

CONTENTS OF CORRECTIVE PEDAGOGICAL WORK ON THE DIFFERENTIAL APPROACH TO THE FORMATION OF PRONUNCIATION SKILLS OF STUDENTS WITH HEARING DEFECTS

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Annotation This article describes the contents of corrective pedagogical work on the differential approach to the formation of pronunciation skills of students with hearing impairment. Development of speech ability - analysis of speech cognition, understanding, re-imagining and psychophysical mechanisms.

Key words: students with hearing impairment, pronunciation skills, differential approach, corrective pedagogical works, speech ability, speech recognition, understanding, re-imagining, psychophysical mechanisms.

Forming a 10-year education for the majority of students of a modern school for the deaf, this educational process includes an 8-year high school curriculum. In addition to the level of general knowledge and speech development, the gradation of the educational process is influenced by the psychological capabilities of the child. Some requirements for language acquisition and formation of speaking skills can be fulfilled only by older students at a certain level of development of voluntary processes, and some are fulfilled by elementary school students. The third factor for dividing education into separate stages is the real possibilities for deaf children to learn different forms and types of speech. This factor means teaching speech forms in various combinations, taking into account the degree of difficulty of mastering, accepting and using them at each stage of education, and determining the leader and assistant of these forms and types. Systematization in teaching the mother tongue depends to a large extent on the nature of the language. Some relations, laws, connections of the language are mastered in life before teaching and are complicated in practice.

Other features of the language system require special observation, analysis, generalization and should be taught on some practical basis. Their more complex

types will be introduced at the next stage. For example, syntagmatic relations are more specific to the language, while pragmatic relations are more specific to the language system. They cannot be mastered at one stage. Therefore, the complete development of the systematic organization of the language can be carried out only in teaching at all stages of the school curriculum. Aspects of the organization of language teaching, such as systematicity or gradation, are determined by didactic, psychophysical and linguistic factors in the school of the deaf. An invariable condition for the performance of the task is continuity in the transition from one stage to the next.

Development of speech ability means creating an opportunity to form speech cognition, understanding, re-imagining and psychophysical mechanisms. The initial course of the mother tongue provides for the comprehensive development of students' speech. Speech is the subject of research at the school for deaf children. Formation of pronunciation skills with hearing students is the main goal of developing conversational speech of deaf students. In the school for deaf children, the development of pronunciation skills in primary grades is carried out in three directions: words (lexical level), word combinations and sentences (syntactic level) and connected speech (text level). The goal of developing pronunciation skills in a school for deaf children also includes working on pronunciation. The three directions indicated above are developed in parallel, even if they are directly connected to each other. After all, if mastering the meaning of a word is the building material for a sentence, the connection of these two units is used to compose stories, write statements and essays. In turn, the work on writing stories and essays helps schoolchildren to increase their vocabulary, improve their sentence construction skills, and use various syntactic constructions. Deaf students develop pronunciation skills. different types of exercises are used. The most important among them are connected speech exercises at the upper stage of a complex system of speech exercises. In this case, the collection of vocabulary and sentence-level material is

combined and combined with all the knowledge of text and composition in terms of clear logic.

The system for the development of students' pronunciation skills depends on the implementation of the following four conditions in practice: Sequence of exercises; Effectiveness of exercises; The variety of exercises and the specific goal of each of them; Orientation of various exercises to a common (main) goal. In modern schools for the deaf, as in public schools, the development of pronunciation skills is considered the main task of language learning. It is for this reason that training on speech is included not only in the subject of the mother tongue, but also in all subjects. Communication is divided into internal and external forms. Internal communication is the intellectual speech of a person addressed to himself. It is not pronounced or written. Internal communication is carried out with the participation of certain words and phrases. At the level of internal speech, children acquire new knowledge and prepare to express a written opinion on the basis of new information, mentally compose a sentence and express it orally, write.

Such internal speech training improves students' speaking and speech skills (quality of speech). External communication is the speech of people to others. This speech is carried out with the help of sounds and in written form with the help of letters. External speech has a two-way function, requiring both a sender and a receiver of speech signals. The sender of speech signals (speaker) speaks or writes, and the receiver listens or reads. External speech can be dialogic or monologic. In the form of a dialogue, two or more interlocutors exchange ideas and talk. At the initial stage of the general development of hearing children, their oral speech is manifested through dialogic speech. The speech of a child (child) in this period is mainly an answer to the question of adults or his attitude towards them, from the appeals made in order to solve some problems and satisfy his demands. will consist of A child's speech communication begins with the use of various sentences, which are mainly imitative. Later, questions and indicative sentences appear in his speech.

Developing the pronunciation skills of deaf children in primary school also begins with the development of dialogic speech.

In order to develop the dialogic speech of deaf students in the modern pronunciation teaching system, it is necessary to take into account the process of speaking and its reception, the interdependence of conversation activities. Monological speech is formed later in the speech base. Monologues presented at school are shown in the form of pictures, series of pictures, conversations based on watched movies, conversations based on read texts. A monologic conversation is more comprehensive than a dialogue conversation. The difference between a monologic speech and a dialogic speech is that it involves the speech of one person, not several people. Therefore, it should be understandable to every listener. External speech is written and spoken. The form of speech, which involves the interaction of two people with each other through speech, is written and spoken. If spoken speech is heard, written speech is seen with eyes. Both have their own characteristics.

Oral speech is the communication of people with each other through dialogue, conversation, talking. It is based on listeners and speakers. It consists of intonation, pause, logical emphasis, tempo, gesture and facial expressions. These things help the listener and the speaker to understand each other. Also, by means of oral speech, the interlocutor can always return what he said and add additional understanding to it. Therefore, oral speech consists of simple, simple, short sentences compared to syntactically complex constructions. Since the interlocutor does not prepare his speech in advance, it is short and unprepared. Written speech does not choose time because there is no interlocutor. It does not have intonation and facial expressions, so its structure is more complex. Written speech requires preparation and revision. Written speech involves a broad description of the topic and speech, the interrelationship of words.

All material presented in written speech should be clear and fluent. In order for the written speech to be more understandable, it is necessary to divide the texts

into paragraphs and separate the necessary words. L.S. Vygotsky, comparing the forms of written and oral speech, recognized that both forms of speech have two different psychological bases. reached Since the specificity of written speech in primary classes has not been studied, they do not have the ability to distinguish between oral and written speech. It is studied in parallel to supplement oral speech. The text helps to develop written speech. V.Ya. Lyaudis and I.P. According to Negires, written speech consists of the meaning and expression of a word with two main characteristics. Choosing a topic; It is very important to define its boundaries, comprehensiveness, and significance. Correct choice of words and syntactic structure of words is important in expressing the meaning of the text.

Formation of pronunciation skills of deaf students is carried out in all lessons, in all subjects and outside the classroom. In accordance with the main principle of teaching in the school for the deaf, the content and sequence of formation of pronunciation skills are provided in the school program. Therefore, it is one of the main factors that students can express their thoughts correctly and independently and use vocabulary according to their needs. Therefore, the main goal of the program is to master the pronunciation skills of deaf children. development, independent, comprehensive use of phrases and words according to their purpose, involves conducting mutual question-and-answer on various topics.

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