

**FORMATION OF THE PRONUNCIATION ASPECT OF SPEECH OF STUDENTS
WITH HEARING IMPAIRMENTS****Abdunazarov Abdumutal Olimovich**Dr. Jizzakh State Pedagogical University,
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Abstract: The article discusses the main areas of work on the development of speech of deaf preschool children, the fact that children with hearing impairments are characterized by underdevelopment of all components of speech, as well as the presence of specific difficulties in the formation of logical thinking.

Keywords: children with hearing impairments, hearing impaired children, late deafness, diagnosis-based differentiation, auditory analyzer, main areas of work, logical thinking, corrective work, educational activities, curriculum, pronunciation of sounds.

Children with hearing impairments are included in the category of children in need of special assistance, since this defect negatively affects the child's overall development and maturation, assimilation of program materials. Deafness is a form of complete absence (absolute deafness) or hearing loss in which oral speech is perceived only partially, with the help of hearing aids (devices). Hard of hearing is a decrease in hearing in both ears, in which there are difficulties in perceiving speech, but when the sound is amplified, it is possible to perceive it. Late deafness is a child who has lost his hearing ability after mastering speech, that is, at the age of 2-3 years due to some illness or injury. Hearing loss in such children can be different: total, or close to deaf, or close to that observed in children with hearing loss. Children may have a severe psychological reaction to the fact that they do not hear many sounds or hear them distortedly, and do not understand what is said to them. Sometimes this leads to the child completely refusing any communication, even to mental illness. The problem is to teach the child to perceive and understand oral speech. If the child has sufficient residual hearing, this is achieved with the help of a hearing aid (device). If the residual hearing is low, it is necessary to perceive speech using auditory apparatus and reading the speaker's "lips". In completely deaf children, it is necessary to use dactylology, written speech, and possibly deaf sign language. Then, when favorable conditions are created for the education and upbringing of a deaf child, the development of his speech, cognitive and volitional processes approaches that of a normal child. However, the individuality in the formation of the emotional sphere, personal qualities and interpersonal relationships is rarely eliminated. There are different views on the description of the causes of hearing impairment. Most often, a 3rd group of causes and factors that cause hearing pathology is distinguished (D.I. Tarasov et al.). The 1st group of causes and factors is hereditary. Such causes lead to disorders in the structure of the auditory analyzer and the development of hereditary deafness.

As a result of hearing impairment, a number of shortcomings are observed in the child's speech: poor vocabulary, omission of words in sentences with an undeveloped grammatical component, incorrect use of words, inability to connect them, inability to use collocations,

word-forming, word-modifying suffixes; incorrect pronunciation of sounds, confusion of similar, sonorous and voiceless consonants with each other, dropping, etc. These include. Today, sign language teachers are making great strides in working with children with hearing impairment. This means that hearing impairments can be eliminated and compensated. The main task of educators and teachers is to separate healthy children from children with hearing impairments and approach them separately, if necessary, to ensure that they receive education in special institutions or are involved in integrated education. In state specialized preschool institutions, individual correctional work should be carried out with children who feel that they cannot express their thoughts verbally. In classes on the formation of spoken speech in deaf and hard-of-hearing children, the activities of the surdopedagogue and the child are organized on the basis of exercises in a certain system, it is required to be able to adapt all types of didactic tools to the speech process. In order to ensure the practical mastery of speech materials, situations that create the need for specially created problematic speech (speaking) are planned in advance. In this case, speech materials are predetermined in the curricula and planning of educational activities, that is, the correctional and pedagogical process is carried out on the basis of a certain system. The upbringing of the need for spoken speech begins in the family, that is, extensive conditions are being created for the speech skills and qualifications acquired at school to be strengthened in natural situations in the family and for children to apply them in practice. These conditions are created with the participation of family members. Their extensive communication and warm attitude towards the deaf child are factors that directly affect the child's subsequent education and upbringing and the fate of the child in general.

The process of forming the pronunciation side of speech in children with hearing impairments of younger school age is one of the most complex and important areas of special pedagogy. This process determines not only the development of phonetic skills, but also the general communicative competence of children, their social adaptability, and their ability to successfully participate in the educational process. Pronunciation disorders in children with hearing impairments are closely related to the insufficient phonetic-phonemic development of speech, the limited activity of the auditory analyzer, and the low ability to perceive speech by hearing.

The issue of forming the pronunciation side of speech in children with hearing impairments of younger school age is one of the most important and relevant areas of surdopedagogy. Because pronunciation is the main component of speech, and its correct formation directly determines the child's ability to participate in oral communication, social integration, and activity in the educational process. In children with hearing impairment, problems such as incorrect pronunciation of sounds, inability to distinguish them, or inability to master the phonetic system negatively affect not only linguistic development, but also psychological and social adaptation processes.

Therefore, the most effective methodological way is to use a differential approach in the process of working with such students. A differential approach is the organization of the educational process based on a thorough analysis of the individual level of development of each child, the cause, degree and type of hearing impairment, as well as his psychophysiological characteristics, speech needs, and learning opportunities. This approach allows for the creation of individual correctional and pedagogical programs, taking into account the specific development trajectory of each child.

Therefore, the use of a differential approach to the formation of the pronunciation aspect of speech - that is, taking into account the degree of hearing impairment, the state of speech

development, psychophysiological characteristics and individual needs of each child - significantly increases the effectiveness of the process. The differential approach allows for a deep analysis of the child's individual capabilities, as well as the adaptation of the content, methods and means of speech therapy.

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