

## DIFFERENTIATION OF SENTENCES IN SCHOOL FOR HEARING IMPAIRED CHILDREN THE CONTENT AND ORDER OF THE WORK CARRIED OUT ON

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### ABSTRACT

In this article, the development of auditory perception with the help of speech in the school of hearing-impaired children in the general education classes, the procedure for conducting individual and general classes, the content of educational work on the development of auditory perception in individual classes illuminated.

**Keywords:** speech, word, sentence, stage, tool, hearing level, picture, card, game, graphics, text, image, method.

### INTRODUCTION

Development of auditory perception with the help of speech in the school of children with hearing impairment in general education classes, individual and general classes, it is carried out in extracurricular activities. The choice of material for the speech depends on the content of the program, the topic and purpose of the specific training.

New words and phrases should be introduced slowly. Of course, it is necessary to use the 3 stages developed by Y. Kuz-micheva for the school for deaf children, but when working with children with hearing impairment, you should spend less time on these stages.

1st stage: it is held in 1st grade in 1st quarter.

2nd stage: it is held in the 2nd semester of the 1st grade.

3rd stage: it is held in the 1st half of the 2nd grade.

1 – STAGE. Such speech material is recommended for children, in which, above all, the sound image of this material must be familiar to children. Children perceived this material several times during the lesson with the help of a sound amplifier. A specific speech material is first transmitted through hearing and sight, and then by hearing and reciting it by heart. For example, what is the weather like today? It is raining on the street.

2 – IN STAGE. Asta - material with an unfamiliar sound image is added slowly to the familiar speech material. At this stage, the perception of speech material is carried out in a written way. For example: Cold autumn has come, the sentence can be replaced with the word rainy, unfamiliar to the reader, that is, rainy autumn has come.

3 – IN STAGE. Speech material is recommended in which the sound image of this material is unfamiliar to boas. At this stage, the material is transferred to oral perception. Stage 3 is considered to be the leader in the coming academic years, that is, it is held in individual classes in grades 2-5.

The following materials are included in the content of the exercises on the development of auditory perception in individual classes:

1. Various frequently used questions: How old are you? What city do you live in? and b.
2. Phrases related to training activities: Write an example, read a poem.
3. Distinguish the following sentences: The girl is working example. As soon as the material is mastered, it should be complicated. Distinction and completion of assignments, conversation with the teacher.

Exercises on the development of listening comprehension in individual classes should be started with tasks related to the organization of various everyday question-answer, request educational works. From daily questions, questions are asked about the season, weather, week, month, and date.

Further biographical questions: What is your name? How old are you? Where do you live? How many people in your family? What is your mother's name? etc. are given. The following type of work can be used to distinguish phrases related to the organization of educational activities from memorization, as well as to distinguish phrases consisting of several words.

### **1. WORKING WITH CARDS**

In front of the student are cards with assignments (write the exercise, copy the exercise again, copy the exercise). The student understands the task by heart, finds the necessary card, performs the task and reports on the completion: "I wrote the exercise".

### **2. WORKING WITH PICTURES**

The teacher spreads the pictures in front of him. In these pictures, the image of activity is depicted: feeding, finished feeding, feeding. The teacher reads a sentence into the microphone (screen). The girl is feeding the chickens. The girl finished feeding the chickens. The student perceives the speech heard on the microphone, finds the necessary picture, and repeats this sentence.

### **3. WORKING WITH A CONSTRUCTIVE DRAWING OR MODEL**

The teacher assigns assistants to distinguish the tasks expressed in word combinations. In this case, the assistants consisted of different nouns. The student performs the task: finds the pictures that represent the objects and pastes them into the constructive picture. Gives a report on the completion of the task. A similar work is done with the model, only the pictures are replaced with toys. For example: Move the sofa to the wall. Hang the picture above the sofa. Put the table in the corner of the room. Place the chair next to the sofa. Place the chairs next to the table.

### **4. FULFILLMENT OF TASKS**

The teacher gives a task: Go around the table, stand in front of the table, take the pencil from under the table. The most important part of the program is to know how to conduct a conversation. At first, the teacher takes an active part in the conversation, then slowly – slowly

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