

## *Specific Features of Speech in Children with Hearing Impairment*

Anvarova Dilfuza Akromjonovna<sup>1</sup>, Azizova Dilnora Gaynutdinovna<sup>2</sup>

<sup>1</sup>Teacher of Tashkent State Pedagogical University named after Nizami

<sup>2</sup>Teacher of Tashkent State Pedagogical University named after Nizami



**Abstract** – This article highlights the speech characteristics of hearing-impaired individuals and the specificity of their ability to master speech, as well as the methods they use to express their speech. It has been shown that speech is also important in the lives of people with hearing impairments, requiring special research from educators in order for them to master speech.

**Keywords** – Correction, Deafness, Hearing Impaired Children, Speech, Deaf Pedagogue, Educator, Specialized Institution, Auditory Perception, Dactyl, Gestures, Facial Expressions, Education.

Since man was created, one of his most important qualities is his ability to speak, to communicate through speech, to think, to express his goals.

Speech skills develop on the basis of dialogue, knowledge, skills and competencies. Speech serves to receive information, share information, express their feelings and inner experiences. The development of human speech depends on the events in the environment. Meaningful speech, which results from the union of different sounds in a certain order, is the result of the activity of certain organisms. This serves to reveal their speaking potential.

Mastering speech skills throughout a person's life expresses their thoughts and information through speech. Speech is a complex functional process. It is based on the appropriate use of language units in the communication process. The language system is a product of long-term socio-historical development, which is mastered by the child in a relatively short period of time.

Cognitive processes in psychology include perception, memory, attention, thinking, and speech. Among these, speech is one of the basic cognitive processes. Speech develops and refines throughout life. In the process of speech development, higher forms of cognitive activity, thinking skills are formed. The meaning of the word is self-generalizing and at the same time reflects not only the unity of speech, but also the unity of thought. They are not exactly the same and to some extent do not depend on each other. However, in the process of mental development of the child, a complex, qualitatively new unit of speech thinking, speech thinking emerges.

Speech differs from oral and written speech in its method of external expression, but also differs from each other depending on its function and the nature of its syntactic structure. Speech is divided into internal and external speech. Inner speech is expressed within without explaining it to others. Internal speech has its own characteristics. This speech is often a speech in which the person does not speak aloud, but "speaks inwardly." Sometimes the inner speech

comes out "outward," that is, the sounds are uttered aloud. This leads to external speech. Speech problems in children with hearing impairment I.M. Solovyova, F.F. Rau, I. Shif, S.A.Zikov, T.V.Rozonova, N.G.Morozov, R.M.Boskis. Oral speech has emerged as the first form of speech in human society. The first words were in the form of sound complexes, which were defined and strengthened as certain concepts during the period of historical development. But first there is sign language. According to this information, oral speech appeared later. They also used sound imitation words to express their thoughts through gestures and facial expressions. From a psychological point of view, oral speech is considered simple. The means of activating it is the sound phoneme. The means of introducing the phoneme of written speech is the letter of the graphic symbol. Oral speech perception is based on an auditory analyzer, while written speech perception is based on a visual analyzer. Their means of expression also vary. In oral speech it means facial expressions, gestures, emphasis, in written speech - it is a style, a way of choosing words separately.

Children with hearing impairments acquire knowledge and skills through lip reading, dactyl work, and gestures. Speech features of children with hearing impairments are unique in that deaf educators note that children with hearing impairments find it easier for them to use typewriters and gestures than to use oral speech to describe their speech. Speech acquisition and development of individuals depend on the relationships in the environment. In children with hearing impairment, this is due to the acquisition of dactyl speech and lip reading skills. The growth and development of speech in children with hearing impairments develops under the influence of other cognitive processes, such as intuition, memory and attention, thinking. Because this category of children has a normal level of mental development, they think logically based on the information they remember and express their thoughts using dactyls or gestures. The influence of the oral type on the development of the written type of speech in hearing-impaired individuals is enormous. Because they gain knowledge, skills, and competencies about what they hear, see, and know. The development of the oral type is based on the auditory remnant. This is why they need to be taught to write without dropping letters, to pronounce sounds completely, to show them fully in dactyls and gestures when given information about something. Children with hearing impairments begin to apply the knowledge they are acquiring in the primary grades of school education, mainly on the basis of gestures and dactyl speech, to their own activities. They also use tactile and gesture effectively when interacting with friends and others around them. As they then

step into the upper class, they begin to communicate using more verbal communication. They gain knowledge, skills and abilities, especially through the use of oral speech in educational activities. They also express their opinions using oral speech in the circle of friends and family around them.

Deaf and hard of hearing people can master oral speech in order to have full access to the social and domestic activities of the society. In the deaf, the development of oral speech is based on the perception of hearing and its restoration. The work of hearing perception includes the discrimination of knowledge and experience, the perception of hearing as opposed to the speech material. The main tasks in the development of auditory perception of deaf students are:

- ✓ Development of their auditory remnants;
- ✓ On this basis, the qualitative participation in the speech of the new auditory-visual basis;
- ✓ Be able to use the auditory perception of the deaf in the reception of expressive speech;
- ✓ Enrichment of knowledge about sounds in the deaf, teaching to understand sounds in external conditions;

The following tasks are a key factor in the systematic development of hearing. The development of auditory perception in the deaf is carried out with the widespread use of stationary or individual types of amplifiers.

During the training, stationary equipment is used for frontal training, and stationary amplifiers and individual hearing aids are used for individual training.

The correct adjustment of the speech tension regime is considered to be a key factor in the development of auditory perception in deaf children.

### REFERENCES

- [1] Zykov S.A. Teaching deaf children the principle of the formation of verbal communication is the language –M., 1961
- [2] The development of cognitive activity of deaf-mute children under. Ed. I.M.Soloveva.-M., 1957.
- [3] Rozanova T.V. Psychology of problem solving by deaf schoolchildren., - M., 1967.
- [4] T.G. Bogdanova. Deaf Psychology .M., 2002.
- [5] Special pedagogy. Ed. N.M. Nazarova.-M., 2000

- [6] G. Zaitseva Gesture speech: Fingerprint. –M., Vlados, 2002.
- [7] Rechitskaya EG Development of creative imagination of younger schoolchildren in conditions of normal impaired hearing.-M., Vlados, 2002.
- [8] Nazarova L.P. Methodology of the development of auditory perception in children with hearing impairments .- M., Vlados, 2002.
- [9] Deaf-and-pedagogy Ed. Rechitskaya E. –M., Vlados,
- [10] Didactic games and exercises on sensory education of preschool children –M., 1978.
- [11] Yashkova N.V. Visual thinking of deaf children .- –M., 1988.