

## **SPECIFIC CHARACTERISTICS OF TEACHING CHILDREN WITH HEARING DEFECTS AND HARD OF HEARING TO READ**

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### **Abstract**

This article presents an opinion on the specific features of teaching reading to children with hearing impairment and hearing impairment. In this sense, the article analyzes different approaches to literacy training institutions within the framework of different systems existing in deaf pedagogy.

**Key words:** deaf pedagogy, speech skills, analytical-synthetic method, Impressive and expressive speech.

A special part of the work of teaching the mother tongue in the school preparatory class is the part of teaching literacy. This section envisages the implementation of the task of developing reading and writing skills, more precisely, mastering written speech in students with hearing impairment. As in oral speech, the impressive form of written speech, i.e. reading, and the expressive form - writing are distinguished. Not only deaf children, but also hearing children have great difficulties in acquiring impressive and expressive speech. Difficulties are evident in mastering the mechanics of reading and understanding the content of what is read.

Reading and writing skills are speech skills, and reading and writing are types of speech activity. Motive (reason) and needs are of great importance in speech activity and acquisition of skills. Oral speech is naturally acquired by a hearing child during communication, while written speech requires conscious and purposeful acquisition.

The writing of the Uzbek language is a sound, phoneme writing, that is, there is a graph corresponding to each phoneme. The reading mechanism consists in converting separate written (printed) characters and sets of characters into meaningful units. In the process of writing, sounds are converted into letters, and during reading, letters are converted into sounds.

Psychologists, linguists, and methodologists who have studied the psychological and physiological basis of reading and writing recognize that children need will, intelligence, and physical strength to acquire these types of speech activity. At the beginning of education, the reading process is slow: the child perceives one letter, recognizes it, turns it into the desired sound. The more letters there are in the word, the

more mental and voluntary action is performed. Mastering the technical side of reading also requires attention and enthusiasm. However, the meaning of the read word is not always well understood by children. Understanding the meaning of what is read does not happen at the same time as reading. Combining sounds during reading creates great difficulties, children pronounce individual sounds, but cannot syllabify.

At present, sound analytical-synthetic method is used in the education of children in general education schools. According to this method, the teacher teaches children to separate words from live speech, syllables from words, and sounds from syllables. After distinguishing the sound in the word and its pronunciation, the teacher shows the sign of the sound, i.e. the letter. Then children learn to make syllables and words from new letters.

Literacy training institutions are approached in different ways within the framework of the existing systems of sign language pedagogy. The development of children's gestural speech is based on the mimic system. Written speech was taught by converting gestural symbols into graphic symbols. The process of teaching to write was as follows: from the object and the idea about it to the mime sign, from it to writing; in reading - from a graphic image - to a mimic sign, and from it the object is absorbed into the imagination.

Language teaching was based on the written system, and written speech was learned. Oral speech is formed on the basis of written speech. In writing, concepts are transformed into graphics, and in reading, graphic images are transformed into concepts. In the application of these two systems, the process of teaching literacy was compared to the memorization of graphic images. Literacy training goes hand-in-hand with the development of written speech, therefore, the development of speech also includes literacy training.

In the purely oral method, reading and writing were recognized as a means of developing oral speech. The deaf pedagogue N.M. Yagovsky admitted that he was taught to write his name while studying at a school for the deaf and dumb. When teaching reading and writing, N.M. Yagovsky recommends using a sound synthetic method: teaching to pronounce a sound, then to read and write a letter, then to write a syllable and a word, and then it goes to winter.

The "Alifbo" books created by F.A. Rau, N.A. Rau, S.A. Zikov served in the development of the methodology of teaching reading and writing until 1939. The sound analytical-synthetic method used in general education schools involves hearing and distinguishing speech sounds, separating word and syllable sounds and combining them, i.e. synthesizing. Literacy teaching in the school for the deaf also begins with pronouncing the word. But then, not the spoken word, but the given word, that is, its letter composition, is analyzed. In the process of analysis, children learn pronunciation. The analysis of the method of teaching literacy based on the alphabet showed that this

method is not a sound, but an analytical synthetic method of letters. The reason is that the words written in the tables are analyzed and synthesized.

The development of the practice of teaching deaf children leads to the emergence of sound analytical-synthetic method. The essence of this method is described by S.A. Zikov as follows: the work of teaching literacy is carried out on the basis of the development of oral speech. As soon as the students pronounce the sound separately and in the word structure, they move on to show the graphic image of the word, that is, to teach literacy. As soon as students pronounce it, they move on to show the graphic image of the word, that is, to teach literacy. Students learn to read and write the words they learn to pronounce. They are taught to read and write at the same time.

Since the teaching of literacy begins with the sequence of oral speech, the teaching of literacy lasted until the age of 1.5 years. This method of teaching literacy was preserved until the end of the 1950s, after which a language teaching system based on the principle of spoken communication was introduced in schools.

The scientific researches of our country's deaf pedagogues U. Yu. Faiziyeva, F. J. Alimkhodjayeva, I. K. Kislitsina, Kh. Gaynuddinov are devoted to the problems of teaching literacy. Ways to use the analytical-synthetic sound method in teaching reading in scientific research are revealed.

The uniqueness of each pedagogical system depends on the theoretical foundations of that system, the education and directions arising from it, on concrete organizational conditions and forms.

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