



WAYS TO ENRICH THE SPEECH OF CHILDREN WITH HEARING IMPAIRMENTS BY STUDYING SYNONYMS

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Abstract

Today, in the development and betterment of the education sector in order to improve the quality and quality staffing, great emphasis is placed on improving the quality of special education. A special emphasis on improving special education will directly have a positive impact on completely solving the problems of social adaptation of children with special educational needs. The Law "On Education" of the Republic of Uzbekistan of 2020 No. 637 guarantees equal rights to education for everyone, regardless of gender, race, nationality, language, religion, social origin, creed, personal and social status. Resolution of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev PP-4860 "On measures to further improve the education system for children with special educational needs" also implies solving specific problems in order to develop inclusive education in Uzbekistan, improve the education system and upbringing of children with special educational needs, improving the quality of educational services provided to them.

This article discusses problems in the development of speech in children with hearing impairment. As you know, many deaf and hard of hearing students experience various difficulties when studying the academic discipline "Russian language". This, in turn, makes it difficult to master the curriculum as a whole. The majority of graduates of special schools have a level of proficiency in the Russian language in writing that is far from the desired level; they experience difficulties in conducting text analysis and even in writing basic texts (statements, notes, etc.). All this hinders further decent employment and social adaptation of graduates with hearing impairments, who are capable and talented in various fields.

Teaching children with hearing impairment is a complex, labor-intensive process that requires the teacher not only patience, but also special competencies, knowledge and teaching methods. For successful correction and formation of grammatical skills and abilities of students, it is necessary to approach the work comprehensively, to include both the speech and intellectual development of each student with hearing loss.

According to the definitions of R. M. Boskis, people with hearing impairments are divided into hard of hearing, deaf and late deaf. Hearing impaired are people with





hearing loss, who in most cases retain the ability to independently develop speech due to residual hearing. Deaf people are people who have hearing loss at such a level that independent mastery of oral speech becomes unacceptable. Late-deafened people are a category of people who had a certain speech base before losing their hearing. And that is why the method of teaching Russian to children with hearing impairments is part of the pedagogical sciences. These sciences study the same object - the laws of the process of teaching and upbringing. And each of them has its own special subject of research, its own practical tasks, and research methods. All pedagogical sciences are interconnected. The methodology of teaching the Russian language in specialized schools is, in a certain sense, closer in its subjects and objectives to the methodology of the Russian language in a general education school.

Developing oral speech is the main task not only of general education schools, but especially of specialized schools for children with hearing impairments. Since it is through the development of speech that the formation and improvement of thinking, imagination, and ideas are possible, and consequently the development of a person's personality.

The skills of expressing thoughts accurately, clearly, beautifully, the ability to achieve unity of forms and contents in each particular case of linguistic use are necessary conditions for a culture of speech. All this can be achieved only by fully mastering the lexical riches and various grammatical means of the language.

Enriching students' vocabulary is one of the priority areas of teaching the Russian language, because the poverty of children's vocabulary causes them difficulties in writing essays, describing and comparing various objects. Studying with synonyms is an important component of enriching students' vocabulary.

You need to know synonyms well in order to consciously select from your dictionary exactly those words with the help of which the speaker or writer can most accurately and clearly express their thoughts or feelings. The correct use of synonyms allows you to protect the repetition of the same words in speech and thereby eliminates the monotony and monotony of speech, makes the statement colorful, precise, and expressive.

Working on synonyms at school is one of the main directions in the methods of developing students' speech and vocabulary. Knowledge of the synonymy of the Russian language, the ability to use synonyms in speech allows students to express their thoughts accurately, richly and figuratively, avoiding repetition of words, comprehending the various shades of meaning of individual words of one or another synonymous series, and also to obtain an adequate understanding of those phenomena of reality that are designated with these words.





Often, as a result of an inaccurate choice of synonym, a violation of lexical compatibility is observed, for example: *The old sailor went for a walk in his smart jacket*. It's better to say a ceremonial jacket about a tunic, especially if it's important to pay attention to the sailor's smart appearance. The reason for lexical errors in the sentences considered is not synonyms as such, but the inability to use the expressive capabilities of linguistic synonymy.

One of the reasons for the insufficient knowledge of students with hearing impairments is the insufficiently effective organization of the pedagogical process, namely from the point of view of in-depth study of synonymy and the skills of using them in speech. Teachers often use teaching methods designed primarily for healthy students. Such teaching methods and techniques do not always achieve the goal of developing the cognitive abilities of the hearing impaired and the deaf. Therefore, it is necessary to take into account the individual capabilities of students and their level of preparation for perceiving educational material.

Children with hearing impairments perceive speech in their own way, as there are differences in the perception of words and texts. Any degree of impairment of auditory function delays and distorts the development of the speech apparatus and cognitive processes, namely: memory, thinking, attention, perception, imagination. There is a lag not only in verbal speech and verbal memory, but also in the development of thinking. Children with hearing impairments cannot convey the text they read in their own words; they strive to reproduce it verbatim, without realizing the full meaning of what they read, without paying attention to the important details of the text. All this creates the need to develop individual special methods and teaching aids in Russian language lessons.

Enriching students' active vocabulary is one of the main tasks of teaching the Russian language. Among the various exercises aimed at expanding children's vocabulary, a special place should be given to working with synonyms.

I would like to note that the speech development of children with hearing impairments should be carried out not only in lessons specially designed for this and in connection with the completion of the Russian language program, but also in the process of all other educational work at school, in lessons in various subjects. plan, during extracurricular time. This formulation of the question requires organizing a special pedagogical process in such a way that it combines practical mastery of language, its study to acquire knowledge and skills in grammar, spelling, reading, which can increase the level of speech development, improve oral and written speech. Such an organization of the pedagogical process will ensure, in close connection with work on speech, the mastery of thought processes, the formation of a scientific worldview of





students, the assimilation of knowledge and skills necessary for active, conscious participation in work and in public life.

A rich vocabulary is the most important prerequisite, not only for students of secondary schools, but also for students with hearing impairments.

To enrich the vocabulary of children with hearing impairments, it is necessary to focus on developing the teaching of synonyms in the process of students' speech acquisition.

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