

OPPORTUNITIES OF NATIVE LANGUAGE CLASSES IN THE DEVELOPMENT OF SPEECH SKILLS OF STUDENTS WITH HEARING PROBLEMS

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A B S T R A C T	KEY WORDS
<p>working on speech processes in students with hearing impairments is one of the main tasks of the special education system. The mother tongue textbook program, which is carried out in the process of special education, plays a large role in solving this issue. This article will talk about the direction of speech development of students with hearing problems and the possibilities of native language lessons in the process.</p>	<p>Language acquisition, grammatical system, language laws, development of colloquial speech.</p>

Introduction

The process of composition and development of a child's speech, and, above all, the acquisition of language and the formation of the grammatical system, is carried out mainly by mastering various forms of speech. This process takes three main periods to its composition:

- 1) a word is a period of mastery of sentences made up of stems. The cycle consists of two phases, including a monosyllabic sentence as well as a sentence consisting of several words (mostly composed of two words).;
- 2) the period of mastering the morphological system of the language, which is characterized by mastering such as word speciation and tussling;
- 3) syntactic categories and the period of mastering the grammatical system of a sentence, in which they are associated with the formation of their external expression.

To master the phonetic, lexical, grammatical laws of the language, a high level of auditory acuity is required. The description of speech development and its peculiarities formed the leading idea of many linguistic, psychological and methodological studies, which, according to the researchers, serve as a unit of oral fluent speech, a group of phrases that perform a certain communicative function, express fluency with a single object of speech and a relatively complete thought. M.I.Lisina adopts the criterion of quantity and meaning as the smallest unit of communication through the medium of language and distinguishes a complete text in the form of 4-5 complete sentences that make up one whole speech process as a fragment (fragment) of speech. Therefore, in the scientific literature, the concept of "fluent speech" is given different definitions, both complementary and enriching. N., who studied the development of Fluent oral speech from dialogue to monologue.I.Jinkin and M.I.According to the definition of lisinas, dialogic speech is a primary and easier form of speech that appears to be

situational (situational) as well as "supported" depending on the situation, topic of conversation. That is, dialogue is a speech behavior carried out by two or several individuals, when in the process of mutual information exchange between interlocutors, the use of gestures, facial expressions, speech tone by them is also of particular importance. The inability of a person to take up speech as a result of a violation of auditory perception, therefore isolation from members of society, creates a number of problems in his finding a place in social life. These are due to different causes that are subject to each other, which in this regard L.S.Vigotsky says: "Social Education inhibits the underdevelopment of speech, the underdevelopment of speech leads to isolation from the Community (Collective), and isolation from the Community (Collective), in turn, inhibits the development of social education and speech". Deafness is a stagnant loss of hearing, in which it is impossible to independently master speech, even to clearly perceive speech at a distance close to the ear. Total (total) deafness is a very rare phenomenon, just as total blindness does not occur. Often in deafness, auditory remnants are preserved, which are at the level of perception of loud non-speech sounds, some speech sounds at a distance close to the ear. Planned with parents by team members of a special educational institution, in particular, the group surdopedagogy and educator, establishing regular collaborative work is considered an important factor in achieving the effectiveness of the formation and development of weak hearing child pronunciation skills. Children with problems in the hearing of differential (differentiated) and individual (individual) approach in a special education system with a corrective-compensatory and developmental description will be focused on the development of pronunciation skills and the solution of formation issues.

The initial course of the native language provides for the comprehensive development of the speech of students. In the school of deaf children, speech is the subject of research. The formation of the ability to interact with the hearing is the main goal of deaf students to develop spoken speech. In the school for deaf children, the development of oral speech in primary classes is carried out in three directions: word (lexical level), word combinations and sentence (syntactic level) and bound speech (text level). The goal of the development of colloquial speech in a school for deaf children is also to work on pronunciation. The three directions shown above are developed in parallel, even if they are in a relationship that is directly connected to each other. After all, when mastering the meaning of a word is a building material for a sentence, the connection of these two units is used when drawing up stories, writing statements and essays. In turn, the work on writing stories and essays will help schoolchildren to increase the wealth of vocabulary, improve their skills in sentence-making, apply various syntactic constructions. In the process of forming colloquial speech, more work on the pronunciation of students is required. To form colloquial speech, the teacher conducts oral speech by adding it with a dactyl. Dactylic speech is used when a deaf student finds it difficult to express a new word in oral form. Easily assimilable phrases are not used through dactylic speech. Strengthening and mastering colloquial speech requires the teacher to communicate through oral speech in the program for Grades 5-7. The main indicators of the development of colloquial speech in Grades 5-7 are divided into the **following types:**

1. Strengthening and identifying topics covered in elementary grades;
2. Speech enrichment with new material;
3. Further development and strengthening of monological and dialogical speech.

In conclusion, the main goal of the program is to master the development of colloquial speech of deaf children, the independent, comprehensive use of phrases and words according to its purpose, carrying out a mutual question and answer on various topics.

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