

FACTORS FOR THE FORMATION OF ORAL SPEECH OF CHILDREN WITH POOR HEARING

Marifat Khusanova

Senior lecturer of Ferghana State University,
Doctor of philosophy (PhD) in philological sciences

Farzona Ahmadjonova

Fergana State University student

Nigora Rakhmonaliyeva

Teacher of Quwa vocational school native language and literature

Annotation: This article reflects the peculiarities of raising children with hearing impairment, factors for the formation of their speech.

Keywords: Pedagogical speech, analytical-synthetic method, mental cognition, speech formation, pronunciation, emotional stability.

Mother tongue science serves as the main subject when dealing with speech of children with hearing impairments. When working with weak hearing children, a thorough study of their psychology is also required. Prevention of language acquisition ensures the development of Labor preparation processes in the future.

Effective speech formation of oghzaki begins with the acceptance of the teacher's speech. Then students are taught to build sentences from different words, to independently express thought.

The formation of lexical-grammatical aspects of oral speech is inextricably linked with the development and correction of pronunciation skills. The task of forming a correct, clear, expressive oral speech is solved in the first three years of Education. Later, work on pronunciation acquires a corrective character.

In the development of oghzaki speech, first of all, the teacher educator should pay attention to the literature and fluency of his speech. Because children pronounce, following the example of the teacher.[2.145]

Psychologists, linguists, Methodists who have studied the psychological and physiological basis of reading and writing recognize the demand for Will, intelligence, physical strength from children to master these types of speech activity. At the beginning of training, the reading process is slow: the child perceives one letter, recognizes it, converts it into the desired sound. The more letters in a word, the more mental-volitional effort is performed. Mastering the technical side of reading also requires attention and passion. However, the meaning of the word Read is not always well understood by children. Understanding the meaning of what is read is incompatible with reading. Combining sounds during reading presents great difficulties, children pronounce individual sounds, but cannot distinguish them from syllables.

Currently, in secondary schools, a sound analytical-synthetic method is used in the issue of children's literacy. According to this method, the teacher teaches children to distinguish words from live speech, syllables from words, sounds from syllables. After the sound in the word and its pronunciation are separated, the teacher indicates the sign of the sound, that is, the letter. Children then learn to compose syllables and words from new letters.

Within the different systems available in surdopedagogics, savod teaching institutions have been approached in different ways. As a basis in the mimic system, the development of children's gesture speech is obtained. Written speech was taught by transferring sign symbols to graphic symbols. The process of teaching writing was as follows: from the image of an object and about it to a mimic character, from it to an inscription; in reading, a graphic image is transferred from a mimic character, from it to the imagination of a subject.

Written speech was taken as the basis in the written system of language instruction. On the basis of written speech, oral speech is formed. In writing, concepts were transformed into graphs, in reading from graphic images to concepts. In the practice of these two systems, the process of teaching literacy occurs as a result of comparing them by remembering graphic images. Thus, basket teaching is in harmony with the development of written speech, so that speech cultivation is also referred to as basket teaching.

Our country surdopedagogs U. Y. Fayzieva, F. J. Alimkhodjayeva, I. K. Kislitsina, X. The gaynuddinovs are devoted to the problems of teaching their research. In scientific research, methods of using the analytical-synthetic sound method are determined when teaching to read. The specificity of each pedagogical system depends on the theoretical foundations of this system, education, directions derived from it, specific organizational conditions and forms.

In the basic systems of surdopedagogy, first of all, different stages of education are distinguished. By language, all the stages of assimilable material were divided and expanded in content and volume.

In the Modern School of deaf children, a 12-year education is established, during which a 9-year volume of education of a comprehensive school is provided. Separation of education into stages, first of all, the main goal of education is to provide general education within the educational subjects of the 9-year school, to provide the basis for further education in secondary special and higher educational institutions.

The separation of the educational process into stages also depends on the age and psychophysical capabilities of deaf children. The requirements for certain language acquisition and speech skills are only possible for older children to master psychic cognitive processes when they have reached a certain level. Certain requirements, on the other hand, can only be mastered in elementary school.[1,430].

Thus, the division of the teaching of the native language into stages in a school for deaf children depends on the didactic (volume of Education) psychophysiological, linguistic factors.

The course of education for deaf children is divided into 4 main stages.

The initial stage includes the preschool period and lasts for 4-5 years, with children attending a special preschool, while children who are not pre-school are educated in the preparatory class of the school.

The second phase covers primary grades 1-4. It educates children between the ages of 7 and 10-11.

The third phase covers Grades 5-7, with students aged 11-13.

Phase four covers grades 8-12.

The indicated stages are distinguished by the tasks, content, directions of speech development of children, methodological paths used in the subjects of the study entering the subject of the native language.

The main task of the preparatory stage is to ensure that in a short period of time it acquires the speech material necessary for communication. The content of education is made up of a stream, exclamation, interrogative sentences and words that are involved in establishing the initial treatment and reflecting the acquired experience and cognitive activity in speech. The development of linguistic abilities is the formation of a psychophysiological mechanism for the perception, understanding, statement and generation of speech. Children from the first days of Education fall into such conditions that it becomes necessary to react to the speech addressed to them, to understand what they are asking for, what they are encouraging, depending on their content.

Domestic and foreign conclusions of research on the personality of children with hearing impairment differ. In foreign studies, more attention has been paid to the influence of the level of development of oral speech on the development of mental abilities as well, and the importance in the development of the emotional aura and personality of a child with hearing impairment in the family. However, some studies often focus on the educational system. In order for deaf children not to have a negative impact on their emotional, mental and behavioral balance, it is necessary to be careful not to be a passive participant in the interaction with their family. Because, an emotionally stable person can more

effectively master the curriculum, get along well with the people around him, and become an active member of society.

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