

INTERPRETATION AND SPECIFIC FEATURES OF CHILDREN WITH HEARING DISORDERS IN PEDAGOGICAL, PSYCHOLOGICAL AND METHODOLOGICAL LITERATURE

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ABSTRACT

This article examines the specifics of the speech of children with hearing impairments in the pedagogical, psychological and methodological literature. Initially, speech comprehension and speech in children with hearing impairment were analyzed. Speech is a pedagogical analysis of various foreign literatures, not only to communicate with others, but first and foremost as a means to meet their needs, to understand the world around them, to plan their actions. Scientific literature on the psychological aspects of children with hearing impairments has been analyzed. In addition, the author studied the peculiarities of speech of children with hearing impairments.

Keywords: deaf, pedagogical feature, psychological feature, defect, speech, hearing, pronunciation, perception, deaf pedagogy, audiometric examination.

Introduction

A healthy child has a simple form of speech, such as squatting at an early age, and at a young age, it is satisfied by the first words. His speech develops primarily on the basis of imitating the speech of the adults around him. When a child initially expresses his or her wishes and thoughts using specific words that are separate from the exact grammatical system, by the age of 2, speech begins to find content based on the language system and its laws. Although he does not know any rules of grammar, he can form, compose, and compose words without any mistakes, and he can even compose completely new words in accordance with the laws of compounding. The child learns the complex system of language through hearing: pronunciation skills - learns the sound structure of many words, their use, the grammatical changes and formation of words and sentences begins to understand the content of the meanings that are coming. Speech, which first appeared as a social phenomenon, as a means of communication, gradually becomes a means of understanding the world around us, planning activities. As the child grows up, he acquires more complex language units: vocabulary, phraseological combinations, word structure, word change and word combinations, as well as the laws of various syntactic units. . She uses these tools of language to communicate her increasingly complex knowledge to others and to interact with the people around her in the process.

Speech comprehension, which occurs before a child can speak, goes through various stages in its development - growth in size and qualitatively changing processes. The process, called speech comprehension, is not a reaction to a sound signal, but an attitude toward its meaning. Although the active speech of a 2-3-year-old child consists of speech that comes from his experience and is part of communication, passive speech allows him to understand not only motivational (task) speech, but also story-speech, which is a means of perceiving the world around him. The active vocabulary of a 2-year-old child is 250-300 words. During this time, the child's speech develops. He manages to convey his ideas in a simple, simple sentence of a few words. At the age of 3 the active vocabulary of a child is 800-1000 words, at the age of 4 - 1500-2000 words, and at the age of 5 - 2500-3000 words.

Speech is a tool not only to communicate with others, but, above all, to meet their needs, to understand the world around them, to plan their actions. Since mastering it is a way of understanding reality, it is important to create sufficient conditions for the child's speech activity, communication with others and expression of their opinions.

Speech acquisition by a child is a complex process that involves several stages, the first of which involves comprehension of the speech addressed (passive speech). The practical aspect of this period refers to the child's behavior in response to what is said. The process of composition and development of a child's speech, and, above all, the acquisition of language and the formation of the grammatical system, takes place mainly through the acquisition of various forms of speech. This process consists of three main stages:

a period of mastering sentences consisting of words. This period consists of two stages, including the acquisition of one-word and several-word (mostly two-word) sentences:

- 1) The period of mastering the morphological system of the language, which is characterized by the acquisition of word sorting and assimilation;
- 2) The period of mastering the grammatical system of the sentence, which is associated with the formation of syntactic categories and their external expression.

In the first case, there is a sharp boundary between the second period, and there is no clear boundary between the second and third periods. These external indicators are closely related to internal indicators: it is impossible to form a sentence correctly without the ability to use the laws of word change. Because the basis of sentence construction is not the connection of words, but the model of interconnection of forms of specific and general grammatical meanings.

A high level of auditory acuity is required to master the phonetic, lexical, and grammatical laws of language. In a normal growing child, the development of the ability to distinguish the basic from the speech of others through hearing is the basis for the formation of the ability to compose similar personal sentences. Agrammatism occurs in the speech of a child with acoustic impairment due to the inability to distinguish sounds, observe grammatical forms, and compare.

While the goal of our study is to identify ways and means to develop the pronunciation skills of hearing-impaired children, this problem cannot be solved without considering the linguistic and psychological-pedagogical foundations of speech. All researchers working in this area rely on the idea of the unity of language and thought. This idea has been extensively studied in psychological research. The description of speech development and its peculiarities are the leading ideas of many linguistic, psychological and methodological researches. serves as a unit of verbal fluency. Linguistically, fluent speech is a "part of speech" that is divided into more or less important independent parts, while in psychology, any speech that expresses the thoughts and desires of the speaker, in a sense, fluent speech for himself is Spoken fluency is a type of external, melodic, and pronounced speech in which people communicate with each other. According to F.R. Kadyrova and R.M. Kadyrova, fluent speech is a widely used idea that allows people to communicate and understand each other, and the "texts" of oral speech are created in the process of direct speech.

Among the main signs of the fluency of any speech are, first of all, the meaningful connections between its parts, then the logical connections between the parts of speech, and finally, the completeness of the expression of the speaker's opinion. enters.

M.I. Lisina takes the criterion of quantity and meaning as the smallest unit of communication through language, and as a fragment of speech distinguishes the full text in the form of 4-5 complete sentences, which form a whole speech process. shows. Thus, the scientific literature defines the concept of "fluent speech" in a variety of complementary and enriching ways.

We need to look at the formation of fluent speech and what it is based on, what its sources and laws are.

Researchers have shown that situational speech, which consists of unrelated sentences, gradually develops into contextual speech.

According to L.S. Rubinstein, oral speech is situational and contextual speech. Speech is initially situational, and as a child grows older, the structure and function of speech change and take the form of speech with a fluent context. The child's speech is first closely connected with the being closest to him: he is born from a situation (situation) in which the child exists and is completely dependent in everyday life and is completely submissive to him. It is also distinguished by the fact that the speech has an oral form, is aimed at the interlocutor and expresses a request, a question, that is, a situational form.

The child acquires contextual speech in the process of learning. There is a need for new means of speech, new forms of structure. In early childhood speech, the situational relationship predominates, and the child understands what he or she is trying to convey only if the interlocutor's situation is known. Gradually, the speech becomes contextual, meaning that it can be understood in a specific context. The formation of fluent speech, the change of its functions depends on the content, conditions and forms of communication with others.

According to N.Ijinkin and M.I.Lisina, who studied the development of fluent oral speech from dialogue to monologue, dialogic speech is a primary and easier form of speech, which is situational and depends on the situation, the topic of conversation. Has a “supported” look. That is, a dialogue is a verbal act performed by two or more persons, during which the use of gestures, facial expressions, and tone of voice is especially important in the process of exchanging information between the interlocutors.

Monologic speech is often referred to in the scientific literature as "fluent speech" because of its broad expression. Monologic speech is a contextual or extended type of speech designed to have a long-term and goal-oriented effect on the interlocutor, and in oral monologue the phenomenon of “supporting” speech is weakened: the speech is simply simple to the question posed. it is not an answer, but an extended statement of thought according to a plan, where the speaker programs not only his particular thought, but his speech, his monologue as a whole. So, the most important feature of monologue speech is that it is programmed. These views on the development of monologue and dialogic speech are considered necessary to understand the occurrence of fluent speech in children. This is why A.A. Leontev’s idea that speech is used for communicative purposes before the stage of using it to plan and manage behavior is very important.

In the process of dialogue, the child develops an important skill, such as observing the logic of the idea he is expressing. Proper teaching of dialogic speech is an important factor in the emergence and development of monologue speech. Fluent oral speech, unlike the dialogic form of speech, has a monologue character and therefore requires some preparation in advance. N.I. Jinkin found that the difficulties children face in composing speech for oral expression are mainly due to the following reasons:

- 1) Oral speech causes a lack of active vocabulary in children because the thought requires that it be expressed in words at the same time. Because: “There is no time to choose words in speech. You have to deal with familiar words in your memory”;
- 2) Weakness of operative memory, the main function of which is to “memorize words that have already been spoken and need to be pronounced again during speech construction”.

N.F.Vinogradova, M.I.Lisina, A.M.Borodich, F.R.Kadirova and R.M. Kadyrova elaborated on the classification of conversations, their goals and methods, emphasizing that dialogic speech should be formed in the process of talking to children, in everyday communication and in specially prepared conversations.

While F.R. Kadyrova and R.M. Kadyrova point out that the most effective way and means of teaching storytelling is through exercises with toys, N.F. Vinogradova emphasizes the need to develop children's fluent speech in the process of acquainting them with the world.

M.R.Lvov has proved the effectiveness of the use of a set of plot pictures in the development of correct

pronunciation on the basis of his extensive research over the years.

Learning outcomes depend on many factors, first of all, it is a social environment that provides the child with verbal communication. The level of a child's overall development and ability to succeed in school largely depends on his or her activity in the educational process, as well as the level of development of the rhyme used by the people around him or her. That is why it is very important to create such a developmental environment in the educational process in a timely manner.

The development of children's correct pronunciation should be considered in relation to their thinking and curiosity. The problem of the interdependence of speech and thinking is one of the constant issues in the focus of psychological and pedagogical research. Researchers have emphasized that language, as a means of communication between people, is a special type of mental activity, emphasizing that thinking and speech are formed in the process of practical activity. it cannot exist outside. ”

Speech formation and its perception mechanisms are unequal processes, and these rules are fully reflected in the theory of speech development in preschool children. F.A. Sokhin and A.M. Include all the achievements of the child in the acquisition (sound system, vocabulary, grammatical structure) and emphasize that the structure of fluent expression should be purposeful, planned, thought out .

Logical reasoning through language does not occur all at once. In the early stages of mother tongue development, the primary forms of child thinking are visual-practical and visual-figurative types of thinking, which then interact with logical thinking through words. It gradually becomes the leading form of intellectual activity based on lexical, grammatical and other means of speech, and develops towards the intellectual function of language. That is why A.A. Leontev said: “A child cannot simply reproduce or copy an adult's speech in his speech, that is, simply generate the ideas expressed through language. The development of a child's speech is, first of all, the development of his communication skills, ”he said. A.V. Zaporozhes and S.N. Seitlin also support the above ideas on the basis of their observations in this regard, including S.N. Seitlin, continuing this idea: This is determined not by the retreat of the scholar, but primarily by the development of linguistic generalizations and the elementary understanding of linguistic phenomena.

Developing correct pronunciation skills involves understanding some of the phenomena of language and speech, albeit in its simplest form. Therefore, in relation to the speech education of preschool children, it is necessary to talk about both the development of speech and the teaching of the mother tongue.

As the educational process in the institution is based on verbal communication between teachers and students, the main component of it is the correct pronunciation skills of children. In the family and kindergarten, the child is able to systematically express his / her thoughts and impressions about the object and its surroundings, as well as the events and happenings in which he / she participates. learns to deliver. Therefore, it is necessary to establish a systematic collaboration between educators and parents in its general education, in particular, in the development of speech.

So, the problem of developing children's correct pronunciation skills is the basis of my research conducted by many researchers. Although they have a unique approach to the problem of developing and teaching correct pronunciation skills, most of them emphasize the need for a systematic approach, specially organized work in the formation and development of correct pronunciation skills. Based on this, we can draw the following conclusions:

- Children's speech is a generation of linguistic phenomena, which develops as a result of adult speech perception and the activity of their own speech;
- Language and speech form the core of various areas of mental development (thinking, memory, emotions, imagination);
- The leading direction in the development of correct pronunciation skills is the formation of language generalizations, the simplest understanding of the phenomena of language and speech;

- The conditions for the child's independent observation of language, the development of correct pronunciation skills are provided through a system of specially organized comprehension of language phenomena.

Specific features of speech in children with hearing impairments

Humans and the environment are in constant contact, and this is done through vision, hearing, skin, taste, smell, and motion analyzers.

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 his 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, including LS Vygotsky: in turn, it slows down social development and speech development.”

If we look at the history of deaf pedagogy, J. Cardano, V.I. Fieri, J. Itar, Ya.T. there are children who have a partial vocabulary, sometimes even the ability to compose simple sentences, and if the speech is said aloud to them, all the problems of the education of such children can be solved, and partially impaired hearing to children, we witness that they pay special attention to the specific development of speech. VI Fieri emphasizes the need for special care and attention of relatives and especially the mother for the formation of the child's personality, as well as the special role of the first age for the development of speech in deaf children: “Deaf-mute The younger the child, the higher his or her ability to learn. ” The scientist also emphasizes that the first words should be learned by imitation based on the child's vision.

Despite the fact that the problems of speech development of children with hearing problems have attracted the attention of many teachers and methodologists for centuries, new approaches to solving this problem, namely, the organization of the educational process in special schools. A number of works by LS Vygotsky, which covered the issues of the special education system, contributed to the 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 the result of communication and reflection, of adapting to complex life situations. ”

LS Vygotsky argues that in creating these conditions it is necessary to work on the basis of the stages of speech development of a healthy (normal) child: is placed. This means that the child must first and foremost grow, develop and be brought up in a manner consistent with the general interests, abilities, as well as the laws of normal child age, and in the same process acquire speech. Children need to develop certain qualities and skills. They should not feel that they are different from most other children and people, and they should not be convinced that they cannot be compared to them” (11).

Based on the above, it can be concluded that issues such as teaching children with hearing problems to pronounce can be solved only in the context of social education.

R.M. Boskis believes that the first step in achieving the effectiveness of teaching pronunciation to children with hearing problems should begin with understanding the developmental characteristics of this category of children. The balance of education and development. He also developed a pedagogical classification based on a number of circumstances that led to peculiarities in the development of such children, with a broad study of the interrelated development of hearing and speech (2).

According to this classification, first, the dysfunction of the auditory analyzer in a young child is different from that in an adult. That is, before the onset of hearing problems in adults, their speech, logical thinking, and personality are formed, while hearing problems acquired at an early age prevent a child from developing normally. Second, in order to properly understand the specific development of your child with a hearing problem, it is important to consider the possibility of independent speech in this case, i.e., the interrelationship between hearing and speech. On the one hand, hearing impairment hinders the normal development of speech, on the other hand, the closer to normal functioning of hearing depends on the level of speech development of the child. The higher a child's speech level, the higher their use of hearing aids. The more a person masters a language, its vocabulary and its grammatical system, the more its ability to use its own hearing is preserved. Because children with verbal communication 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).

Deafness is a permanent loss of hearing in which it is not possible to speak independently, or even to perceive speech clearly at a distance close to the ear. Total deafness is as rare as total blindness. Often, deafness preserves the remnants of hearing that are at the level of perceiving non-verbal sounds, some speech sounds close to the supraspinatus. Audiometric inspection hearing 80 db. (decibel - a unit of measurement used to measure sound perception).

Hearing loss is a permanent decrease in hearing, in which on the basis of this auditory remnant it is possible to independently occupy the speech reserve in a minimal state, to perceive the spoken speech at a distance close to the supraspinatus. An audiometer test shows a hearing loss of at least 80 dB.

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

1. Level of hearing;
2. The time of onset of the hearing problem;
3. Individual characteristics of the child;
4. The pedagogical conditions created for the child after the hearing problem.

As a result, children with hearing problems in both groups are further divided into two groups:

Deaf:

1. Deaf children with congenital or early hearing loss and inability to speak;
2. Deaf children with late hearing loss and speech retention.

Weak listeners:

1. Hearing-impaired children with partial speech deviations (deviations from the norm in the grammatical system of speech: misuse or omission of affixes, sometimes pronunciation problems);
2. Weak with deep speech problems (vocabulary is very limited, speech is short, consists of inaccurate words, grammatical system consists of words, syllables) hearing children.

As the scientist continues his research in this area, he takes into account the fact that the development of any child takes place in communication, in different forms and types of activities. Studies have shown that deaf and hard of hearing children are very different. An essential analyzer for a hearing-impaired child is an incomplete or partial hearing impairment that allows some speech to take shape. However, the extreme limitation of speech acquisition in this way creates a difference in the child's perceptions and perceptions (subsequent perception and comprehension of speech). The speech of a hearing-impaired child is not only undeveloped, but also impaired. For example, in addition to the lack of vocabulary, there is a use of words in other senses, the inability to develop a grammatical system, as well as a misunderstanding of their meanings. All of this affects cognitive activity: mental processes such as comparison, analysis, and generalization are unique to hearing-impaired people.

Verbal communication plays a crucial role in a child's personal development. 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 formation of speech on the basis of a plan.

A number of studies have been conducted to compare the features of teaching pronunciation in hearing-impaired children and the existing teaching process that does not correspond to such specificity. served as the basis. On the basis of these proposed methodologies, a new type - a series of textbooks for schools for children with hearing impairments and methodological recommendations that allow them to be developed.

An important factor in the success of children with hearing problems in social life is that the effectiveness of pronunciation training is directly related to the regular interaction of the pupil with family members, especially parents with their children. note separately.

In particular, SA Zikov said that high success in language teaching is ensured not only through the speech environment organized in special institutions, but also through the direct participation of parents and others. It should be done jointly," he said.

It is in the new era of deaf pedagogy that the need for family and special education to be shared in the upbringing of children is realized: parents cannot succeed in raising their children without the guidelines set by deaf educators, and similarly, deaf educators cannot succeed in their activities without parental involvement. The article and methodological recommendations developed by the founders of educational institutions for children with hearing problems at an early age shed light on the problems of parents of deaf and hard of hearing children, such as how to organize the upbringing of their children, ways to develop speech.

The scientific basis of deaf pedagogy in our country began in the 80s of the last century. A number of studies conducted in our national deaf pedagogy are aimed at scientifically substantiating the ways and means of improving the educational process of special schools for children with hearing impairments in our country in accordance with regional conditions, the characteristics of the Uzbek language.

As a result of the first scientific research conducted by N.Sh. Bekmurodov in the field of deaf pedagogy, the agenda of special boarding schools in accordance with our region, the requirements to be taken into account in the organization of the educational process were developed. For the first time in the history of Uzbekistan, recommendations for vocational training of people with hearing impairments, improvement of the process of further employment, ways to improve the level of social adaptation of such persons were revealed. Alimkhodjayeva's many years of practical experience have become the basis for the scientific substantiation of ways to improve the system of development of hearing perception of hearing-impaired students through the development of differentiated methods of using didactic materials in special teaching. was the first study to address the problem of teaching children their mother tongue, in which the initial speech capabilities

(vocabulary: active and inactive speech) of hearing-impaired children who came to school unprepared were studied, as well as the causes and timing of hearing loss. the methodology of preparing children for literacy and literacy was first theoretically substantiated. In other words, the researcher developed a textbook "Alphabet" on the basis of these theoretical conclusions. Features of performing arithmetic operations on five-digit numbers, in the process of studying the state of preparation of students for speech and thinking, theoretically substantiated the methods and techniques of teaching arithmetic operations on multi-digit numbers.

FU Kadyrova'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.

Thus, only the works of U.Yu. Fayziev and F. Kadyrova are aimed at scientifically substantiating the system of teaching the Uzbek language in boarding schools for deaf and hard of hearing children. Both scholars, who selected school-age children as the object of study, argued that a foundation should be laid for their successful schooling at an early age. U. Fayziyev: "By correcting the effect from an early age, these serious complications can be reduced or eliminated. If possible, parents can create special conditions at home and take care of their deaf children. To do this, they need to work with a deaf educator," said Kadyrova. emphasizes that it is an important factor in the learning process.

Research in the field of deaf pedagogy in Uzbekistan - oligophrenopedagogy, speech therapy L.R. Muminova, R. Shomakhmudova, M.Yu. Ayupova, H.M. Pulatova, D.A. Nurkeldiev, M.P. Khamidova, L.Sh. The organization and improvement of the educational process in educational institutions, taking into account regional conditions.

CONCLUSION

In conclusion, the comprehensive development of a deaf and hard of hearing child and its preparation for school education is directly related to the comprehensive development of speech and preparation for school education. however, the fact that their general perfection depends on the level of development of speech is recognized in the works of LS Vigptsky, FF Rau, LP Noskova, L.A. Golovchis, LKislisina, U. Fayziev, F. Alimkhodjayeva and others. In the first period, there is no difference between deaf and hard of hearing children, and in the pre-speech period, deaf children have the same speech patterns as deaf children, such as making noises, grunting, and then laughing. Later, when deaf children hear the speech of others and begin to imitate them, the speech of deaf children does not develop, and existing speech skills also disappear.

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