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EDUCATION OF STUDENTS WITH HEARING DEFECTS THROUGH SCIENCE LESSONS DEVELOPMENT OF SPEECH AND THINKING

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Abstract:
In this article,the formation of oral speech and vocabulary through science lessons for students with hearing impairment . Perception of oral speech using auditory and auditory perception is widely used in schools for children with special hearing impairment. A large, important role of thought and speech in the formation of ideas and concepts of natural science information is provided.

Keywords: oral speech, fragmented speech, universal world, dactyl speech, speech development, special method, visual perception, correction, demonstrativeness, thinking.

Deaf and hard-of-hearing students differ from their healthy peers by the uniqueness of their thinking and speech development. imagination will be limited compared to a healthy child. Therefore, in the initial period, the level of knowledge is raised with the help of special methods of arming and enriching with clear ideas . From the first years after birth, a healthy , hearing child strives to acquire oral speech, learns to generalize ideas.

Oral speech is formed as a means of communication in students with hearing impairment. As you know, teaching oral speech begins with teaching dactyl speech, a simple form of speech for students. . But every word that the teacher gives to the children is pronounced orally along with the dactyl.

So, in the first days of education, students learn to receive the teacher's speech in two forms, written and spoken. The main part of the language material used in the process of teaching communication is common to dactyl speech and oral speech. The main task in teaching oral speech is to form students' pronunciation skills. It is difficult for children with hearing impairments to acquire fluent speech. This is mainly because the teaching of this tool starts from the first day at school. The formation of oral speech, especially in the preparatory class, is included in the general system of language teaching . during formation, the process of perception is formed. Including auditory perception, visual perception, tactile-perceptual perception are developed.

Oral speech, hearing and visual memory Perception with the help of auditory perception is widely used in special schools for children with hearing impairment. All speech material is given by the teacher with the help of a voice amplifier device, spoken dactyl and then without dactyl.

Above, we had a brief overview of the initial stages of the formation of oral speech in students with hearing impairment.

For example , introduction to the environment is a science that helps children with hearing impairment to form their oral speech. students learn the necessary speech material related to the topic and develop their own oral speech. The skills of connecting words with living objects are formed.

As we know , diagnostic speech is divided into dialogue and monologic speech. Dialogical or colloquial speech acquires new knowledge on the basis of speech expressing ideas between two or more speakers. DB Elkonin explains that "the activity of a child is not separated from the activity of an adult." Conversational speech is a part of the joint activity of students with adults .

consists of adults' answers . Hearing-impaired students are not given separate special classes for spoken speech at school, but the school program "Development of speaking speech" considers training students in 5 different forms of speech communication:

1. Understanding the appeal and following the command, expressing the request.
2. Applying to a teacher or tutor's partner for submission.
3. Answer the questions.
4. Inform about the work done.
5. Participation in dialogue.

For example, in the 1st grade, in the lessons of "Getting to know the world around you", the teacher gives a task using expressions such as "Pour water to a flower", "Give grain to a bird". The teacher uses dactyl speech together with oral speech in teaching spoken speech . Dactyl speech is used as an auxiliary means of communication . "Natural science", "Importance of people in the spring" theme, practical training) . He is a teacher the assignment in execution diological from speech use take necessary . (Olish to me bucket give as).

He is a teacher to the student questions with appeal to be done can .« Now how season ?" ,« Dog how animal »,« What for snow fat " , " What because of leaves said the yellow ? like

Done the work about to the teacher statement eat to receive o ' of the student good mouth question of speech where level to their possessions dependent

"What did you do today?" , " Today I planted onions in class" (a student of a junior class reports in oral form).

The teacher encourages students to actively participate in the dialogue, can correctly apply the problem situation method.

So , in the process of teaching natural science to students with hearing impairment, oral speech is formed and developed.

One of the most complex forms of speech activity is connected speech, i.e. verbal or written presentation of the content of the read text. Connection is the main form of speech.

An essay is a written creative form of connected speech.

are of great importance in developing speech, enriching speech with literary words , and developing children's thinking.

Pupils should be able to give a full answer to the questions asked about the basis of what they read or what they observed and the events, giving importance to the logical side of the answers and expressing them in the form of a small story, to be able to distinguish the main aspects of the story they read and what they observed and to clearly question them. They must learn to speak with others. The school program for children with hearing impairment has a connected speech development program, in which speech material is mandatory for all classes.

1. Understanding communication, following orders, making wishes, requests;
2. Communicate with classmates at will
3. Answer the questions.
4. Reporting on work done or to be done;
5. Participation in dialogue.

The implementation of these works is based on the following factors.

1. and imperative sentences in the content of connected speech are simple, clear, and related to the specific part of human action.
2. and imperatives used in connected speech make it possible to form an impressive form of speech.
3. Another advantage of exclamatory sentences is that students remember them quickly because they use constant clear grammatical categories (noun, verb).

For example: according to the content of the program intended for deaf children , students of the preparatory class in the science of introduction to the environment (observe changes in nature, clarify the result of observation of living and living nature, tell about the excursion, describe the subject of the shovel they go to study).

The speech material given in the subject "Natural science" is reinforced in a number of other subjects. The subject is practical education, speech development , reading, mathematics, etc.

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When teaching natural sciences, the vocabulary of deaf children is increased and developed. S.A.Zikov, while planning for any subject, not only determines the content of the lesson, but also separates the communication between students from the speech material in the educational process. shows. This speech material (selection) is planned based on the program for the given subject and the development of conversational speech. As you know from the methodology of teaching the mother tongue, the selection of speech material is approached based on the methodological instructions of Y.Y.Vishnevskaya. according to which the choice of somewhat sharp speech material is suggested. It separates the material necessary for the formation of concepts, knowledge and skills in the science lessons into the first groups.

The second group is selected speech material aimed at developing conversational speech given by the teacher.

For example, in the subject "Natural Science" in the 3rd grade, the topic "Animals" is given. On this topic, the teacher prepared the speech material for the following groups.

Table 1

Choosing a conversational speech		
Group 1 Conceptual and imaginative phrases related to the topic	**Group 2** Phrases for teacher-student communication	**Group 3** It is intended for mutual reference of students
Animals, pets, dog, horse , cow, cat, cow - give milk, eat grass. The cat drinks milk. Dog - the bone is sore. Its fur is fluffy, it meows, it drinks milk, it is black and white and gray in color. like this .	Readers: - what we do. - give me a book. - give me a white, brown, black pencil. - please let me see my work. - I 'm out. Teacher: - ask me a question. - scientist, what do you need? - show me . - why pet. - tell me.	To the duty officer: - please fill in the nature calendar. - give the observation book. To a friend: - do you have a red pen? - like what did you do? - help me . - takes from me .

Such selection and planning of speech material helps the teacher not only to form concepts and imaginations in children, but also to develop speech communication.

When preparing for the lesson, the teacher also thinks about the mechanics of the speech material. After the lesson, this material is on a special stand. like the direction it keeps.

When preparing the speech material belonging to the second and third groups, the teacher writes the speech vocabulary on the blackboard or poster. The teacher writes the tasks necessary for his speech communication on a special card for individual reading. The speaker can use some common words and phrases during the lesson. The main difficulties for students with hearing impairments are when using interrogative sentences. Since science classes have rich natural material, there is a need to introduce students to speech communication. Therefore , in teaching natural science subjects, all speech forms of students with hearing impairments are developed . will be increased and developed. The corrective and developmental task of science education is solved.

Thinking and speech play a big and important role in the formation of ideas and understandings of natural science. Often, students with hearing impairments at junior school age cannot observe nature and draw conclusions , cannot tell the content of what they have done, practical experience, textbook text they find it difficult to connect with them, they cannot explain the studied topic.

Therefore, for use in natural science lessons, it is necessary for the teacher to focus on specific forms of mental work - analysis and synthesis, induction and deduction, to distinguish the most important signs, to generalize, to solve problems of thinking, to determine cause and effect connections. , it is necessary to rely on comparing and contrasting. Students often struggle to separate the signs of things, events, and significance, so it is necessary to connect this work with observations or based on the students' imaginations or memories. .

Observations are regularly conducted on various materials. Observing the flower and its appearance in nature also helps to cultivate curiosity in students , to be able to see and accept the world around them. All this is the basis for the development of thinking and speech.

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