

## EFFECTIVE WAYS OF DEVELOPING THE SPEECH OF STUDENTS WITH HEARING IMPAIRMENT IN THE PROCESS OF LITERATURE EDUCATION

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### ABSTRACT

This article will suggest the possible effective ways of developing the speech of students with hearing impairments. In the following study the notion of principles, methods of the pedagogical system in the development of children's speech with hearing impairments will be demonstrated.

**Keywords:** Literary learning process, learners with speech impairments, speech, development, pedagogical system, components, principles, methods, formation, skill complex.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The main targets of our study are to provide information that students with disabilities have equal opportunities with all other people, to cut restrictions in their living activities, to live a full-fledged life, to be actively participated in the social, economic, political life of the society. Moreover, to create convenient conditions that allows them to fulfill their civil duties. According to the policy, established by the president of the Republic of Uzbekistan “state support for developing system of People with Disabilities” of August 1, 2017 provides better measures to the provide state support to encourage complete education, their support by society, their adaptation to society and adaptation in social life among healthy people for people with disabilities [1].

In 2017-2021, according to the “strategy of action” of the Republic of Uzbekistan, special attention has been paid to the social protection of the nation, devote state support to disabled people and provide them with other necessities of the social need.

The year 2017 was declared as the year of “Communication with the nation and human interests”. By developing the young generation, in particular, those who are deficient in hearing, their oral speech as a weapon of kindness, they are spiritually mature, harmoniously and harmoniously developed, have independent thinking skills, intellectual potential, deep knowledge and modern outlook. It is characterized by the need to carry out large-scale measures to achieve specific goals, put all effort and opportunities of the state and society. In order to consistently continue the task of educating and bringing up the young generation, make them capable of taking responsibility for the fate and future of our motherland. The theoretical founder of modern special education system L. S. Vigotsky notes that the inability to develop speech has a great negative impact on the cultural and tradition development. If it turns out that there is an existence of active speech, which is caused by a violation of hearing. R. M. Boscis, who studied children with hearing problems in detail, indicates that a relatively small violation of the function of the hearing analyzer – whisper, the limitation of the possibility of perception,

also hinders the normative development of Child speech. As a consequence, the formation of logical thinking<sup>1</sup> the scientific and methodological bases of increasing vocabulary, development of speech skills of Secondary School students were studied by G. Azizov, T. U. Ziyadova, S. Koyenov, G. M. Akhmedova, M. B. Mirmaksudova, A. Q. Nisanbayeva, Sh. Sh. Yuldasheva<sup>2</sup>.

Scientific and methodological basis of literary education in the secondary school, formation and development of skills of literary analysis in students, teaching students independent thinking in the process of literary education, formation and improvement of theoretical concepts of literature in them were the subject of research in the scientific work of F. Badriyev, Q. Yoldoshev, S. Matjonov, M. Mirgasimova, Q. P. Husanbayeva, R. X. Niyozmetova, U. M. Marasulova<sup>3</sup>. Teaching students of special schools to literacy, scientific-theoretical and methodological basis of formation and development of speech and hearing perception F. F. Rau, N. F. Slezina, K. Komarov, L. M. Bikova, T. S. Zikova, G. A. Bakulina, K. V. Korovin, A. G. Basova, S. F. Yegorov, A. I. Dyachkov, N. M. Nazarova, G. N. Penin, H. H. Malofayev, O. M. Potapov<sup>4</sup>, uzbek surdopedagog from scientists N. Sh. Bekmurodov, X. M. Gaynutdinov, U. Y. Fayziyeva, D. A. Nazarova, F. U. Kadirova, F. D. Alimkhodzhayeva, R. R. Rustamova, in their scientific work, was subjected to methodological analysis<sup>5</sup>. The issues of scientific and methodological basis of literary education in a special schools, conscious reading in deaf and weak-hearing students, formation and development of skills of literary analysis, pedagogical and psychological basis for improving the process of literary education were studied by N. G. Morozova, V. M. Boldareva, L. A. Golovchits, E. Matinya, M. I. Nikitina<sup>6</sup>. Although scientific research has been carried out in connection with the problem of teaching hearing impaired students to literacy, the development of colloquial speech, however, the issue of technology for the development of children's speech with hearing impaired in the process of literary education has not been specially investigated.

The formation and development of speech as a weapon of courtesy of children with hearing problems have an effective effect on their early social adaptation through increased levels of abortions and rehabilitation, early correction of hearing and speech problems. Determination of pedagogical-psychological characteristics and factors of the development of speech of children with hearing impairments in the process of literary education, development and improvement of methodological-pedagogical technology of speech development of children with hearing impairments in the process of literary education is of great scientific and theoretical importance. The integrity of the pedagogical system of speech development of students with hearing impairments in the process of literary teaching was expressed by external and internal factors. The effectiveness of the speech development of students with hearing impairment determined by the implementation of three types of didactic, special and specific disciplines in the educational process. Their classification is expressed by taking into account the peculiarities of the psychological development of students with hearing impairments, the characteristics that affect the entire educational process of the formation of speech of special

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<sup>1</sup> R. M. Boskis. The teacher of children with hearing impairments. - M.: Enlightenment, 1998. P.18

<sup>2</sup> G. Azizov. Methods of enriching students' speech with synonyms in the 5th grade native language lessons of Uzbek schools: - T., 1968. - P. 317.

<sup>3</sup> F. Badriyev. Types and methods of Organization of extracurricular reading from literature in the upper classes of Uzbek schools. - T. 1969. - P.175.; M. M. Mirgasimova. Methods of formation and improvement of skills of literary analysis in students.

<sup>4</sup> F. F. Rau, N. F. Slezina. Organization of work on the technique of speech in the school of the deaf. -M.: Education, 1967.

<sup>5</sup> F. J. Alimxojayeva. The use of didactic materials in the development of hearing loss in children with impaired hearing. -M., 1992.

<sup>6</sup> N. G. Morozova. Education of conscious reading in deaf and dumb students. - M: Uchpedgiz, 1953. - P. 184.

schoolchildren, the peculiarities of literature education as a science of learning. Accordingly, in the development of individual components of the pedagogical system, in the determination of the linkages and relations between them, it was based on didactic principles that reflect the legalities of the educational process, such as science, comprehension, visualization, consistency and systematization, activity and independence. In addition to didactic principles, a special group of principles was distinguished, which reflected the characteristics of students with hearing impairments. This group included the principles of communication known in surd pedagogical, maximally enriching speech practice, the connection of education with the situation, the unity of speech and thinking, the construction of education on the basis of information about the state of speech. Specific principles are defined in a specific style, which is determined by the peculiarities of special principles in the quality of the educational science of reading. The introduction of the literary and artistic principle into the system of specific principles regulating the development of speech of students with hearing impairments in the process of literary education within the framework of the pedagogical system all, above all, literature in the lessons of reading literature is associated with the motivation to perceive texts as phenomena of speech art and the realization. The next specific principle is the principle of a holistic study of the work of art. Each significant element of the work of art is considered as a certain moment of restoration and development of artistic integrity of changing the views on the analysis of literary text in the lessons of literary reading. In the context of the traditional methodology of teaching reading, the attention of the reader, who is deficient in hearing in the text analysis, is focused not only on the understanding of the legalities and peculiarities of text construction, but also on the transmission, copying and re-creation of more original text. The result of a complete study of the artistic work in the pedagogical system of speech development will be an artistic and creative activity of readers, it is determined by the laws of perception of the artistic work and the process of creating their own thoughts.

The principle of systematization of the study of an artistic work refers to the system of knowledge and literary-creative skills in literary studies, which students acquire when working with the text of an artistic work. The implementation of this principle implies the achievement of conformity between reading and literary-creative skills, which are necessary for its understanding with the artistic material under study, which is formed at the stages of the pedagogical system of speech development in the process of literary education. Since the main unit of study in the lessons of literary reading is the artistic text, the selection of literary studies and Linguistics material was built on the basis of another specific principle – taking into account the peculiarities of the text in the quality of the phenomenon of literary studies and Linguistics. The theoretical basis of acquaintance with literary texts was the following groups of concepts: “the world of works”, “genres”, “text”, “types of speech”, “speech styles”, “figurative means of language”. The distinguished concepts facilitate the acquaintance of students with the work of art, which is missing in hearing, are introduced only at a practical level and mastered by children. The specific principle of emotionality arises from the nature and activity of the child. Activation of emotional emotions in the process of literary education in the conditions of the pedagogical system of speech development contributes to the formation of emotional needs in the educational-cognitive activity on reading in students. It stimulates the development of the emotional sphere of the pupil's personality, leads to the restoration and development of aesthetic satisfaction from independent creative activity in the educational process. The next step in ensuring the solution of the targeted objectives of the study was to isolate the main purposeful, meaningful, and active evaluation-result components of the pedagogical system of speech development of students with hearing impairments in the process of literature education.

(Table 1)

<i>Targeted component</i>		
<b>Meaningful component</b>	<b>active component</b>	<b>evaluation-result component</b>
Speaking and reading skills	Principles of education	Perception of the content of the literary work
Methods of meaningful perception of text	Teaching methods	Statement of the oral content of the work of fiction
Conversational communication and creative activity experience	Forms of organization of education	Bibliographic competence
Experience in reading and emotional evaluation activities	Management and control of Education	Motivation of reading and literature-creative activity

In the selection of methods, we are guided by the classification proposed by Y. K. Babansky (methods of organization and implementation of educational and cognitive activities; methods of promotion and motivation of educational and cognitive activities; methods of control and self-control of educational and cognitive activities)<sup>7</sup>. This classification is based on the “methodology of a complete approach to activity”. In the development of techniques that ensure the development of the educational process in literature of students with hearing impairments, it was noted that the choice of this or that particular method is subject to a number of conditions: the nature and content of educational science, didactic functions, the level of students' preparation, the rule on whether they are related to speech development. The techniques that ensure the organization and implementation of reading and literary and creative activities included perceptive methods aimed at reestablishing the content of the paper. Modern methods determine the development of independent intellectual, speech activity, promote mental development and provide for the formation of creative imagination in children. Within this group of techniques, we attach special importance to the method of creative development of the child. This method organizes the creative activity of students with the help of various means of teaching the teacher; students think, compare, summarize, draw conclusions, knit education is accompanied by a high level of interest in the activities of the reader; Education defines the aesthetic, cognitive and self-development motivations of students and leads them. These contribute to the development and personal development of the reading thinking framework. The distinguished descriptions allow us to apply different methods of attracting students to reading and literary and creative activities in teaching practice in creating conditions for the sense of joy from success. In the application of the method of creative development of the child, we see the possibility of developing individual experiences, observations, analytical thoughts, impressions of reading, artistic talent, speech creativity, the need for readers to work with literary texts.

In this group of techniques, the method of creating conversational situations of communication is considered significant. This method is aimed at creating educational situations that allow students to get orientation in reading situations (why they are learning to read, what reading gives them, what they need to follow when choosing a book); to understand their personal life impressions, to choose language tools, heroes independently, to think about the situation in

<sup>7</sup> Y. K. Babanskiy. Methods of teaching in a modern secondary school. - M: Education, 1985. P.207.

which they are moving, to form a desire to build Another method included in this group is to understand not only its content and the idea of the author at the time of direct perception of the work, but also to be able to pre – boast and see events, actions, events that have not yet begun. The reading, accompanied by the prognostic activity of the reader, which is missing in hearing, leads to the creation of a holistic image of the work, its own factory, in his imagination. By working on the title of the work, illustrations, focusing on unfamiliar words, searching for hidden questions in the text, we achieve the formation, which allows readers to pre-brag about the content of the text and direct the subsequent perception of the text. In this group of methods, the method of projects is allocated, the basis of which is the idea that the educational-cognitive activity of students is directed to the result obtained in solving this or that theoretical or practical problem. The method of projects includes the sum of teaching and learning methods that allow students to master the knowledge and skills in the process of planning and independent execution of assignments. Competently organized design activities provide a significant pedagogical effect associated with the development of students with hearing impairments. Within the framework of experimental and test teaching, the design method was used in literature reading lessons (comparison of works) and extracurricular reading lessons (production of manuals and electronic booklets, creation of cartoons, creation of sets, staging of theatrical performances).

Reading and literature-the main method of realization of a group of methods that will ensure the organization and implementation of creative activity is considered to be a base spectacle. In the pedagogical system of speech development in the process of literary education, we take a new approach to this method in comparison with the traditional methods of teaching reading. This method is used in education as a source of knowledge based on the use of the structure of questions or phrases, the expression of basic communication and relationships, the construction of bases that allow distinguishing between texts of different types, thoughts, dialogues and schemes.

Reading and literature-the method of formation of interest in knowledge in the second group of techniques for the formation, promotion and motivation of creative activity is the leader. Implementation of this method in education provides for the formation of positive emotions in relation to reading and literary-creative activity, its content, forms and methods of implementation. Emotional state is associated with the forgiveness of all time waves, excitement: response, sympathy, joy, anger, admiration, etc. It is important to note that the emphasis on deep internal experiences of students, their recall and involvement in the processes of cognition will ensure that the passage of these processes will be more effective in terms of the results achieved. The main methods of forming interest in cognition are: success, innovation, curiosity, the creation of situations of surprise, the use of game situations.

A group of methods that provide control over the literary and creative activity includes a method of text perfection<sup>8</sup>. The main method of realization of this method is editing, the significance of which is determined by the fact that the method is an active means of thinking, developing the emotional-willed sphere. During the editing of their sentences, the students correct the title sentence according to the idea; exclude one or more sentences that do not correspond to the subject and the main idea being said; perform exercises to include sentences that contribute to the disclosure of the subject and the main idea. The importance of using the method of wording is determined by the fact that the child with hearing impairment develops

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<sup>8</sup> M. I. Nikitina. Psychological and pedagogical bases of improvement of literary education of hard of hearing pupils. Thesis. ... Dr. PED. sciences'. — Leningrad: IgpI them. A. I. Herzen, 1983. P.87.

his speech or her own way earlier. In the process of literary education, the development of children's speech, which is deficient in hearing, changing the content also leads to the use of new forms of organization of activities of students. In the framework of the active component of the pedagogical system of speech development of children with hearing impairments in the process of literary education, as in the traditional frontal lessons, interesting: lesson-holiday, lesson-concert, lesson-quiz, lesson-travel, lesson-presentation, lesson-games were developed. In the developed system, the principle that there is no strict limitation between the lesson of reading literature and extracurricular activities is innovation. In our opinion, the use of various forms of organization of students' activities in the lessons of reading literature and in the extracurricular period creates optimal conditions for the application of the pedagogical system of the development of children's speech with hearing impairments in the process of literary education, allows students with hearing impairments to achieve high levels of reading and The development of the speech of children with hearing impairments in the process of literary education was the development of the next step in the development of structural components of the pedagogical system-the development of the final component, the essence of which was played by reflecting the effectiveness of the pedagogical process and demonstrating the Silage achieved in accordance with the evaluation-in the development of the resultant component, we rely on the indicators of the level of development of children's speech with hearing impairments in the process of literary education Complex diagnostics, diagnostics implies not only the reading technique, but also the level of perception of the work, the creation of an independent sentence, bibliographic competence, as well as the determination of the motivational In the process of developing children's speech with hearing impairment in the process of literary education, the results of teaching are directly and directly related to the accuracy, completeness and timeliness of diagnostic conclusions. Given the peculiarity of the development of the psyche of students with hearing impairments (slowdown in the course of cognitive processes, difficult in the formation of cause-and-effect relationships, the difficulty of transferring the mastered methods of activity to its new type, the uniqueness of the emotional sphere), we have managed to assume that the results will be noticeable for some time The developed literature is a system in which the components of the pedagogical system (purposeful, meaningful, active and evaluation-resultant) of the development of children's speech with hearing impairments in the educational process are interrelated, together with elements that determine the importance and content of the system, as well as the formation of communicative, reading and literary-creative skills.

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