

THE CONTENT OF OPTIMIZING THE ELEMENTS OF SIGNS IN THE PROCESS OF EDUCATION OF CHILDREN WITH HEARING DEFECTS

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Annotation This article describes the content of pedagogical works on the optimization of gesture elements in the process of teaching children with hearing impairment. Development of gestures and dactyl speech - analysis, synthesis, understanding, re-imaging and analysis of psychophysical mechanisms was carried out.

Key words: Hearing-impaired students, lip reading, analytical reading, communicative activity, speech ability, psychophysical mechanisms, kinesthesias of fingers, kinesthesias of articular apparatus.

The essence of the approach to optimizing the elements of gestures in the process of teaching hearing impaired children is the idea of the need to give the child the opportunity to practice oral speech in the process of direct communication. In the process of teaching hearing impaired children, optimization of gesture elements is studied in close connection with the child's communicative function, the child's various activities and communication needs that arise during play, walks, etc. The speech of the deaf is formed gradually, and children cannot immediately conduct a free speech. This is where touch speech should come in handy. Thus, Korsunskaya and S.A., the creators of the speech formation system for children of the age with hearing impairment. Zikov developed the theoretical foundations of the communication system for teaching the language of deaf students.

B.D. Korsunskaya ensured the early use of dactyl speech. Dactyl Speech, B.D. Korsunskaya is the only tool that ensures the formation of oral speech in a deaf child, not only in special classes, but primarily in communication. The use of dactyl speech as a type of oral speech that is easier for deaf children (compared to oral speech) allows them to collect a large number of words and phrases in a relatively short time, and to master the sound-letter composition. Word counts and, therefore,

analytical reading.

B.D. Korsunskaya determined the sequence of the teacher's use of various speech tools. The original medium is written speech: ready-made tablets with written words. Naturally, when offering children a new topic, the deaf pedagogue first pronounces the word - the name of the object, that is, oral speech precedes all subsequent communicative actions. An adult's speech is accompanied by the presentation of word cards to children. However, at this stage, oral speech is very difficult for children, for whom it is much easier to understand the nominative and signal function of the word, which acts as some globally accepted graphic structure. It is in this sense that written speech is original. Then the teacher starts using dactyl speech. Children learn to associate dactylems with the letters on the tablets, gradually mastering typing techniques. At the next stage, the teacher speaks more and more verbally. Hearing-impaired children perceive speech material from their hands and read from their lips (as much as possible), learn to build dactyl words and phrases independently. At the same time, they use oral speech to the extent that they are able to pronounce it. In fact, from the very beginning, systematic work on the formation of oral speech is carried out with them. And finally, the teacher addresses the children only verbally (of course, using familiar speech material). Children also gradually move from oral-dactyl to oral speech, and it takes an increasingly strong place in the independent communicative activity of preschool children. So B.D. In the system developed by Korsunskaya, finger speech is a mainstay in the work on oral speech, and at the same time it works as an auxiliary tool used to teach oral and written speech most effectively.

As an auxiliary tool, dactylogy is currently used in the education and training system adopted by pre-school institutions for hearing impaired children. With this system, its theoretical foundations L.P. Noskova is counted.

The current system was created in the late 2000s and early 2012s, when radically new opportunities were opened for the formation of speech of deaf

children, and intensive work began on the development of residual hearing with them using sound amplification equipment. their stay in kindergarten. In such conditions, oral speech formed on the basis of residual auditory development in the first year of education for three-year-old children is used as a starting point and leader.

The teacher addresses the child verbally - the child is expected to perceive speech globally (visually or auditory-visually). A written form of speech is used as an aid (global reading of printed words). In this period, the expressive speech of a deaf baby is a very approximate pronunciation (vocal reaction, individual vowels or syllables, increasing the outline of a word, etc.) and choosing the right tablet. Then children begin to learn to read analytically and to put together words from the divided alphabet, which means they begin to master literacy. L.P. Peskova puts forward the following arguments.

At the beginning of language acquisition, a deaf child should acquire it on the basis of a holistic, global perception of speech. This wholeness, unity must be preserved in his expressive speech, even at the expense of approximate pronunciation. Dactylology cannot help these processes. On the contrary: "Even if the requirements of fingerprinting are fully complied with, it is difficult to expect that spoken speech will not suffer in terms of its tempo, harmony and rhythmic characteristics." But from the second year of study (not before the age of four), dactylology is connected with the process of forming children's speech. Acting as a "second digital assistant", dactylology ensures the accuracy of transmission of word structure, analyticity in the perception of speech units, etc. L.P. Noskov, N.D. experimentally determined in his research. Shmatko found that in the early stages of language learning, fingers can have a negative effect on the acquisition of the ability to repeat a word continuously.

Questions about the appropriateness of use: dactyl speech, the time to include it in the process of raising a preschool child, etc., can be solved taking into account

the individual characteristics of a deaf child, his age at that time. the beginning of education, the conditions of the pedagogical process, etc.

Now let's move on to the issues of using dactyl speech in working with deaf schoolchildren.

The current system of teaching deaf children in our country is called communication: its implementation involves organizing the pedagogical process in such a way that children learn the language directly in the process of communication. S.A. Zikov, who developed the theoretical foundations of the communication system, emphasizes his approach, promoting dactyl speech as a starting point in the process of language learning:

- Dactyl speech is easy to understand, the child sees every element of the word.
- It is completely speaker driven. A deaf person can test himself by matching his speech with the words given by the teacher.
- When typing, finger kinesthesia (muscle sensation of the hand) is formed, as a result of which the structure of the word is remembered faster and more firmly.
- Strong neurodynamic connections are established between the kinesthesias of the fingers and the kinesthesias of the articular apparatus, as a result of which dactylic speech becomes the basis of oral speech.
- Dactyl speech helps to master artistic speech, its grammatical structure, and vocabulary.
- This form of speech provides the deaf child with verbal communication in the early stages, replaces sign language.

Experiences in many countries of the world have shown that sign language can serve as a basis and tool for teaching the deaf, including spoken language. According to surveys and observations, sign language is almost always used in group activities such as lectures, excursions, etc. In this, as a rule, sign translation is used. For example, a visiting teacher talks to high school students about the history

of deaf education, and an interpreter—usually a teacher or teacher who is fluent in sign language—translates. A number of methodological requirements must be met in order for an event organized using sign interpretation to be successful. Table 1 shows the level of use of sign language in specialized boarding schools.

Table 1

Level of use of sign speech in specialized boarding schools

Forms of the educational process	Number of positive responses (%)	
	It is used in school	Use is appropriate
I. Extracurricular activities:		
Collective events (evenings, lectures, etc.)	96	96
2. Excursions	78	78
3. Sports events	68	53
4. Individual conversations	44	25
5. Analysis of children's conflicts	85	90
II. Educational work in the classroom:		
1. Formation of new concepts	64	64
2. Explaining the meanings of words	53	64
3. Transmission of new data	35	35
4. Knowledge check	10	8
5. Individual work	14	10
Not applicable	5	5

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