

FORMATION OF SPEECH AS A TOOL OF COMMUNICATION IN CHILDREN WITH HEARING DEFECTS

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ABSTRACT

In this article, the cognitive processes of children with hearing impairments, methods and means of their development, current issues aimed at the formation of spoken speech as a means of communication are highlighted.

Keywords: hearing impaired child, communication, speech, thinking, special kindergarten, dactyl speech, speech activity.

INTRODUCTION

In order to develop the cognitive processes of children with hearing impairment, it is important to develop timed speech in them. It is known that language is an important tool of thought and communication. Thought and language arise and develop during human labor and are a reflection of existence. The thinking and speech of well-developed children who hear like in a pamphlet improve from the first period to the entire school period. Since human thinking is inextricably linked with speech and language, the emergence and development of early childhood thinking is measured by the wealth of vocabulary. Simultaneously with the development of speech, visual-movement, visual-figurative thinking, which is directly expressed in words, develops, and its mental and emotional-volitional qualities are formed. The physiological mechanism of speech activity is based on stereotypes formed by the movements of speech organs. According to the research conducted by physiologists and psychologists (N.I. Jinkin, L.A. Chistovich, A.N. Leonteva), traces of articulatory movements of spoken words and phrases remain in the long-term memory of a person who can speak. From the speech-forming and speech-movement center of the brain, the command is given to express not sounds or syllables, but whole words and word combinations - (meaningful fragments) - syntagms. During the formation of speech, the child learns complete words and phrases through repeated pronunciation.

Acquiring speech in the process of communication is a natural way for children with normal hearing. Speech is formed in the course of various activities and is strengthened in communication with the surrounding people. The period up to the age of three is a favorable time for acquiring speech, because during this period the mechanisms of speech are formed, and the speech sections of the brain mature. The lagging behind in the general development of hearing impaired children, as well as the delayed development of speech and thinking, indicate that they did not use their sensitive period enough in the process of education. Early development of speech and general development of children with hearing impairment prevents the gap between hearing and hearing children from growing. In special kindergartens, a practical approach to the development of oral speech of children with hearing impairment is implemented. That is, hearing-impaired children absorb the speech experience of adults during

all activities: while following the daily routine, playing, working, painting, training, and learn to communicate with adults and peers. It is important to create a speech environment for the development of children's speech. For this purpose, the speech material that should be mastered by children should be constantly spoken by adults and repeated after adults or independently, depending on the activity. In a special kindergarten, speech communication is formed from the first year of education. Babies enter the speech environment with a holistic (global) perception of speech. The most necessary words and phrases needed for communication are conveyed orally and by means of tables written in printed letters. The child first receives all the speech material through hearing and sight, and at the same time he reads the chart. With the acquisition of dactyl speech (starting from the second year of education), words and phrases are gradually described and read together with adults in the oral-dactyl method. At the same time, dactyl reading of printed tables will be introduced. From the second year of education, children begin to use dactyl speech in communication, which facilitates and accelerates the understanding and acquisition of spoken speech. In active speech communication, many mistakes are made in children's speech, and adults use dactyl speech as an auxiliary tool to correct them. Dactyl speech makes it possible to imitate speech received by preschool children with hearing impairment, accelerates analytical reading. The speech of children with hearing loss is formed based on repeating the same sentence many times in different situations and in different activities, analyzing the speech of adults. Words that are often used in the communication between adults and children enter the active speech of children even if they are not specially taught. The child acquires the ability to speak all the necessary speech material out loud, and his speech thinking is formed. With the expansion of the vocabulary and the increase in the level of general maturity, the need to communicate through words appears in them. In the process of learning, playing, and working, children perform team tasks that require oral communication. Educators and tutors teach children to communicate with their peers using conversational speech, form the necessary words and phrases, develop speech activity: during the shift, children are taught to ask questions, to give tasks to their friends, in training Situations requiring oral communication are created, games are organized. Especially during role-playing games, children actively use verbal speech.

While playing a certain role in the game, the child not only performs the necessary actions, but deals with his friends in accordance with his role.

In order to achieve naturalness in children's pronunciation, great attention is paid to the naturalization of the tone and rhythm of words, rhythmic structure from the very beginning of education. Therefore, the speech of deaf pedagogues, educators and other adults who communicate with children should be in a natural, normal tone and rhythm. When communicating with children, it is not recommended to divide and exaggerate syllables, pronounce them with a strong accent, and speak slowly. Words are pronounced incorrectly by adults, which causes the rhythm and rhythm to be disturbed, which causes the formation of incomprehensible, unclear, unnatural speech in children as well. In special kindergartens, the formation of oral speech as a means of communication is carried out throughout the entire educational process. The educational program provides for the return of speech material during all educational years and in different conditions. At first, words and phrases are given by adults in everyday life situations. During this period, the child repeats all the material from the adult,

it is not required to remember all the spoken words and phrases. Then the speech material is repeated in other classes. In this, children learn to express their impressions and ideas about the surrounding things using words and phrases divided into groups in a certain consistency. In the familiarization sessions, the material is studied on various topics, the meaning of the words is explained.

In speech development classes, the work is carried out in the following direction:

1. Mastering and strengthening the content of the speech material separated by topics;
2. Formation of all types of speech activity, i.e. speaking, reading, writing, visual perception, hearing, typing in accordance with the tasks of speech communication.
3. In order to understand the meaning of the acquired words, make special observations on the language, analyze the letter-sound structure of the words, form the words in the sentence grammatically.

Speech formation works are carried out comprehensively in all classes in all directions, speech material is selected according to the topic. In the first year of education, the volume of the dictionary will consist of 230 words. By the age of seven, the vocabulary becomes more extensive and complex, and by the end of kindergarten education, it increases to 2000 words. The work system for speech development ensures the formation of spoken speech in children of preschool age with hearing impairment until the time they go to school.

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