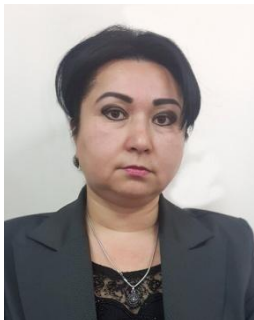

Effective Methods Of Speech Development Of Students With Poor Hearing In The Process Of Literary Education

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ABSTRACT

This article highlights the content of speech development of hearing impaired students in the process of literary education. Effective methods of speech development of hearing impaired students in the process of literary education are considered.

KEYWORDS

literary education, text, speech, communication, speech situation, principles, effective methods, dictionary, system, reader

INTRODUCTION

Literature should not only be a science serving pedagogical purposes, it should first of all give knowledge to the weak – hearing readers, introduce the history of centuries-old Uzbek

literature and the main direction of the current literary process-the leading writers and their creativity, the history of the people and the country, expressed in the creativity of

these writers, the peculiarities of Having knowledge of the best works of world literature created in different literary - historical periods and the authors of these works, on the one hand, if it allows the readers to understand the National originality of Uzbek literature, on the other hand, enrich their knowledge about literature. Inadequate speech development of weak auditory learners adversely affects the process of perception of the content of the work of art. P.M. Baskis, 1966; A.G. Zikeyev, 1976, 2000; K.V. Kamarov, 1985, 1988; K.V. Korovin, 1985 studies shed light on the complex interaction between hearing impairment and speech development, which leads to inadequate development of the child's psychological functions¹. The scientists identified a violation of the pronunciation of students with hearing impairments, the specific development of dictionary composition and grammatical construction of speech, as well as the difficulty in perceiving the content of the text being read. These characteristics lead to a certain degree of specific assimilation of the content of the work of art by the readers.

THE MAIN PART

Therefore, the formation of speech in children with hearing impairments in special educational conditions; preparation of children for the perception of artistic literature; selection of methods of speech formation of children with hearing impairments in the conditions of literary education; research of effective methods of determining the causality of speech formation

¹ Матыня Э. Влияние организации учебного процесса на сознательное чтение глухих учащихся. Дисс. ... канд. пед. наук: - Л., 1987.-170 с.

of children with hearing impairments in the conditions of literary education is one of the topical issues. In the course of our study, there was a need to examine the aspects of understanding lexical and the content of the text being read by the students with weak hearing. R.M. Boskis found out in his research that the limitations of his speech experience caused by the inability of a weak auditory child to hear and fully perceive speech lead to the fact that the word wealth is insufficient in terms of quantity and its specific use. R.M. Boskis distinguishes substitutions that are characteristic of the speech of weak-hearing children²:

- instead of naming a predicate, denoting a single characteristic sign of it, denoting the whole of the predicate;
- replacing the subject with its part is a whole fault;
- assign a subject to another subject that is connected with the situation;
- at the general situation in which the predicate is connected predash misdirection;
- assign a similar subject to the task according to the task;

Noting the peculiarity of mastering dictionary wealth by a child with hearing impairments, R.M. Boskis emphasizes that limited speech Reserve and insufficient possession of the grammatic construction of the language is a natural obstacle in understanding the text being read. Many words, individual

² Боскис Р.М., Фингерман Л.Е. Развитие письменной речи в начальных классах школы слабослышащих. -М.: Просвещение, 1978. - 143 с

combinations, the inability to understand the portable meaning of a word or sentence, the inability to recognize a familiar word because of its new grammatical form, the content easily causes the text to turn out to be complicated for a weak-sounding reader.

The difficulty in mastering the content of the text is explained by the following characteristics of the students who are deficient in hearing:

❑ a word that is not enough about the composition of the sound, sometimes even a misinterpretation of the letter o;

❑ limitation of the Reserve and its lack of clear understanding of the meaning of the word lash;

❑ lack of understanding of the grammatical structure of development and the meaning of grammatical forms of speech.

Weak auditory learners should be actively and consciously assimilated, gradually moving from visual generalizations to speech-based generalizations, rather than by repeating the grammatic forms many times in the training process. Understanding depends on how convenient (easy, understandable) it is for a child who has a defect in hearing lexical material and speech directed at him. Obviously, ignorance of many words leads to the fact that during reading you do not understand the text at all or understand the meaning of what is being read in a distorted state. The following difficultchiliklar in understanding the texts read in children with hearing impairments is observed:

- difficult to understand the word, combination and whole phraseology;
- difficult in some riddles;

- difficult to understanding of pronouns used in text,
- difficult to answer the question.

Thus, weak-hearing children receive only orientation not in the holistic context at the time of reading, but in some words that they understand without some, including the story, its part or individual. All these peculiarities in the understanding of Lexicon affect the perception that the cause-effect links in the text. The low level of speech development of weak-hearing children makes it difficult to understand what is being read, but for students to understand the words of the text, to explain the facts and thoughts in an increasingly understandable language does not yet mean that the content of the work is understandable. Readers need to understand not only the text of the story, but also its underground meaning, for this it requires relatively complex mental operations. By learning how children with weak hearing understand the meaning of text and text underground, they distinguish three levels of understanding of what is read³:

- understand the meaning of the direct, sentence, fragment;
- to understand the idea of the author;
- understand the importance of events, behavior motivations, behavior traits for their hero;
- to express their attitude towards those who have been abused image.

Weak auditory learners are tormented at understanding the behavior of the heroes and

³ Морозова Н.Г. Воспитание сознательного чтения у глухонемых школьников. -М.: Учпедгиз, 1953. - 184 с.

their livelihood. The word, the meaning of the sentence, the understanding of the factory – this is just an understanding of “meanings”, it depends on the speech development of the reader. However, reading the artistic text requires not only the intellectual process of understanding and even emotional experiences, the re-creation of this or that feeling, but also the introduction into the sphere of motivation of human relations, in other words, the literal understanding of the artistic work means access to the content of the work. Insufficient development of speech by weak auditory learners is a serious obstacle to the understanding of the ideological, figurative and artistic richness of the literary work. The reason for this is that in the development of techniques that ensure the development of speech in the process of literary education of students with hearing impairments, it was noted that a number of conditions: the nature and content of educational science, didactic functions, the level of students' preparation depends on their speech development. Perceptive methods aimed at restoring the content of the work read were introduced into the techniques that would ensure the speech development of the students with hearing impairments in the process of literature education.

These methods determine the development of independent, 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 established the creative activity of the students with the help of various means of teaching the teacher; the students will think,

compare, summarize, draw conclusions, knit; the education will be accompanied by a high level of interest in the activities of the reader; the education will determine the aesthetic, cognitive and self-development motivations of the students and the direction of it, which will. 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 it, a 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 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 a reading activity that is missing in hearing, leads to the creation of a holistic image of the work, its own factory, in his imagination.

The name of the work, working on illustrations, focusing on unfamiliar words, we

will achieve the formation of an installation that will allow readers to pre-brag about the content of the text through izlash hidden questions in the text and control the subsequent perception of the text. Reading and literature-the method of formation of interest in knowledge in the category of methods aimed at 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, 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. 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 correction is determined by the fact that the

child with hearing impairment develops his speech or her own way earlier.

CONCLUSION

The purpose of the development of the speech of students with hearing impairments in the process of literary education is determined not only as the development of their speech, but also as the training of students to read, bringing them into the world of artistic speech, mastering the laws of artistic language, the formation of skills of full-fledged perception of artistic works, the development In addition, the purpose of this pedagogical system has its own peculiarities, determined by the features of psychological development of students with hearing impairments. Therefore, it also includes the correction of shortcomings in the cognitive and emotional spheres, the formation of compensatory processes and expresses the general purpose of the pedagogical system of speech development of students with hearing impairments in the process of literary education.

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