



EFFECTIVE METHODS OF SPEECH DEVELOPMENT OF DISABLED STUDENTS 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

The development of students' speech in the process of literary education is one of the current scientific and theoretical issues. The theory and practice of speech development in the process of literary education. conquest is inextricably linked with teaching to understand national traditions, values. Scientific and methodological bases of literary education in a special school, conscious reading in deaf and hard of hearing students, formation and development of skills of literary analysis, pedagogical-psychological bases of improving the process of literary education N.G. Morozova, V.M. Boldareva, L.A. Golovchits, E. Matinya, M.I. Studied by Nikitina [1, p. 59-60].

The scientific-theoretical, methodological basis for the organization of work on the formation and development of oral speech of students with hearing impairments in a special school F.F. Pay,

N.F. Slezina, K.Komarov, L.M. Bykova, T.S. Zykova, G.A. Bakulina, K.V. Korovin, A.G. Basova, S.F. Yegorov, A.I. Dyachkov, N.M. Nazarova, G.N. Penin, H.H. Malofeyev, O.M. This is reflected in Potapova's research [2, 429 p]. Scientific-theoretical, methodological bases of literacy training, formation and development of speech and auditory perception of special school students N.Sh.Bekmurodov, HMGaynutdinov, U.Yu.Fayziyeva, DANazarova, FUQodirova, FDAlimkhodjayeva RRRustamova was methodologically analyzed in her scientific works [3, p. 20].

THE MAIN FINDINGS AND RESULTS

Although scientific research has been conducted on the problem of teaching literacy to students with hearing impairments, the issue of speech development technology for children with hearing impairments in the process of literary



education has not been specifically studied. . The study of literature is primarily aimed at educating students with hearing impairments, the centuries-old history of Uzbek literature and the main direction of the current literary process - the leading writers and their work, the history of the people and the country reflected in the work of these writers. introduce, give an idea of the specific aspects of literature as a science and theoretical issues. Knowledge of the best works of world literature in different literary and historical periods and the authors of these works, on the one hand, allows students to understand the national identity of Uzbek literature, on the other hand, enriches their knowledge of literature. VVGolubkov emphasizes that the development of speech culture is a common task of the school community, in which the main role is given to the teacher of literature: , is given as a bright, impressive form"[4, p. 237].

Lack of speech development of hearing-impaired students negatively affects the process of understanding the content of a work of art. P.M. Boskis, 1966; A.G. Zikeyev, 1976, 2000; K.V. Komarov, 1985, 1988; K.V. Korovin's 1985 study highlights the complex relationship between hearing impairment and speech development, which leads to insufficient development of a child's mental functions [5, p.170]. Scholars have identified hearing impairment in students with hearing impairments, specific development of vocabulary and grammatical structure of speech, and difficulties in comprehending the content of the text being read [6, p. 170].

These features lead to a certain degree of mastery of the content of the text of the work of art by students. Therefore, the formation of speech in children with hearing impairments in special education; preparing children to understand fiction; selection of speech formation methods for children with hearing impairments in the context of literary education; The study of

effective methods for determining the effectiveness of speech formation in children with hearing impairments in the context of literary education is a pressing issue. In the course of our research, there was a need for hearing-impaired students to study aspects of comprehension of vocabulary and the content of the text being read. P.M. Boskis found in his research that the limited speech experience that results from a hearing impaired child's inability to fully comprehend speech leads to a quantitative lack of vocabulary and a specific use of it. P.M. Boskis distinguishes between speech disorders in hearing-impaired children [7, p. 143]:

- Express a single characteristic instead of naming the whole object;
- Replacement of the whole object with its part;
- Name another object that is conditionally related to the object;
- Name the general situation in which the subject is related;
- Name a similar object according to its function;
- Name an object that looks similar.

Noting the peculiarity of the acquisition of vocabulary by a child with a hearing impairment, P.M. Boskis argues that limited speech resources and insufficient mastery of the grammatical structure of the language are a natural barrier to understanding the text being read. not being able to recognize him because of his new grammatical form makes the easy text difficult for the hearing-impaired reader.

Difficulties in mastering the content of the text are explained by the following characteristics of students with hearing impairments:

- Inadequate, sometimes even misunderstood,



word structure;

- Limited vocabulary and lack of understanding of its meaning;
- Underdeveloped grammatical structure of speech and lack of understanding of the meaning of grammatical forms.

Students with hearing impairments should actively and consciously master grammatical forms in the learning process, not by repeating them over and over again in practice, but by gradually moving from visual generalizations to speech-based generalizations. Comprehension depends on the lexical material and how comfortable (easy, understandable) it is for a child with a hearing impairment. Of course, not knowing many words can lead to misunderstandings or misunderstandings. Hearing-impaired children have the following difficulties in understanding the texts they read:

- Difficulties in understanding some words, phrases and whole phrases;
- Not understanding the pronouns used in the text;
- Inability to get direction in the text,
- Repeat the whole paragraph verbatim to answer a specific question.

Thus, children with hearing impairments focus on the story, part of it, or some words that they understand in some cases, not the whole context. All of these differences in vocabulary comprehension affect the understanding of cause-and-effect relationships in a text. The low level of speech development of hearing-impaired children makes it difficult for readers to understand, but for students to understand the words of the text, to express facts and ideas in an increasingly understandable language does not yet mean to understand the content of the work. Students need to understand not only the text of the story, but also its subtext, which requires

relatively complex mental operations. Three levels of reading comprehension are distinguished by hearing comprehension for children with hearing impairments. [8, p. 184]:

- Tushunish understand the direct factual meaning of a word, sentence, piece;
- To understand the author's idea, the idea that is not directly expressed in the speech, the story, the underlying meaning;
- Understand events, their significance for the protagonist, behavioral motives, experiences.
- Express your opinion about what is described.

Hearing-impaired students have difficulty understanding the behavior of heroes and their experiences. Understanding a word, sentence, or story is just about understanding the "meanings," and it depends on the students' speech development. However, reading a literary text requires not only the intellectual process of perception and even emotional experiences, the re-creation of this or that feeling, but also the entry into the field of motivation of human relations, in other words, a true understanding of a work of art. Insufficient speech development of students with hearing impairments is a serious obstacle to understanding the ideological, semantic and artistic richness of a literary work [9, p.85-91].

For this reason, a number of conditions in the development of methods to ensure the speech development of students with hearing impairments in the process of literary education: the nature and content of the subject, didactic tasks, the level of preparation of students, their speech development taken into account. Perceptual methods aimed at restoring the content of the work read have been introduced into the methods of speech development of students with hearing impairments in the



process of literary education. These methods determine the development of independent intellectual and verbal activity, promote mental development and the formation of creative imagination in children. Among the methods of this group, we pay special attention to the method of creative development of the child. This method organized the creative activity of students using various teaching aids; students think, compare, generalize, draw conclusions, weave; education is accompanied by a high level of interest in reading; education identifies and guides students' aesthetic, cognitive, and self-motivational motivations that contribute to the development of reading thinking and personal development. The highlighted descriptions allow for a variety of ways to engage students in reading and literary activities in their teaching practice, while creating the conditions for a sense of joy in success.

When using the method of creative development of the child, we see the opportunity to develop individual experiences, observations, analytical thinking, reading impressions, artistic talent, speech creativity, the need of students to work with literary texts. In this group of methods, the method of creating speech situations of communication is important. This method creates learning situations that allow students to focus on reading situations (why they are learning to read, what reading gives them, what to look for when choosing a book); understanding their personal life impressions, language tools, independent choice of characters, thinking about the situation in which they act, building a desire to build an independent sentence by constructing their own sentence composition. Another method included in this group is the essence of the prediction method, which is not only to understand the content and the author's idea at the time of direct perception of the work, but also to anticipate and predict events, behaviors, events that have not yet

begun. Reading, which is accompanied by hearing-impaired reading activity, creates in his imagination a holistic image of the work, his own fable. By working on the title of the work, illustrations, focusing on unfamiliar words, searching for hidden questions in the text, we achieve a setting that allows students to anticipate the content of the text and control the subsequent perception of the text.

In this group of methods, the project method is distinguished, which is based on the idea that students' learning activities are focused on the results obtained in solving a particular theoretical or practical problem. The project method includes a set of teaching methods that allow students to acquire knowledge and skills in the process of planning and completing assignments independently. Well-organized design activities have a significant pedagogical impact on the development of hearing-impaired students. As part of the pilot training, the design method was used in literary reading lessons (comparison of works) and extracurricular reading lessons (publication of manuscripts and e-booklets, creation of cartoons, creation of photo albums, staging of theatrical performances). The main way to use a group of methods that provide the organization and implementation of reading and literary and creative activities is the basic exhibition. This method is used in education as a source of knowledge based on the use of the structure of questions or phrases, the expression of basic connections and relationships, the construction of foundations that allow to distinguish between micro-topics, different types of texts, ideas, dialogues and schemes. In the category of methods aimed at shaping, motivating and motivating reading and literary-creative activity, the method of forming interest in learning takes the lead. The implementation of this method in education provides a positive perception of reading and literary and creative activity, its



content, forms and methods of implementation.

Emotional state is always associated with excitement, excitement: response, sympathy, joy, anger, surprise, and so on. It is important to note that engaging students in deep inner experiences, remembering them, and engaging them in cognitive processes will make these processes more dynamic and effective in terms of the results to be achieved. The main ways to develop an interest in learning are: success, innovation, fun, creating situations of surprise, using playful situations. The group of methods that provide control over the literary and creative activity includes the method of improving the text. The main method of realization of this method is editing, the importance of which is determined by the fact that the method is an active tool for the development of thinking, emotional and volitional spheres [10, p. 87].

Students edit the title sentence according to the idea as they edit their sentences; to exclude one or more sentences that do not correspond to the topic and the main idea; performs exercises to add sentences to help clarify the topic and main idea. The importance of using the editing method is determined by the fact that it leads the hearing-impaired child forward in the development of his speech. Given the specificity of mental development of students with hearing impairment (slowing of cognitive processes, difficulties in the formation of cause-and-effect relationships, difficulty in transferring the acquired methods of activity to its new location, the specificity of the emotional sphere), we assumed that the results would be noticeable a little later compared to hearing students. Performing these exercises will help to understand and comprehend the artistic material, to develop and enrich the speech of children with hearing impairments in the process of literary education, to develop

children's interest in reading and auditory perception.

The use of the above methods in the development of speech in hearing-impaired children in the process of literary education emerges as a tool to ensure the completeness and integrity of the process of understanding the work of art and the world around it by students. In the process of literary speech, children with hearing impairments have the opportunity to demonstrate the multifaceted world of fiction in the development of speech, which leads to the formation and development of emotions and cognitive activity of students with hearing impairments. The proposed methods have become a way for each student to acquire knowledge and skills through an optimal combination of his personal needs, auditory function characteristics and level of speech development, and the individual's intellectual, creative abilities, inner activity, self-esteem. contributed to the development of the ability to develop and self-improve.

CONCLUSION

In the process of literary education, the purpose of developing the speech of students with hearing impairments is not only to develop students' speech, but also to teach them to read, to introduce them to the world of fiction, to master the laws of literary language, to fully comprehend works of art formation of skills, development of communication and communicative culture skills, love for the book, arousal of interest in independent reading. In addition, the purpose of this pedagogical system is to determine the characteristics of the psychological development of students with hearing impairments. Therefore, it includes the correction of cognitive and emotional deficiencies, the formation of compensatory processes, and represents the general goal of the



pedagogical system for the development of speech in students with hearing impairments in the process of literary education.

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