

CHARACTERISTICS OF SPEECH TYPES THAT DEVELOP THE SPEECH OF PRESCHOOL-AGED DEAF CHILDREN

Tosheva Nurzoda Toshtemirovna

Associate professor of "Preschool education" department, Bukhara State Pedagogical Institute

tosheva 76@mail.ru

Oktamova Niginabonu

1st stage student of Bukhara State Pedagogical Institute

Abstract

In this article, an opinion is expressed about the characteristics of the types of speech that develop the speech of deaf children of preschool age. In this sense, the article analyzes the development of the speech of children with hearing impairment in the course of all activities during the day and in special speech training sessions.

Key words: deaf pedagogy, speech skills, analytical-synthetic method, dactyl speech, types of speech Dactylology.

The speech of hearing impaired children is developed in the course of all activities during the day, organized communication and in special speech development classes. According to the level of development of deaf children's speech, the importance and amount of these directions changes. Various forms of spoken speech are used during the organization of speech development activities. In the process of educating deaf children of primary and secondary school age. oral and written speech is presented for global reading, i.e. holistic reception, on a flashcard. Older group children should read analytically (recognizing letters).

Dactyl speech is also widely used in teaching children. Dactyl speech is used globally with small group children and in the processes of teaching analytical reading and developing conversational speech.

The place and relative amount of oral, written, digital speech in teaching and communication changes according to the content and purpose of the program.

Dactyl speech

The use of dactyl speech in the education of deaf children is determined by the following principles, which are the basis of the program and methodology:

1. To bring the content of deaf children's education as close as possible to the content of the education program for hearing children.
2. To develop speech not only during training, but also during communication.

3. Facilitating the process of memorizing words and teaching to read using the dactyl speech tool.

Dactylology comes from the Greek words doktylos - to go, logos - speech. Dactylology is an alphabet represented by means of fingers, which is used in communication between the deaf and hard of hearing. Dactyl speech is considered a form of verbal speech that is close to written and spoken speech.

What are the advantages of digital speech over oral and written speech? What is the role of speech and language in teaching deaf children and forming their speech?

In the methodology of B.D. Korsunskaya, it is shown that from the age of 3-4, dactyl speech can serve not only as an object of perception, but as a means of speech expression. In this case, despite the fact that the pronunciation is not formed, the children have the opportunity to perceive all words and express them through dactyl. Also, in the process of speech formation, it will be possible to choose speech material based on the need to develop their communication and cognitive activities, not on the pronunciation capabilities of children. As a result, vocabulary expansion is easier and faster. On the part of deaf children, it became possible to use verbal speech more timely and actively in communication with hearing people who know the dactylic alphabet.

In this case, the process of acquiring speech is reasonable and connected with their needs.

To this day, deaf pedagogues are debating whether dactyl speech is close to gestural, written or oral speech. Most scholars consider dactyl speech to be a type of written speech. I.A. Sokolensky for the first time confirms that dactyl speech is close to oral speech in terms of form and function. Dactyl speech can be easily used in the process of direct communication. Depending on the situation, facial expressions and expressive movements bring dactyl speech closer to oral speech. At the same time, dactyl speech, unlike oral speech, is clearly visible and well differentiated.

It is known that it is difficult to determine the pronunciation of sounds such as K,+Q,T,X,S,Z,T,B,P,D,T. Dactyl letters can be mastered and distinguished by sight. Dactylic signs are clear and well-received and easily expressed by children.

The importance of dactyl speech is that it ensures the analysis of the speech perceived by children from the age of 2.5-3, and the acquisition of language units. This also applies to written speech. However, dactyl letters, unlike written letters, can be accurately represented by children based on imitation. If children use dactyl speech in communication with them and with the people around them, the speech of deaf children will develop like the speech of hearing children in terms of structure. It is not possible to fully master speech based on oral or written speech alone.

Dactyl speech development in harmony with the organization of various activities of pre-school children determines its advantages. That is, it will be possible to teach

children new words quickly and easily by offering to read by looking at the written card or hand. In this way, excessive use of sign speech is prevented, and the development of verbal speech is accelerated.

Dactylic speech is close to oral speech according to its structure and according to its function.

Therefore, the possibility of using dactyl speech by deaf children in direct communication from an early age determines the necessity of using dactyl speech in their education.

For many years, dactyl speech was considered to hinder the development of lip-reading skills due to its ease of perception and intelligibility. Scientific pedagogical studies conducted by B.D.Korsunskaya, S.A.Zikov, F.F.Rau show that if oral and dactyl speech is properly taught, dactyl speech does not hinder lip-reading, on the contrary, it contributes to the rapid development of these skills. Because in order to quickly read oral speech, the child needs to be at a sufficient level of general development and to know the words completely. Using dactyl speech in accordance with the methodology, they are taught to read words with familiar sounds and letters. It is also known that dactyl speech has a positive effect on the quality of pronunciation of sounds. The use of dactyl speech allows for careful training, reinforcement and differentiation of the pronunciation of sounds and relieves the use of sounds that are not yet well established. Because the reinforcement of incorrect pronunciation leads to the vagueness of the speech.

Of course, dactyl speech is not defined as the goal of education, but dactyl speech is considered as a means of quickly mastering the oral and dactyl forms of verbal speech.

Successful mastery of verbal speech using dactylology is often determined by correct use of dactyl speech from a methodological point of view.

Since dactyl characters are learned by imitation, people who use dactyl speech should pay close attention to the technique of typing, that is, the condition of the hands and fingers.

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