

The Issues of Developing Oral Speech in Children with Hearing Problems

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Abstract – Every deaf educator should understand the importance of correct and developmental correctional work as early as possible, given that the development of children with hearing impairments is determined by the timely organization of corrective and developmental work. Because the most important factor in the social adaptation of children with hearing problems is also directly related to the level of development of their speech.

Keywords – Social adaptation, vital breath, speech breath, dactylic speech, gesture speech.

Nowadays, in the period of intense implementation of recent reforms, radical changes in education system directly serve dramatically increasing the effectiveness of education. The acts of rising the quality of education are also executing in Special education system. While special attention is paid to the development of their speech in the education of children with direct hearing problems, the focus on the development of speech according to hearing ability facilitates the issue of social adaptation. The most important factor in the social adaptation of children with hearing problems is also directly related to the level of development of their speech. Therefore, it is important for them to develop auditory perception, to pay more attention to the development of speech based on it.

“At the same time, all subjects in the school, without exception, should be indirectly involved in the education of speech culture. Whether it is mathematics, physics or history,

it is advisable for the teacher to set an example with his or her speech culture, to demonstrate the complete language of the relevant field of science, and in this way empower the student’s word perception. Demonstration has always been seen as the most necessary factor in educational practice, so the teacher spends a lot of time preparing different visual aids. This is good, but we must not forget that the teacher is the main, living visual weapon in the teaching of speech culture, the developing of pleasurement of the words beauty, in general, in the education of language aesthetics.¹

Especially when it comes to deaf and hard of hearing children, for them the teacher’s speech is a real visual weapon. Therefore, every specialist in the field of deaf pedagogy should study in depth the phonetic, lexical and grammatical aspects of speech. The cause of this, unlike a normally developing child, speech formation in deaf children begins with working on breath and sound.

¹ H.Makhmudov. < Ma’rifat manzillari >. T, Ma’naviyat. 1999.

In a psychological point of view, oral speech serves as a tool of communication for a person. Linguistics defines language as a system of characters and units of different levels. Linguistic units of speech are phonemes (sounds), lexemes (words and phrases that form concepts), words, sentences and texts.²

According to F.F. Rau, a phoneme (from the Greek - phone - sound) is a small unit of the sound structure of language, and it serves to form morphemes and words.³

The linguistic side of language has been studied by L.V.Sherb, L.R.Zinder, M.I. Matusevich (S-Petersburg), R.I.Avanesov, V.N.Sidorov, B.R. Kuznetsov, A. A. Reformatsky (Moscow) these scholars have studied it in depth.

F.F.Rau points out that each phoneme has a specific acoustic and articulatory feature. In addition to being a phoneme that forms a key element of the phonetic system of a language, the stress and intonation of a word are counted as its direct element. The main emphasis of a word is the syllable structure in the word. The syllable is a small part in terms of pronunciation. The sounds entering the joint have an articulatory and acoustic unit. Intensive and non-intensive sounds are distinguished in the syllable. The articulation is divided into 3 phases according to the muscle tension: the strength of the tension, the maximum tension and the relaxation. By working on the syllables, one moves on to the formation of pronunciation skills by moving on to word stress.

Thus, words that are pronounced independently in a sentence are determined by the amount of word stress. This makes it easier to distinguish and understand the words in a sentence. Determining word quantity using word stress is a culminative function.⁴

In a psychological point of view, oral speech is considered simple. The means of activating it is the sound-phoneme. The means by which written speech enters the phoneme is the graphic symbol letter. Oral speech perception is performed on the basis of a hearing analyzer and written speech perception is performed on the basis of a visual analyzer. Their means of expression also vary. Oral speech, written speech takes the form of monologues and dialogues.

Dialogic speech is a complex question-and-answer session from a psychological point of view, and it is important that children with hearing impairments are

prepared for dialogue. The child develops oral communication in communication with others.

With the help of auditory perception, the child perceives the oral speech of those around him, 5-6 year old hearing children practically master the correct pronunciation of sounds, vocabulary and grammatical rules of speech. A deaf child cannot acquire independent speech in this way because he cannot hear the speech of those around him. If a deaf child goes to school with a fully formed speech, the deaf child must first go through a preparatory stage, at which stage dactylic speech and sign language are formed as a means of communication. When it is possible to communicate on the basis of gesture and dactylic speech, work on the formation of verbal skills begins. To do this, deaf children work on speech breathing, sound, and skills are formed. When the articulatory apparatus is prepared for pronunciation by working on breath and sound, work is done to develop auditory perception in order to teach it to perceive. The issue of speech formation in children with hearing problems I.M.Solovev, F.F.Rau, N.I.Shif, S.A.Zikov, T.V.Rozanova, N.G.Morozova, R.M.Boskis have been scientifically researched. Studies have shown that speech deafness in a deaf child is more specific than in a deaf child, and that they can be seen to have "vital" (non-verbal breathing) breathing. In hearing children, speech breathing is automatically formed during speech development. But in children with hearing impairments, proper breathing skills and abilities in the process of pronunciation are formed as speech breathing skills based on specific exercises. The formation of a speech breath allows you to work on the sound. Deaf children who have no idea about sound have voice defects, i.e. the voice is muffled, unmodulated. During a specially organized correction exercise, the teacher tries to bring the deaf student's voice closer to the child's hearing, but this does not always give the desired results. On the basis of the skills and abilities formed by working on speech breathing, sound, work is carried out on the development of auditory perception and the formation of pronunciation skills based on the remnants of hearing. Each phoneme in the Uzbek language is based on the analyzers stored in the speech of a deaf child: visual, tactile-vibrational sensations. The child also develops the skills of relying on hearing loss.

The hearing child controls his or her pronunciation by hearing, and if he or she makes a mistake, he or she corrects the error by hearing it. The deaf child controls pronunciation

² Khoduhov V.I. Введение в языкознание 1987

³ Rau F.F. Формирование устной речи у глухих детей. - М.: Педагогика, 1981.

⁴ Belova N. I. Специальная дошкольная сурдопедагогика. - М.: Просвещение, 1985.

first in front of a mirror, then through the senses of sight and movement. The more precise and good the articulation of the sound, the more differentiated the kinesthetic sensations. This type of intuition is considered important in shaping the pronunciation of a deaf child. Thus, the formation of oral speech in a deaf child takes place only under specially organized conditions under the guidance of a teacher. This process involves the following tasks:

- Formation of verbal breathing;
- Work on modular voting;
- Training pronunciation;
- Lip reading;
- Working on dictionary;
- Forming a grammatical system.

Dactylic speech is the primary means of communication for children with hearing problems and is based on literacy teaching. Dactylic speech is important for the formation of pronunciation skills in children with hearing problems. It should be noted that dactylic signs can be divided into three groups, namely:

1. Drawing Letters (Z, B, D);
2. Letters Representing The Letter Form (O, L, M, T);
3. Conditional Characters (V, J, N).

Dactylic speech is formed according to all the rules of colloquial speech. Scientists say that dactylogy serves as an aid to the formation of speech in children with hearing impairment.

Gesture language, which is widely used by children with hearing problems, is manifested as a result of the need for communication. The natural initial gestures used by a deaf child are very simple. For example, if he wants something, he shows it with his hand. Gradually, the process becomes more complex, conditional in nature, and begins to perform a communication function. Unlike colloquial speech, gesture speech is based on visual and motor sensations. If the means of realization of the word is a sound or graphic appearance, the means of gesture speech are hand movements and the corresponding facial expressions. Our speech serves two functions: a means of communication and a tool of thinking. Naturally, the question arises as to whether this function is also performed through sign language. It is known that children with hearing problems communicate using gestures. Gesture language is a tool that helps to understand the world around us, i.e. gesture serves as a communication function for children with hearing problems. Although gesture language is similar to the form of oral speech, it allows communication to take place only in a limited circle, that is, only between

deaf individuals. In this regard, it should be noted that this form of speech is not sufficient for the full implementation of social adaptation, in this regard, the formation of oral speech in children with hearing problems is a very important issue. as we consider the importance of developing these children's oral speech, we are creating an opportunity for them to find their place in society in a timely manner by shaping their oral speech. Every deaf educator should understand the importance of correct and early correctional work, taking into account the fact that timely and properly organized correctional work expands the opportunities for full development of children with hearing problems.

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