



FEATURES OF THE FORMATION OF COMMUNICATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENT

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Abstract:

This article provides information on the theoretical foundations and methods of work of the work system for the formation of communication in children with hearing problems.

Keywords: communication skills, communicative action, speech activity, preparatory period.

Introduction

In teaching children with hearing impairment to communicate, issues related to the organization of a speech environment occupy one of the important places in surdopedagogy, as a result of which the need arises for a state of replenishment of existing materials on this topic with new ones. Communicative actions, as you know, are also mediated by the speech environment. In this regard, the Norwegian scientist let's turn to R. Rommetwein's conclusion:

R. Rommetwein emphasizes the social orientation of communication, writing: "communicative action is always social and directed: the message to be sent is encoded by a certain character, the message to be received is restored by decoding operation. The effectiveness of communication can be determined by the correspondence between the message sent and the message received".

R. Rommetwein's in scientific views, the idea that communication can be recognized as successful is clearly expressed if this process is interrelated. Otherwise, communication will go to the category of speaking. That is, it is only when there is an ability between the speaker and the listener to accept, understand and consciously respond to communication that the true effectiveness of communication can be achieved. The most complete criteria for the effectiveness of communication are identified and illuminated by A.A. Leontev.

By communication (communication)"...noting that it is not a process that takes place between individuals in society, but first of all, a process that takes place between people as a member of society", the author points out 4 necessary conditions that ensure the effectiveness of this process:





- 1) getting a quick and correct orientation in the context of communication;
- 2) planning a speech by choosing the necessary content of communication;
- 3) finding suitable tools to convey the desired content;
- 4) ensure feedback

For a scientific understanding of the problem aimed at studying technologies for the formation of communication skills in students with hearing impairments in native language lessons, it is necessary to refer to the concept of "speech activity", which is of fundamental importance for central and surdopedagogy in psycholinguistics.

A.A. Leontev approached the problem of speech activity comprehensively, harmonizing the philosophical, psychological and linguistic aspects of its study. A.A. Leontev, studying the essence of speech activity, writes: "or rather, speech activity does not exist. There is only a system of speech actions that are part of any activity". Nevertheless, the author believes that it is possible and necessary to talk about speech activity, while keeping in mind that speech does not complement the entire act of activity, which is not an end in itself. R.R.Rustamova, on the other hand, argues that in order to study speech disorders, it is necessary to determine the developmental characteristics of children's speech in a certain norm, to accurately know the objective and subjective conditions that play a large role in the successful formation of speech, and therefore, the periods of development of children's speech. When it comes to speech activity, A.N. It is advisable to consider the following four periods of the formation of Child speech, which were promoted by A.N. Leontev. A.N. Leontev interprets these periods as follows:

1. Preparation period-up to one year old;
2. Pre-kindergarten period-up to three years old;
3. Preschool period-up to seven years old;
4. School period.

Each period has its own character, and the development of speech is manifested in different states at different periods. In psycholinguistics, the second stage of speech activity is evaluated as a planner, which allows you to outline the paths that lead to the achievement of the final result of speech activity. The stage of formation of the qualification of entering into communication in a child includes actions and actions carried out with linguistic materials (morphemes, motivating basis), which are necessary to make words and combinations necessary for communication. The third stage (target) is the implementation of activities expressed in the processes of speaking and listening. Analysis of the structure of speech activity allows us to draw conclusions that are important for the problem under study. The deaf child's mastery of the process of communication in the structure of speech activity should be





purposefully organized, which implies the sequential implementation of each stage of speech activity. In deaf students, it is necessary to create an atmosphere of speech communication and awaken the need for their use. The transition from the motivational stage of speech activity to the research stage should occur under the influence of need. For our study, it is important to identify factors that activate the assimilation of children's speech activity. In psycholinguistics, such factors include spontaneous or specially organized situations. In students with hearing impairment in the process of lighting this material, it is possible to determine the requirements for the organization of educational situations in language lessons, which stimulate the assimilation of the process of communication. In general, native language lessons are of particular importance in students when studying speech and its features, forming as a weapon of communication with an analysis of the lexical and grammatical structures of speech. Each aspect of the problem of speech activity discussed above is fundamentally important for finding the most effective ways to form communication skills in students with hearing impairments. The researchers' views on language and speech as unequal but closely related and interconnected phenomena make it necessary to teach language to students with hearing impairments and determine the connection in the work of their speech development, to determine the essence and methods of applying this connection in practice. It is advisable to consider the formation of the process of communication in children with hearing impairment as the formation of a special type of human activity - speech activity. In this regard, the process of forming communication skills in native language lessons in students with hearing impairment should have an activity-based nature: it should have a practical orientation character, serve to satisfy the need for new lexical units for communication, help to activate the development of children's speech, and be carried out consistently, taking into account the phase structure of speech activity (motivational, research, target stages).

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