

WAYS TO DEVELOP VOCABULARY IN CHILDREN WITH HEARING IMPAIRMENT

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Annotation

This article describes the characteristics of children with hearing impairments, the development of oral speech, written speech and vocabulary.

Keywords: Children with hearing impairments, oral, written, dictionary, phoneme, analyzer, lip reading, special education, training

The main goal of a specially organized educational system is to form oral speech as a means of communication for children with hearing impairments. For example, teaching to use oral speech independently is done in two ways. The first way is that the whole learning process takes place during the educational process by listening to the teacher's speech and hearing-seeing perception. In this case, the formation of pronunciation skills is carried out informally without special training.

The informal way of teaching pronunciation - speech serves to activate the motor organs, lays the foundation for the acquisition of certain pronunciation skills. The teacher focuses his dictat not only on the pronunciation of the child's speech sounds, but also on the voice, the children's breathing, the dependence of the speech. A great help in this work is provided by loudspeakers, which allow students to receive instructional speech. Seeing all the material with or after the teacher, and constantly encouraging children to speak by listening, not only activates their speech apparatus, but also develops in them the constant ability to use oral speech. Problems of speech formation in children with hearing impairment I.M. Soloveva, F.F.Rau, N.I. Shif, S.A.Zykov, T.V.Rozonov, N.G. Morozov, R.M. Boskis. Oral speech emerged as the first form of speech in human society. The first words were in the form of sound sets, which were defined and consolidated as certain concepts during historical development. But there is also the idea that there was originally a sign speech.

According to this information, oral speech appeared later. They also used sound imitation words to express their thoughts through gestures and facial expressions. Later, sound divisions began to separate from gestures and have an independent meaning. But according to the analysis of the research results, this doctrine has been criticized and recognized as not independent. From a psychological point of view, oral speech is considered simple. Getting it up and running is a sound phoneme.

The means by which written speech enters the phoneme is the graphic character side. Oral speech perception is based on auditory analyzer and written speech perception is based on visual analyzer. Their means of expression are also different. In oral speech it is facial expressions, gestures, emphasis, in written speech - this is the style, the methods of individual choice of words. Oral speech and written speech are both monologue and dialogic. Dialogic discourse takes the form of a complex question and answer from a psychological point of view and requires the audience to be prepared for consideration.

Monologic speech is lighter. Its structure is facilitated by the conditions and environment in which it continues. The child's oral speech develops in communication with others. With the help of auditory perception, the child perceives the oral speech of others, at the age of 5-6 years the listeners practically master the correct pronunciation of sounds, vocabulary and grammatical rules of speech. A deaf child cannot master speech in this way because he cannot hear the speech of those around him. If a hearing child goes to kindergarten with a formed speech, a deaf child will go without a verbal speech. It is necessary to form the speech from the beginning. To do this, prepare the deaf child's articulatory breathing and vocal apparatus.

Studies show that speech deafness in a deaf child has a number of characteristics compared to a deaf child. It cannot use a split airflow and cannot break phrases into parts. Speech breathing is formed in children with hearing impairment during special exercises. Work is also being done on their voices. In a large number of deaf people, the sound is muffled, unmodulated. During special exercises, the teacher tries to bring the

voice of the deaf student closer to the voice of the hearing child, but this does not always lead to the desired results.

The voice of a deaf child's speech will have a peculiar otenka throughout his life. An important part of teaching deaf students to speak is to form different pronunciations in them. Each phoneme in the Uzbek language is put in a deaf child in special ways. Using stored analyzers vision, intuition, motion analyzer activity, the teacher displays the sound pronunciation in front of the mirror and asks the child to pronounce it based on the imitation. First, there are easy-to-pronounce sounds "p", "b", "m", and then the syllables are changed to phrases. In this order, other speech sounds are pronounced.

It relies on the remnants of hearing to carry out the process. In the formation of oral speech in a deaf child occurs with the help of vision, movement and sensory analyzers. The hearing child controls his or her pronunciation by hearing, and if he or she makes a mistake, he or she corrects the error after hearing it. The deaf child controls pronunciation 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 plays an important role in shaping the pronunciation of a deaf child.

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