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SCIENTIFIC AND THEORETICAL FOUNDATIONS FOR THE DEVELOPMENT OF STUDENTS' COMMUNICATION SKILLS WITH HEARING PROBLEMS

Isakzhonova Dilfuzakhon Mukhtorzhanaskaya daughter
Teacher at the Department of surdopedagogy and
Inclusive Education of Nizami TSPU

Abstract:

This article talks about the specifics of speech of children with hearing impairments and the studied state of content of work aimed at the development of speech in the educational process.

Keywords: speech, oral speech, grammatical structure, dialogue, related speech, oral presentation

Speech is an important tool in human life. For the full entry of people into the life of society, establishing a dialogue with others, first of all, the need for a person in speech must be satisfied. Mastering a certain language is associated with the study of the features of this language. Speech perception in healthy people is accompanied by hearing. A person, imitating what he heard, gradually forms and develops speech, and then consciously understands each of the concepts in the language and, in turn, learns to perceive it and apply it in speech. Given the interconnectedness of hearing and speech, hearing abnormality can also not negatively affect speech processes. In this regard, the ancient Greek philosopher Arastu (er.av.384-322) notes the following: "Sound is an instrument of thinking, which is an important organ of understanding the environment. In this regard, we can say that a person who does not hear from birth will be naturally blind. " These views put forward by scientists still serve as a valid program to study the features of education, psychological and pedagogical development of persons with hearing problems. Speech disorders arising from hearing defect, along with the limitation of the child's ability to communicate with others, have an impact on the psychological development of the child. Therefore, in surdopedagogy, the formation of children's speech with hearing impairments, work with them on various forms of speech are relevant. As a result of comparing the peculiarities of teaching tallafusion of children with problems in listening to a number of studies and the existing learning process incompatible with such specifics, it became the basis for a scientific solution to the problems of special



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teaching of the language: its development from a psychological, linguistic, psycholinguistic, public and methodological point of view. During the development of our national sign pedagogy, a number of scientific studies were carried out on teaching the languages of children with hearing problems, the formation of their communication skills in the educational process. In particular, the research work of U. Yu. Fayzieva is the first study aimed at solving the problems of teaching the native language to children with hearing problems, where the time of hearing impairment affects the process of formation and development of the child's speech, as well as early speech training of hearing-impaired children who came to school without training (literature) to literacy active and nofault speech), for the first time, the system of training and training of hearing-impaired children is theoretically justified. The researcher developed a sequence of letters - factors necessary during the learning period of hearing-impaired students, based on these theoretical conclusions he created the textbook "Alphabet." In the scientific work of F. U. Kadirova "Formation of speech of deaf and hearing-impaired students of the primary class," effective methods and ways of forming speech of deaf and hearing-impaired students of the primary class are identified. It was also scientifically substantiated that the formation of a point of communication between deaf and hearing-impaired schoolchildren in the early stages of education will allow them to master their native language and other general education subjects on its basis at subsequent stages, factors and stages of the formation of speech of deaf and hearing-impaired students were determined. The candidate dissertation written by R. Rustamova in 2009 determined the content of the work on the development of a corrective and pedagogical system designed to form a grammatical construction of hearing-impaired children's speech. This scientific work on the topic "Formation of the grammatical structure of the speech of hearing-impaired students in primary grades" for the first time determined the factors and stages of the formation of the grammatical construction of the speech of hearing-impaired students, as well as the principles, methods and content of the organization of work aimed at the formation of the grammatical construction of the speech of hearing-impaired students in the educational process are based. The problem of development in the literary educational process of speech of hearing-impaired students with hearing problems was studied by Z. N. Mamarazhabova, one of the first in our country to achieve the development of didactic support for the development of speech of hearing-impaired students in grades 1-5 of special boarding schools through the genres of literary



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education and hearing-impaired students, the stages of oral presentation were improved on the basis of a personally oriented approach. The content, modern and interactive methods of oral speech of hearing-impaired children of preschool age were reflected in the scientific work of Nazarova D.A. Nazarova, the principles, content and methods of organizing work aimed at the development of speech of preschool children taking into account defects and emerging as a result of development problems.

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