

FORMATION OF WRITTEN SPEECH OF CHILDREN WITH HEARING DEFECTS IN INCLUSIVE EDUCATION

RAKHIMOVA KHURSHIDAKHAN SADIKOVNA

Department of "Inclusive Education" of Kokan DPI

head associate professor, PhD

DAUGHTER OF AMATJANOVA MOKYNUR OIBEK

Master's department special

pedagogy defectology (deaf pedagogy)

1st stage graduate student

Abstract: In this article, the ways and methods of forming the written speech of children with hearing impairment in inclusive education, at the same time, the importance of auditory analyzers in the formation of written speech is presented.

Key words: speech, deaf pedagogue, person-number, possession, agreement suffixes, methodology, attention, hearing impaired.

Written speech allows a person to define acquired experience and pass it on to generations. From a psychological point of view, written speech is more complex than oral speech and is considered a difficult form of speech. It is abstract and the child learns it slowly. Usually, the child gets acquainted with this form of speech at school. For a child with a hearing impairment, written speech is considered easier than oral speech. Because it is not necessary to hear in order to perceive it, and visual perception is very well developed and healthy in such children.

In the formation of written speech, not only hearing analyzers, but also vision and movement analyzers, which are healthy in a child with a hearing impairment, play a big role. In addition, if a child with a hearing impairment uses physiological and psychological energy for this form of speech, more psychological energy is spent in the formation of oral speech. Therefore, in hearing

impaired children, the acquisition of written speech proceeds parallel to or earlier than the acquisition of oral speech.

Well-developed auditory perception based on hearing loss in children with hearing impairment (auditory perception is formed during special individual and frontal training sessions conducted by specialist deaf pedagogues during activities and activities to develop hearing perception based on hearing loss in children) and hearing because it is much easier to understand oral speech, in teaching literacy, teaching oral speech is carried out simultaneously with teaching written speech.

We know that speech is oral and written. If the means of using oral speech are sounds, the means of using written speech are letters. Acquiring written speech involves teaching literacy, writing letters, and analyzing and synthesizing sounds. But written speech is formed and developed on the basis of oral speech. A child who has mastered oral speech and the sound structure of the language can determine the flow of speech. On the other hand, the acquisition of written speech leads to the acquisition of oral speech. Determining the sound composition of a written word leads to a clear expression of thoughts.

A hearing and speaking child, that is, a healthy child, acquires a certain level of vocabulary and the ability to compose sentences in the process of mastering written speech. In a hearing-impaired child, this form of speech is formed without a thorough basis due to hearing impairment. It will not have acoustic and kinesthetic images that rely on hearing. This, in turn, slows down the recording process. It is very difficult for a child with a hearing impairment to master the grammatical system of a sentence, word combinations, rules, and the grammatical connection of words. J.L. Schiff, T.Y. Rozonova, A.M. Studies conducted by Potilsky and others show that a common and typical error in the written speech of children with hearing impairment is agrammatism, that is, errors occur in the use of person-number, possessive, and agreement suffixes of grammatical forms.

A.M. Komdber, A.F. Nogilskaya shows that children with hearing impairment often use words incorrectly and leave out sentences in their written

speech. Children with hearing loss do not have enough logic and sequence in describing events in their independent written speech.

In the primary class of the school for hearing-impaired children, children are taught literacy, including impressive oral and expressive written speech, from the first stages of education. We know that mastering one or another form of speech causes significant difficulties not only for children with hearing impairments, but also for healthy children. These difficulties are related to reading techniques and reading comprehension.

Reading and writing skills are speech skills, and reading and writing are speech activities in such a way that motivation and needs are of great importance in their acquisition. If a child who hears oral speech acquires it almost without difficulties in the process of interacting with others, the acquisition of written speech requires conscious learning, which causes some difficulties for the child.

Uzbek writing is phonetic and phonemic. Each phoneme has its own symbol and graphic. The reading mechanism consists of recoding written and printed symbols and their imaginary unit complexes. The writing mechanism is expressed in the transfer of content, units to conditional units. In writing, sounds are coded into letters, and in reading, sounds are recoded.

K. D. Ushinsky attached great importance to the mother tongue in the system of primary school subjects and considered it a central and leading subject. "The mother tongue, which is an excellent teacher, teaches a child a lot... A child learns so much in two or three years that he learns so much that 20 years of diligently methodical even when he reads properly, he does not learn half of it. "This is the great pedagogy of the mother tongue," he says. That's why learning the mother tongue is of great importance in primary grades. Primary school students learn to read consciously and write literately in mother tongue classes. , master the rules of oral and written speech. In addition to mastering reading skills, the student must first learn to write.

Both reading and writing are complex speech activities. These processes require will, intelligence, and even physical activity from a young student. The following are observed when teaching a young student to read:

1. The child sees one letter while reading, brings pictures to find out, remembers pictures or another letter, when he remembers, he rushes to say it, but the teacher does not allow him to say it, requires saying 'ghin. The reading process slows down until the student remembers the second letter, the first one is forgotten, or the syllables are combined to form a word.

2. Often the child loses the line he is reading, he has to read a letter, syllable, word again. As the reader's attention expands, he begins to perceive syllables and words as a whole.

3. A child who is just learning to read will learn the content of the text he is reading because it gives him a lot of power to read the words. Pictures in the textbook, teacher's questions, visual aids ensure their conscious reading.

4. An inexperienced reader finds a word by looking at the first syllable or the picture. This will result in an error reading. In order to prevent such a mistake, the word is taught syllable by syllable, attention is paid to the analysis of the word from the syllable-sound point of view, and the analysis and synthesis from the sound-letter side.

In order to successfully study, it is necessary to pay great attention to the development of students' perception, memory, thinking and speech. In literacy education, it is important to develop phonemic hearing skills, that is, to teach to pronounce a sound accurately, to distinguish it from other sounds, to develop the ability to distinguish that sound from a syllable or word. Phonemic listening is an important condition for the formation of spelling skills. Therefore, it is appropriate to carry out various special exercises for the development of listening comprehension during literacy training.

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