, running, sitting). Emphasis was paid to the understanding of such constructions in the process of showing the behavior in a picture and comparing its imitation (imitation) with the globally perceived phrase in oral and written form, as well as the demonstration of different images of the behavior expressed by each word in order to form the lexical meanings of verbs.). In the gross and individual lessons, attention was paid to the systematic activation of the vocabulary acquired at the initial stage of education in order to prevent the rapid forgetting of previously mastered speech skills. The dictionary was enriched both with new words and with new forms of familiar words. At the same time, interthematic connections, antonymic connections of words (dress up, turn off), conversion connections (throw – burn, wash – wash) were taken into account.

In the classes on various topics, special attention was paid to the repetition of familiar words and the introduction and mastering of new ones. Verbs and adjectives have been introduced more actively than words of other categories. In addition, the use of phrases such as "Bring toys" and "Collect the dishes" has been increased in order for children to better grasp the meaning of generalizing words. In order to better master the meaning of words, antonyms (open books - close, distribute pens - fold up), words denoting the whole and its parts (a fox has a head, body, legs, tail) were gradually introduced into the speech of pupils. In

order to activate children's speech skills, to use speech tools mastered in the communication process, teachers support children's aspirations to communicate verbally. This has been achieved through the use of teachers to show children examples of speech behavior: greetings, saying goodbye, thanks, appealing to children with requests and messages. Ask your children: "How old are you? Where do you live? Who live in your family (in your house)? To this end, they answered oral and written questions such as 'What are your mother's names?' The classes also paid special attention to the perception of questions in work outside of them, the formation of skills for the use of spoken material mastered in answers. To this end, a wide emphasis was given to the use of work with hidden subjects, and later with a closed picture. First, children are taught to inquire about hidden subjects ("What is there?", "What is he?", "What is he?", "Is he big (small)?", "What is his color?"), then about the actions of adults behind the scenes ("What is Ulughbek doing?"), as well as about the characters in the pictures ("Who is there?", "What is that child doing?", "Which child?", "What is his name?", etc.). Children were initially attracted to this by reading charts and imitating the teacher.

A positive result of the teaching is that almost all children have an initial desire to visualize, so they have the opportunity to define their goals by word of mouth. Some of the children were trying to tell me what sequence they were going to take until the start of the job. But planning the stages of all work in advance presents serious challenges even for those with hearing impairment in a large group, who are mostly limited to identifying the closest stages. One of the most important achievements of teaching is the ability to develop children's desire to engage in verbal and personal communication, exchange of impressions, and the emergence of agreements on the content of joint activities.

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