

Use of Innovative Technologies for the Speech Development of Hearing Children in Special Preschool Educational Institutions

Turg'unbayeva Zulhumor Ibrokhimovna

Teacher of the Kokand State Pedagogical Institute

Abstract: This article highlights the opinions of foreign scientists on improving the speech literacy of students with hearing impairment in special institutions and scientific research conducted in this area.

Keywords: vocabulary, speech, spelling error, correct pronunciation, word, developed speech, deafness, hearing impairment, congenital deafness, acquired deafness, vocabulary.

Studying the native language as a subject, mastering the basics of science, independent reading, communication with surrounding children and adults, work and other types of social activities expand the lexical wealth of students, improve speech and cognitive activity.

A child with hearing problems is in a completely different situation. Uneducated children have no speech at all, and their small vocabulary does not allow for full communication. That is why a special school faces the following problems: finding effective ways to master the lexical richness of the native language while simultaneously developing students' intellectual development of all types and aspects of speech; solving this problem is one of the tasks facing the methodology of teaching the native language. . Based on the development of methods of teaching the native language in recent years, theoretical and methodological foundations for working on the dictionary have been created. Scientific research by R.M. Boskis, K.G. Korovina, the principles of teaching the native language serve as the basis for developing methods for developing the vocabulary of hearing-impaired children. In the process of studying the characteristics of the speech and mental development of hearing-impaired students, the characteristics of lexical acquisition are determined. R.M. In the works of Boskis, preliminary material was obtained on the peculiarities of vocabulary acquisition by the hearing impaired and the principles of analysis of this process were determined. In the studies of K.G. Korovin, the problems of mastering vocabulary were studied in close connection with general issues of special education, as well as the formation of the grammatical structure of speech. V. Zikeev studied the dictionary taking into account the characteristics of the educational material and the developmental characteristics of hearing-impaired students. Characteristics and methods of developing the vocabulary of hearing-impaired children L.I. Tigranova V.I. Belyukova L.V. Nazarova M.I. Nikitina, N.I. Linikova and other scientists were subjects of research.

Working on vocabulary means working on increasing students' vocabulary. The main type of work on vocabulary at school is to expand the vocabulary of students. The student must be able to express his opinion and have a certain vocabulary in order to convey it to the listener. The

richer the student's vocabulary, the more the student's speech will develop. Systematic work is required to enrich students' vocabulary.

Work on vocabulary at school should not be independent work; it should be carried out in connection with the study of program materials in all subjects, especially the native language and speech development, as well as in the process of conducting educational work outside the classroom. A certain amount of time should be devoted to working on vocabulary.

Working on vocabulary in native language classes improves students' speech, improves spelling literacy, expands vocabulary, and improves speech culture. For this reason, scientists K. Kasimova T. Ziyadova N.S. As M.K. Shcherbak stated, Polzanyakova should be continued from the first day of the school year in all high schools. In schools, all teachers work on vocabulary to one degree or another. This work may contain some defects. These defects are as follows.

First of all, there is a general system for working on the dictionary. Our teachers work to enrich the vocabulary of students in an unplanned and unsystematic manner, explaining the meaning of the word found in the text being studied. - They do not take into account words that are explained or need explanation, the meaning of which is explained. - Students do not pay attention to the spelling of words, the meaning of which is explained to them, and reinforce them with exercises. Secondly, there is no correct direction in working on a dictionary. Our teachers often do not decide when and why they need to work with a dictionary. They do not determine in advance the explanation of some artistic words, they do not know which ones to give more meaning to, which words they have not worked on turning them into the active vocabulary of students. Thirdly, there is no connection between the vocabulary work carried out in reading and literature classes.

Working on a dictionary requires not only understanding the meaning of a word, but also knowing its composition, and sometimes its grammatical form. This will teach students how to pronounce and spell the word correctly and how to use it correctly in a sentence. Fourth, teachers are free to work on turning words whose meanings are correctly pronounced and written for use in speech into students' active vocabulary.

In order to turn learned words into the active vocabulary of students, it is necessary to select exercises aimed at teaching the use of this word in oral and written coherent speech, as well as acquire the skills of its correct use. Preparation and transfer are necessary. Students use words such as "go", "read", "baho", "rain", "bowl", "thank you", "spring", "tractor" in oral and written language. The use of income and focus sometimes allows the team use confusion. departure and arrival forms. To prevent and correct such errors, it is necessary to work on the dictionary. Scientific research and work experience of T. Ziyadov, A. Nurmatov, Kh. Saidov, S. Muhammedova allowed us to draw the following conclusions.

A) When teaching phonetics, students pay special attention to the correct pronunciation and spelling of words, as a result they master literary pronunciation well, and also consolidate the skills of correct spelling of words that are difficult to spell.

B) The vocabulary of the Uzbek language with basic information is introduced to students already in primary school, so the teacher, when covering the topic "General information about the word," uses synonyms, homonyms, synonyms and synonyms of the word. the generalization of information about the value of p should also be expanded.

C) When studying the structure of a word, special importance is attached to the morphological, practical and theoretical aspects. It is necessary to teach students to find rhyming words, that is, to pay attention to the formation of words and word forms.

D) When teaching vocabulary, it is necessary to pay attention to the development of students' speech. To do this, within the framework of the vocabulary being studied, homonyms, synonyms, antonyms and multiple meanings of the word are developed.

5. To work on vocabulary in native language lessons, the teacher, in preparation for the lesson, carefully considers the exercise and literary text from a lexical point of view and selects words whose meaning should be explained to students. To do this, before the start of the school year, he prepares educational materials for his class and compiles an explanatory dictionary of words that need to be explained to the students of this class. When choosing such words, the composition of the students, their vocabulary and level of knowledge are taken into account.

6. Working with a spelling dictionary develops a keen eye, observation, culture of speech, develops a culture of success through visual learning, a strong command of the spelling of difficult to pronounce words, through visual learning Helps to master the spelling of complex words. and enables the teacher to use various teaching techniques. It is useful to work with published dictionaries to avoid expected errors in word selection and use.

Dictionaries are needed to explain the meaning of a word. Dictionaries are needed to explain the meaning of a word. Students are encouraged to use a dictionary while writing and selecting examples.

The main thing when working on difficult to spell words is to avoid expected errors in the use and spelling of words. Even if students' vocabulary is significantly wider than the recommended list of words, spelling errors are found in their written work. Teaching students to correct their own mistakes and be able to control themselves will greatly help in eliminating them.

References

1. Ibragimovna, Turg'unboyeva Zulxumor. "ZAIF ESHITUVCHI O'QUVCHILARNI NUTQIY SIFATLARINING RIVOJLANISH XUSUSIYATLARI." *Science Promotion* 1.2 (2023): 131-138.
2. «Алфавит». Т., 1996. 12. Моминова Л., Аюпова М.. "Логопедия". Т., 1995 г.
3. Гуламов А., Нематов Х. «Содержание обучения родному языку». Т., 1995. 16.
4. Ханbabayev, ShohruhbeK. "Bo'lajak pedagog-psixologlarni ma'naviy-ruhiy tarbiya faoliyatiga tayyorlashning ijtimoiy pedagogik zarurati." *O'zMU xabarlari-BESTHIK HUY3* (2022).
5. Dilshodjon o'g'li, Khonbabaev Shoxruxbek. "THE SOCIO-PEDAGOGICAL NECESSITY OF PREPARING FUTURE PEDAGOGS-PSYCHOLOGISTS FOR SPIRITUAL, SPIRITUAL AND EDUCATIONAL ACTIVITIES." *Galaxy International Interdisciplinary Research Journal* 10.12 (2022): 1525-1529.
6. Xonbabayev, Shoxruxbek. "BO'LAJAK PEDAGOG-PSIXOLOGLARNI MA'NAVIY TARBIYA FAOLIYATIGA TAYYORLASHNING IJTIMOIIY-PEDAGOGIK ZARURIYATI." *Наука и инновация* 1.11 (2023): 49-51.
7. Daughter, Musayeva Farangiz Norbek. "Laws of mental development of children with hearing impairment." *Science Promotion* 1.1 (2023): 36-43.
8. QIZI, XONBABAYEVA MADINABONU ASQARJON. "Kasbiy faoliyatda zamonaviy logopedni kompetentligini rivojlantirish yo'llari." *International Conference on Developments in Education Hosted from Delhi, India*. Scienceweb-National database of scientific research of Uzbekistan, 2023.
9. Xonbabayeva, Madinabonu, and Mohigul Fayzimatova. "MAKTABGACHA YOSHDAGI BOLALARGA UCHRAYDIGAN DISLALIYA NUQSONINING BARTARAF ETISH USULLARI." *Development of pedagogical technologies in modern sciences* 2.6 (2023): 39-42.
10. QIZI, XONBABAYEVA MADINABONU ASQARJON. "Logopedik mashg'ulotlarni olib borishda sujok terapiyaning o'rni." *International Multidisciplinary Conference Hosted from*

Manchester, England. Scienceweb-National database of scientific research of Uzbekistan, 2023.

11. Xonbabayeva, Madinabonu, and Nigora Mirzaolimova. "MAKTABGACHA YOSHDAGI BOLALARDA IBORALI NUTQNI SHAKLLANTIRISH BOSQICHLARI." *Development and innovations in science* 2.4 (2023): 14-18.
12. QIZI, XONBABAYEVA MADINABONU ASQARJON. "THE IMPORTANCE OF USING FAIRY TALE THERAPY IN THE PRIMARY CLASSES OF A SPECIAL EDUCATIONAL INSTITUTION." *Scienceweb academic papers collection* (2023).
13. Xonbabayeva, Madinabonu. "NUTQ BUZILISHI BO'LGAN BOLALAR UCHUN IKKI TILLI TA'LIM ASOSLARI." *Наука и инновация* 1.4 (2023): 231-234.