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DEVELOPING SPEECH OF STUDENTS WITH HEARING IMPAIRMENTS THE PLACE OF ORAL SPEECH PRONUNCIATION

Toshpulova Nodira
Teacher at Jizzakh State Pedagogical University

Abstract:
This article is about the fact that the formation of oral speech as a tool of communication for students with hearing impairments is the main goal of a specially organized educational system, and oral speech is a powerful tool for teaching students with hearing impairments, which significantly increases the vocabulary and quality of speech acquisition, as well as the overall level of development of students with hearing impairments.

Keywords: Oral speech, pronunciation skills, attention, imagination, thinking, thinking operations.

Introduction

The main goal of a specially organized educational system is to develop oral speech as a tool of communication for students with hearing impairments. Oral speech is a powerful tool for teaching hearing impaired students, it can increase the vocabulary and quality of speech acquisition, as well as the overall level of development of hearing-impaired students several times. Parents and other people raising hearing impaired students should understand the importance of oral speech not only in order to correctly use it in communication with the student, but also in order to explain its importance to those whose opinions, or rather, unwitting judgments, interfere with the full-fledged education of the student. What is oral speech? Some confuse oral speech with mimicry (mimina or sign speech) , while experts recommend the widespread use of oral speech in order to prevent the intensive development of sign speech instead of oral speech in hearing impaired students who are not literate . Oral speech is a special form of speech of hearing impaired students. It is closer to spoken speech than to sign speech. It resembles written speech in terms of written movement .

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Its means of graphic symbols are not letters, but movements of the hand and fingers.

Each letter of the Uzbek language has its own movement expression. Oral signs can be classified into three groups:

1. drawing letters (z, b, d);
2. letters representing the shape of the letter (o, l, m, t);
3. conditional symbols (v, j, n).

Oral speech is formed according to all the rules of colloquial speech and can be mastered by a hearing impaired student . In kindergarten, a hearing impaired student turns to oral science to learn literacy. According to thinkers, oral science serves as an auxiliary tool for the formation of colloquial speech by students with hearing impairments. According to Ye.N.Marsinovskaya, this reveals the following features of the speech form.

In hearing students, oral speech lags behind oral speech by 2.5 times In hearing impaired students, the tempo of oral speech and verbal speech is the same, sometimes cases of verbal speech overtaking oral speech are observed. Oral kinesthesia represents oral speech, but in the process of conversation it is used in a wider range than sign language in relation to the oral speech of students with hearing impairments. According to special works conducted by L.A. Novikova and E.N. Marsinovskaya , oral kinesthesia is also based on kinesthetic sensations, like oral speech . It was observed that during the thinking operations of students with hearing impairments , impulses appeared not only in the articulatory apparatus, but also in the muscles of the hands and fingers . However, speech kinesthesia in the articulatory apparatus is more thorough than hand kinesthesia and requires careful study as an object of graduation qualification work . E.N. Marsinovsky taught the influence of the tempo of speech on the integrity of oral speech pronunciation

These experiments show that when a hearing-impaired student learns the art of oral communication well, oral communication has a positive effect on the tempo and integrity of oral speech . Poor mastery of articulatory techniques has a negative effect on pronunciation accuracy and speech intelligibility. Students who have good oral language skills fully master the sound structure of a word. In them, conditional connections are established between the sound and the oral image of a word. However, if the pronunciation of a word deviates from its spelling,

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oral language influences the study of the sound structure. The relationship between oral language skills and written speech is very complex. This problem was studied in the work of SAZikov. At the initial stage of teaching a hearing student to read, he relies on acoustic and movement images of speech. Before writing a student orally, one can see that he reads it silently or aloud. Since a student with poor hearing has oral language skills , he relies on oral language during the period of teaching literacy. Then this process occurs simultaneously, the student also writes and types.

According to the level of mastery of spoken speech , oral kinesthesia is gradually compressed and replaced by articulatory kinesthesia. He, like a student, pronounces a word and then writes it. For example, teaching the independent use of oral speech is carried out in two ways. The first way is through hearing the teacher's speech and auditory-visual perception throughout the entire educational process.

In this case, the formation of pronunciation skills is carried out informally, without special training. The informal way of teaching pronunciation serves to activate the speech organs, creates the basis for acquiring some pronunciation skills. The teacher focuses not only on the pronunciation of speech sounds by the student, but also on his voice, the breathing of the students, the coherence of speech. Great help in this work is provided by sound amplifiers , which allow students to perceive the teacher's speech. The constant encouragement of students to speak, receiving all the material by seeing and hearing, together with or after the teacher, not only activates their speech apparatus, but also develops in them the permanent skills of using oral speech. However, the informal way alone is not enough to form the principle of pronunciation of speech . The second way is also necessary - special, planned formation of pronunciation skills. This work is carried out in speech development classes, individual classes, during phonetic exercises and includes the development of sounds, word phrases, the development of normal voice and correct speech breathing . A large role in the development of pronunciation is assigned to musical-rhythmic classes. The level of development of speech in hearing impairment is not the same and depends on the following factors: the degree of hearing impairment; the time of occurrence of the auditory analyzer defect; the pedagogical conditions in which the student was after the auditory analyzer malfunction; the individual characteristics of the student.

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Each of the listed factors is of great importance in assessing the speech of students. The degree of hearing loss and the development of speech are directly related.

Themore the student's hearing is reduced, the more speech is affected. If the degree of hearing loss is not significant , speech disorders are not clearly expressed. At a high level of hearing loss, the student remains mute until the beginning of special education . At a moderate level of hearing loss, disorders are observed in the phonetic, lexical, and grammatical aspects of speech.

Hearing can be impaired at different stages of a student's life. The presence or absence of secondary manifestations of the defect is related to the time factor. The earlier the defect occurs, the more it affects the formation of speech function. Deafness before the age of two , when speech is not formed, leads to the absence of speech. Hearing loss before the age of 3-3.5 years leads to the loss of formed speech. If hearing is completely lost at the age of 4-5, if special education is not started on time , speech is almost completely lost. At the age of 6-7, hearing loss leads to a sharp deterioration in the student's speech , and without special pedagogical assistance, the student's speech gradually deteriorates. If the student loses hearing after the age of 7, if he has the skills to master questions , speech can be preserved, for which systematic corrective work is required. With partial hearing loss, the time factor is also important in students - it determines the level of speech development. In students under 3 years of age , a subtle decrease in hearing leads to a delay or insufficient development of speech . Hearing loss after 3 years of age does not cause such serious defects in speech development. The earlier both medical and pedagogical measures are taken to eliminate the consequences of hearing loss , the more successfully the student will develop. The formation of a speech environment in the family, early prosthetics of hearing , organization of special work on the development of speech perception and speech determine the successful development of the student.

Individual characteristics also affect the development of speech. In the process of speech acquisition, the activity of the student's personality, the mobility of thinking processes play a major role. Stable visual attention and memory help compensate for speech defects and develop speech. Speech formation in

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hearing -impaired students is based on the use of residual analyzers in special educational conditions . Visual and auditory perception , kinesthetic perception, tactile-vibrational sensitivity are actively involved. The surdopedagogue helps the hearing-impaired student to master the movements of the speech apparatus, develop auditory perception (with the mandatory use of sound amplification equipment).

The development of speech of hearing-impaired students is carried out on the basis of residual hearing in natural lighting conditions. Even if the perception of oral speech is incomplete, the student is able to master oral speech independently, but with various impairments. When conditions are created for intensive development and use of hearing, the ability to independently learn the grammatical structure of speech increases rapidly. Later deaf students have formed, developed speech. They can observe varying degrees of speech preservation. Until hearing loss, the development of speech and the formation of linguistic thinking in a later deaf student occurs in conditions of natural speech communication based on hearing Most of those who later become deaf have severe hearing impairment. In corrective education, the task of forming speech perception on the basis of vision or vision-auditory (with the help of sound amplification equipment) is put in the foreground. Then, deaf students must acquire the skills of visual perception of oral speech after the speech acquisition situation itself . This distinguishes them from other students with hearing impairment. Speech development is of decisive importance in the development of the student as a person. Hearing loss determines the limitation of social communication. This limitation affects the formation of the student's psyche. All areas of cognitive activity are affected (difficulty). Speech, perception, memory , attention, imagination, thinking are affected. In the first 2-3 months of life, the difference between a deaf and a hearing child is almost invisible (EFRau, FFRau). The screams and mumbles of a hearing-impaired child are not so different from those of a hearing child. Mumbles appear in hearing-impaired children , but they gradually disappear due to the inability to control their pronunciation . Speech formation in hearing-impaired children of early age is not possible. However, without special training, they develop various sound and pronunciation reactions. These can be various indivisible sounds, shouts associated with the positive or negative emotions of the child . These sounds are also used to attract the attention of adults. Early learners often use these sounds in communication with adults , in

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multimedia games using computer programs . Learners try to express their desires and needs by mumbling. The learner begins to use various sound combinations to describe objects and actions. However, these sound combinations are not like words, they can only be understood by those close to the learner , people in a certain circle. Sound combinations are used together with non-verbal (non-linguistic) means of communication - natural gestures, looks , pointing to objects, etc. Without special training, as the learner grows older, sound reactions become less frequent, they become more and more uniform and disappear. The speech development of hearing-impaired learners in infancy is characterized by significant variability, which is determined by their level of hearing . The formation of speech factors proceeds in the same way as in hearing-impaired learners . In mild and moderate hearing impaired students, many sound reactions are observed in the first year. In the 2nd year of life, stuttering appears , which is less common than in hearing students, but also different from that of hearing impaired students . Sometimes, by the age of 2-3, stuttering words appear , words that are pronounced in a mumble, which indicate the name of a computer program, a multimedia game , or surrounding objects. The student pronounces these words with a large number of grammatical and phonetic disorders. In a small number of hearing impaired students, short sentences appear . In terms of speech, severely hearing impaired students resemble hearing impaired students in appearance at an early age. However, their sound reactions are more pronounced, they imitate adult speech better. If hearing impaired students are not educated at a special school age , speech will not be formed. Various vocal reactions, sound combinations, and mumbling are observed. The number of untrained voice reactions decreases, they become more and more uniform, and by the age of 5-6 they completely disappear. Sometimes, by the age of 5-6, students who are not taught speech , realize their speech problems, do not really want to communicate with people, and avoid communicating with adults and hearing students. The number of non-verbal means of communication expands as the student grows older. Natural gestures increase, which students copy from adults or invent on their own. Uniform expressions that characterize their emotional state develop. After the age of four , differences in the speech of deaf and severely hearing-impaired students become more noticeable. The number of words pronounced by hearing-impaired students increases even without special training.

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Some students master short, agrammatic sentences of the type “Mom, come (Mom, come), mom, give (Mom, give)” . One of the main conditions for carrying out work on the development of speech is the creation of an auditory-speech environment. It involves constant speech communication with the student using hearing aids. Work on the development of speech of preschoolers is aimed at focusing vision and hearing on the face, speech, objects of adults . This work is carried out for a long time in the process of communication with the student throughout the day, as well as in systematic special classes . In the 2nd-3rd year of life, speech development of students with hearing impairments has a relatively high rate. Due to knowledge of various objects and phenomena, the student forms a vocabulary of their names, actions with objects . The constant use of sentences that are simple in structure leads to the fact that some of them , which are repeated more and more often, become understandable. It is important to teach the student to understand the meaning of verbs, as this is necessary for understanding and using sentences. The work that began in early childhood with special school students continues. The requirements for the organization and content of work carried out in the family with special school students with hearing impairments do not differ from the requirements for work with primary school students. However, the content of work in various areas is expanded and deepened. Classes that include various types of workare held every day. A hearing aid is used during work with the student. The comprehensive development of the student includes physical, labor education, familiarization with the surrounding world, multimedia game activities using a computer program, the development of visual activity, work on the development of speech, the formation of elementary mathematical ideas, as well as teaching reading. When a student is admitted to school, work on the development of speech, perception, memory and thinking in general is continued. The potential of students with hearing impairments is extremely wide. Medicine is not able to restore the hearing of such students. However, students with hearing impairments can approach their hearing peers in terms of general and speech development.

If students do not have additional developmental disabilities , and adequate and targeted corrective work begins from the first months of a student's life, by the age of 3-6, the level of general and speech development can be brought closer to age norms (even in cases of severe hearing impairment). Such students have a wide range of speech (phrases), communicate freely with adults, like students,

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can tell stories about what they have seen and some events in their lives , understand speech addressed to them well (perceive by sight and hearing), recite poetry from memory and even sing songs. The intonation of their own speech is not much different from the speech of ormally hearing students . Students with hearing impairments use hearing aids . Students who become deaf later in life (students who lost their hearing at the age of 4-5 and had preserved their speech before that) can achieve such high results if work is started on time and carriedout purposefully . It is important to maintain and further improve existing speech skills , as well as If in the short term oral communication is restored on the basis of another sensor (visual-auditory, visual, visual-vibrotactile) , then the deaf special school student can be left in the institution where he was educated even before the loss of hearing and prepared for oral education in a public school environment; then the deaf school student can continue his education in the class in which he studied before the illness . Late education can lead to lifelong deafness The remaining students can reach a high level of general and speech development by the age of 2-3, provided that a number of positive factors are in place. Such factors include the high potential of the student, his personal characteristics (communicability, activity, physical endurance, work capacity), as well as systematic, intensive, adequate training. Classes are conducted individually, in small groups (6-8 students), with additional assistance (speech rhythms , etc.), with the active participation of the family in the education and upbringing of the student . The surdopedagogy of our country is characterized by optimistic views on the possibility of comprehensive development of students with hearing impairments . In accordance with the rules existing in the psychology of our country, related to the understanding of the development of the individual psyche as its interaction with the natural and social environment , surdopedagogy puts forward the principle of the decisive role of optimal social, including special practical, conditions for the successful elimination of the consequences of the student's disability and its comprehensive development . In the current conditions of compulsory general education adopted in our country, a school for the hearing impaired should ensure the differentiation of possible levels of education for different categories of students studying in it , determine priority areas of work, new tasks of education for the deaf . A special (correctional) school, along with arming students with a basic level of knowledge, is called upon to ensure the social adaptation of graduates, their entry into labor

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activity and a decent standard of living; to develop in them the ability to make independent decisions in different conditions, in stressful situations , to obtain the necessary information and use their knowledge and skills . The solution of these tasks, taking into account the characteristics of different groups of students studying in school, requires the interaction of theory, practice and experimental education.

The rapid development of science and information technologies necessitates the restructuring of the educational process, focusing on the development of students, their desire to study and replenish their knowledge . Numerous experts who have studied the problems of hearing-impaired students emphasize that most students lag behind in both physical and intellectual development, even without special training . This situation determines the need to start corrective training in preschool age . In terms of physical backwardness, according to N.A.Rau , hearing-impaired students have unsteady gait, shuffling of legs, and clumsiness of movements. Violations of the vestibular apparatus often lead to instability and loss of balance. Hearing impairment leads to speech unformedness , which in turn leads to inhibition of cognitive activity and logical thinking. That is why teachers pay great attention to the education of hearing-impaired students of special school age . The earlier corrective work begins, the higher its effectiveness . In special school age students, all mental processes, including thinking , memory, perception, etc., are strongly developed. Due to their defect, students with hearing impairment lag behind their peers , therefore, in these cases, targeted systematic education is required. A student who actively participates in everyday life, communicates with adults and peers , actively develops. His speech is formed, his ideas about the world around him are formed. Classes with hearing-impaired students in preschool institutions help them acquire age-appropriate knowledge and skills, prepare for school , and develop their intellectual activity. Many educators have dealt with the problems of students with hearing impairments.

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