

CHARACTERISTICS OF SPEECH DEVELOPMENT

*Hearing impaired children
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Annotation. This article is devoted to the study of speech development in hearing impaired children. The article examines the characteristics of hearing-impaired children who master different types of speech, as well as the psychological characteristics of children of this category.

Keywords: hearing impaired children, speech communication, sign language speech, dactyl speech.

Аннотация. Данная статья посвящена изучению речевого развития у слабослышащих детей. В статье рассматриваются особенности слабослышащих детей, овладевающих разными видами речи, а также психологические особенности детей этой категории.

Ключевые слова: слабослышащие дети, речевое общение, жестовая речь, дактильная речь.

Annatatsiya. Ushbu maqola eshitish qobiliyati zaif bolalarda nutq rivojlanishini o'rganishga bag'ishlangan. Maqolada nutqning turli turlarini o'zlashtirgan eshitish qobiliyati zaif bolalarning xususiyatlari, shuningdek, ushbu toifadagi bolalarning psixologik xususiyatlari ko'rib chiqiladi.

Kalit so'zlar: eshitish qobiliyati zaif bolalar, nutq aloqasi, imo-ishora tili, daktil nutqi.

The communication process includes various types of human activity with relative independence. TG Bogdanova defines communication as a process of interaction between people, consisting of the exchange of information with a cognitive or affective-evaluative nature.

The development of means of communication occurs in ontogeny: first, the child begins to use expressive and mimic means of communication, that is, expressive movements, facial expressions, voice; then - the object is effective means of communication, that is, actions related to objects, and finally, at a certain stage of development - means of speech. According to LS Vygotsky, "... communication that is not mediated by speech or any other system of symbols or means of communication is probably only of the most primitive type and to the most limited extent" [2].

Thus, speech is the process of using language to communicate, the actual process of working with language, and language is a system of signs and rules for their transformation. There are two main interrelated functions of speech in psychology. The

first is communicative, as a result of which the process of communication between people is carried out, the second is intellectual, as a result, speech acts as a means of expressing thoughts, forming and developing them, as a result of which a person has the opportunity to plan and predict his behavior. Deviations in the child's mental development disrupt the harmony of the formation of the main functions of speech. A similar disharmony is observed in the mental development of hearing impaired children.

An important feature of the mental development of children with hearing impairment, as noted by LS Vygotsky, is multilingualism, that is, their simultaneous use of several different types of speech - oral (oral and written), dactyl and character acquisition.

The following researchers studied the problems of speech formation in hearing impaired children: FF Rau, SA Zikov, RM Boskis, IM Solovyov, JI Shif. Deaf and hard-of-hearing children can acquire oral speech only in a roundabout way in special educational settings. At a certain stage of development, a deaf child changes his attitude to the things and people around him, the old ways of communication do not correspond to the new content of his activity. A properly designed pedagogical process ensures that a hearing impaired child moves to new forms of communication - speech. Deaf and hard of hearing children begin to learn speech based on visual perception, speech is supported by motor sensations. They do not have the opportunity to understand intonation-expressive means of speech and perceive its patterns by ear, auditory controlled imitation determines the speech development of children with hearing loss.

Jl Schiff identified the following psychological conditions for deaf children to acquire speech in contrast to hearing children.

1. Speech communication of hearing impaired children is formed in the conditions of various types of activities. The process of language acquisition itself is understood as the process of formation of various types of speech activity (oral, written, dactyl), while developing both sides of it - affective (visual, auditory-visual and auditory perception itself) and expressive (speak), fingerprints, writing). All types of speech activity are formed together.

2. Deaf children have different sensory bases than hearing children. forming primary images of words. For hearing children, the main image of the word is auditory, for deaf children it is visual, supported by motor sensations (articulation, fingerprints or writing).

3. Deaf people's visual perception of written words differs from hearing children's early stages of learning to read. Reading to hear people is an activity that stems from speaking converting graphic symbols (letters) into speech sounds. For a deaf child, visual word perception is the first stage of language learning. For many children, in the future, visual and speech-motor components will become the leaders in

speech perception, as a result of which the lack of auditory perception will be compensated.

4. Different methods of analysis of speech material. Acquiring speech A hearing child understands the phonetic representation of a word, in practice, divides it into syllables, then morphemes, and then into "alphabet sounds". The ability to distinguish a word from a speech flow appears much later than the ability to speak, and later when learning to read and write, a clear phonetic analysis of the composition of words occurs. For hearing-impaired children, the sequence is different - the visual perception of written words gives them information about the letter composition of the word, which is reinforced when learning to pronounce sounds. Deaf children learn the syllabic structure of the word later than the letter structure in the process of learning oral speech.

5. Specificity of the formation of motor skills of speech. Ideas about the structure of the based disorder, the closer the secondary deviations are to the primary disorder, the more difficult it is to correct them. The pronunciation side of speech is most dependent on hearing, so its formation is the most difficult task. In addition, the speech communication of the deaf remains limited even in the best educational organization [1].

In the process of learning, deaf children learn dactyl speech - a unique kinetic form of speech based on the movements of fingers in the air. In the modern household system of teaching hearing-impaired children, dactyl speech is used from preschool age and serves as an auxiliary tool in the formation of oral speech. At the same time, children learn the sound-letter composition of words better (when their spelling matches the pronunciation). Fingers facilitate the auditory-visual perception of speech, for example, in the perception of sounds that are difficult to read from lips (such as sounds).g-k-x).

Sign language serves as a kind of compensation for the lack of verbal communication and is a tool that allows a deaf child to communicate with the people around him. Sign language has the following features: verbosity - one word in Russian corresponds to several gestures; polysemy - the same gesture means a thing and an action. The specific meaning of a gesture in a conversation is determined by the context - speech or situation, lens. Sign language researchers emphasize the uniqueness of the syntax, its incompatibility with the syntax of spoken speech: the sequence of gestures in speech does not match.

sequence of words in a sentence ("Mom puts the teapot on the green table"); there are no prepositions, conjunctions and function words; the negation comes after the name of the action ("I don't read"). When teaching deaf children to speak, the latter begins to influence sign language, for example, introduces prepositions and

conjunctions. The finger is often included in the context of sign words: prefixes, word endings, non-sign words, fingerprints [1].

According to G.L. Zaitseva, a leading expert in the field of sign speech research, the communication system of the deaf has a complex structure, because it includes, in addition to other types of speech, two types of gestural speech: Russian and search. . Counting sign language is a secondary sign system acquired by deaf children on the basis of and in the process of learning oral speech. Gestures become the equivalent of words and their order is the same as in a sentence, that is, this type of speech follows the linguistic structure of spoken language. Gestures accompany the speaker's speech.

Most hearing impaired children learn different types of speech - Russian sign language, observational sign language and oral speech (in all forms). According to GL Zaitseva, the unique verbal-gestural bilingualism of children with hearing impairments is the difference in the level of knowledge of each type of speech, the distribution of communicative functions between interacting speech systems, the coexistence characterized by the interaction of speech systems. Oral-gestural bilingualism of deaf children affects their general mental development and its individual aspects - development of thinking, memory and personality. In this regard, GL Zaytseva emphasizes the need to include oral language as well as national sign language in the system of pedagogical tools in the organization of education and upbringing of children with hearing impairment [3].

Based on the above, the speech development of hearing-impaired children differs from that of children with normal hearing, which is expressed in the later stages of acquiring oral speech, in the simultaneous and parallel acquisition of different types of speech (verbal and gestural). we can come to the conclusion that it has specific characteristics. , oral, written, dactyl), oral-gestural bilingualism, difficulties in mastering the vocabulary and grammatical structure of oral speech. All these features affect the development of other cognitive processes, primarily thinking, and affect the personality formation of hearing impaired children and their cognitive interests.

Literature:

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