

## TECHNOLOGY FOR THE DEVELOPMENT OF SPEECH LOGIC IN NATIVE LANGUAGE LESSONS WITH STUDENTS OF SPECIAL INSTITUTIONS

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### ABSTRACT

This article highlights the opinions of foreign scientists on improving the speech literacy of students with hearing impairment in special institutions and scientific research conducted in this area.

**Keywords:** vocabulary, speech, spelling error, correct pronunciation, word, developed speech, deafness, hearing impairment, congenital deafness, acquired deafness, vocabulary.

### INTRODUCTION

Studying the native language as a subject, mastering the basics of science, independent reading, communication with surrounding children and adults, work and other types of social activities expand the lexical wealth of students, improve speech and cognitive activity.

A child with hearing problems is in a completely different situation. Uneducated children have no speech at all, and their small vocabulary does not allow for full communication. That is why a special school faces the following problems: finding effective ways to master the lexical richness of the native language while simultaneously developing students' intellectual development of all types and aspects of speech; solving this problem is one of the tasks facing the methodology of teaching the native language. . Based on the development of methods of teaching the native language in recent years, theoretical and methodological foundations for working on the dictionary have been created. Scientific research by R. M. Boskis, K. G. Korovina, the principles of teaching the native language serve as the basis for developing methods for developing the vocabulary of hearing-impaired children. In the process of studying the characteristics of the speech and mental development of hearing-impaired students, the characteristics of lexical acquisition are determined. R.M. In the works of Boskis, preliminary material was obtained about the peculiarities of vocabulary acquisition by the hearing impaired and the principles for analyzing this process were determined. In the studies of K. G. Korovin, the problems of mastering vocabulary were studied in close connection with general issues of special education, as well as the formation of the grammatical structure of speech. V. Zikeev studied the dictionary taking into account the characteristics of the educational material and the developmental characteristics of hearing-impaired students. Characteristics and methods of developing the vocabulary of hearing-impaired children L.I. Tigranova V.I. Beltyukova L.V. Nazarova M.I. Nikitina, N.I. Linikova and other scientists were subjects of research.

Working on vocabulary means working on increasing students' vocabulary. The main type of work on vocabulary at school is to expand the vocabulary of students. The student must be able

to express his opinion and have a certain vocabulary in order to convey it to the listener. The richer the student's vocabulary, the more the student's speech will develop. Systematic work is required to enrich students' vocabulary.

Work on vocabulary at school should not be independent work; it should be carried out in connection with the study of program materials in all subjects, especially the native language and speech development, as well as in the process of conducting educational work outside the classroom. A certain amount of time should be devoted to working on vocabulary.

Working on vocabulary in native language classes improves students' speech, improves spelling literacy, expands vocabulary, and improves speech culture. For this reason, scientists K. Kasimova T. Ziyadova N.S. As M.K. Shcherbak stated, Polzanyakova should be continued from the first day of the school year in all high schools. In schools, all teachers work on vocabulary to one degree or another. This work may contain some defects. These defects are as follows.

A) When teaching phonetics, students pay special attention to the correct pronunciation and spelling of words, as a result they master literary pronunciation well, and also consolidate the skills of correct spelling of difficult to pronounce words.

B) The vocabulary of the Uzbek language with basic information is introduced to students already in primary school, so the teacher, when covering the topic "General information about the word," uses synonyms, homonyms, synonyms and synonyms of the word. the generalization of information about the value of p should also be expanded.

V) When studying the structure of a word, special importance is attached to the morphological, practical and theoretical aspects. It is necessary to teach students to find rhyming words, that is, to pay attention to the formation of words and word forms.

G) When teaching vocabulary, it is necessary to pay attention to the development of students' speech. To do this, within the framework of the vocabulary being studied, homonyms, synonyms, antonyms and multiple meanings of the word are developed.

5. To work on vocabulary in native language lessons, the teacher, when preparing for the lesson, carefully examines the exercise and literary text from a lexical point of view and selects words whose meaning should be explained to students. To do this, before the start of the school year, he prepares educational materials for his class and compiles an explanatory dictionary of words that need to be explained to the students of this class. When choosing such words, the composition of the students, their vocabulary and level of knowledge are taken into account.

6. Working with a spelling dictionary develops keen eye, observation, culture of speech, develops a culture of success through visual learning, a strong command of the spelling of difficult to pronounce words, through visual learning. Helps to master the spelling of words using complex spelling and allows the teacher to use various teaching techniques. It is useful to work with published dictionaries to avoid expected errors in word selection and use.

Dictionaries are needed to explain the meaning of a word. Dictionaries are needed to explain the meaning of a word. Students are encouraged to use a dictionary while writing and selecting examples.

The main thing when working on difficult to spell words is to avoid expected errors in the use and spelling of words. Even if students' vocabulary is significantly wider than the recommended list of words, spelling errors are found in their written work. Teaching students to correct their own mistakes and be able to control themselves will greatly help in eliminating them.

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