

METHODOLOGIES FOR THE FORMATION OF COMMUNICATION SKILLS OF STUDENTS WITH HEARING IMPAIRMENT IN NATIVE LANGUAGE LESSONS

Isokjonova Dilduzakhan

Teacher of the Department of Clinical Fundamentals of Surdopedagogy and Special Pedagogy of Tashkent State Pedagogical University named after Nizami

Abstract

this article highlights the stages of formation of communication skills in students with hearing problems, the goals and objectives of each stage, the specificity of the practical work process.

Keywords: Methodology for working on words, methodology for working on vocabulary, methodology for forming sentence structure skills, methodology for working on sentence fragments, methodology for working on text, dictionary work.

Introduction

Methodologies for the formation of communication skills of students with hearing impairments in native language lessons cover the methodology of working on words, the methodology for the formation of vocabulary and sentence structure skills, the methodology for working on sentence fragments and the methodology for working on text. The three directions indicated are carried out in parallel: the work of the Dictionary provides material for the sentence; work on the word, vocabulary and sentence prepares for the speech with a link. Taking into account the fact that word, vocabulary and sentence and text units form the basis of communication material, a special need arises for students with hearing impairments to dwell on a methodological approach to working on these units in the formation of communication skills in native language lessons. It is advisable that we define several conditions in the process of forming communication skills in the lessons of the native language of students with hearing impairment. First of all, it is important in the process of forming communication skills so that each sequence of work is consistent, the methodological approach to performing exercises is diverse, as well as the orientation of the selected educational methods to a specific goal and taking into account the capabilities of the student. Therefore, methodologies aimed at working on the word occupy a special place in the development of Child speech, the formation of communication skills. The initial stage in the formation of communication skills of students with hearing impairments is the methodology of working on the word. The word as a signifying unit performs its main function in the process of speech. Any appearance of communication is formed from the location of words and phrases in a certain order, which are grammatically interconnected, corresponding to the content of communication. By teaching 8-10 new words in one day to healthy primary students and 4-6 in native language classes, their vocabulary



wealth can be increased. In students with hearing impairments, however, these rates may vary slightly. In the methodology of working on a word, initially the concept of “word” is taught in general terms. That is, the meaning of words is worked on, and then the meaning of words is strengthened in speech, as well as the content of the dictionary is enriched by giving an idea of their meaning, contradictory meanings. And then they are taught in groups within word categories, knowledge of what task they perform in a sentence, what they represent, interrogations, made within a certain category. By working on words, explaining their meaning, the child's vocabulary wealth increases. At this point, it should also be noted that even in the process of explaining the content of terms in the framework of Science, the child brings them into his speech. For example, understanding the content of terms such as noun, adjective, possessive, cross-section allows the child to assimilate information about them more deeply. Word work in native language classes is carried out through the following types of work:

1. By explaining the vocabulary wealth of new words and new meanings of pre-existing words in speech.
2. Strengthening and clarifying words brought into the dictionary (through the use in the text, comparison with other words, etc.).
3. By using the meaning of that word in explaining the meaning of the new word.
4. By citing its contradictory meaningful form in explaining unfamiliar concepts.
5. What the word represents is by describing the properties of the phenomena.
6. By applying abstract concepts with examples that reflect its meaning in their explanation.

The process of working on a word is carried out during the course of performing various exercises so that it does not take a long time in the lesson and does not affect the main topic. Teaching to work on words is strengthened through the methodology of working on sentences. Students with hearing impairments are taught to correlate words with meaning by working on a sentence, to read sentences, to compose a sentence, to determine its content. The sentence begins to be taught as a means of mutual exchange of ideas, starting from the period of teaching literacy. The initial stage of teaching students with hearing impairments to make a sentence and introducing it to its content is done through pictures. In this case, questions are drawn up on the basis of pictures, and by practicing answers to questions in accordance with them, gradually the skills of sentence-making are formed. The methodology of working on a sentence includes the concepts of the structure of a sentence from words, the individual spelling of words in a sentence, the placement of a punctuation mark at the end of a sentence corresponding to the content of the expression of the sentence, the initial spelling of the first word in the sentence. Practical work on working on a sentence is carried out mainly in 2 different ways:

Analytical exercise system-analysis of ready-made given statements, work on them;

- 1) a system of synthetic exercises – exercises aimed at independently forming a sentence. By mastering the system of analytical exercises, the ground is formed for the formation of an independent sentence in students. The system of works aimed at teaching independent sentence formation is also in turn divided into 3 types:

- 1) sample – based performance exercises-grammatically correctly structured, include exercises aimed at remembering a finished sample, memorizing, working on a sample, or making a sentence based on questions.

2) constructive exercises – include practical work such as making a sentence from mixed given words, separating sentences from mixed textual content with no punctuation, no initial separation, converting simple exclamations into spread sentences, “subject + predicate” and so on to make a sentence according to the pattern.

3) creative exercises – covering the formation of a free sentence on the basis of a given topic, drawing up a sentence on the basis of pictures, making a sentence on the basis of base words. If students fail to distinguish the headbands of a sentence, they are unaware that the sentence is a holistic unit of speech. The possessive and the cross section form the basis of the construction and content of the sentence. That is why it is better to make observations on the headbands of the sentence during the period of teaching literacy. With the observation of the headbands of a sentence, students learn to express their thoughts clearly, in which the skill of separating a sentence from speech is formed. Depending on the norm of learning a sentence, the perception of its components, in particular, vocabulary, is determined. Grade 3 is a new stage in working on a sentence. Students move from the practical study of the sentence to the study of the sentence as a concept. They will know the important signs of the sentence. At this stage, the definition of the head and second order pieces, the terms owner and cross section are introduced. This class places great emphasis on the connection of words in a sentence. Students distinguish between the base of the sentence (the possessive and the participle), distinguish between the secondary clauses, and learn the two words in the sentence (the possessive and the subordinate clause), the connection of words grammatically, that is, through suffixes. There are also target types of sentence, declarative sentence, interrogative sentence, command sentence, and perceptual aspects of sentences [2;39]. Thus, the concepts of vocabulary and sentence are mutually complementary. The complete appropriation of processes related to sentence-making skills serves as the basis for text-making. From making sentences, you gradually move to the stage of working on texts. By working on the text, the child finally fully acquires the skills of connected speech. Work on the text is carried out through the following practical methods of work:

- 1) to answer the question posed in a broad form, consisting of several sentences;
- 2) reanalysis of a work (story, fairy tale, poem;
- 3) image imaging;

Retelling of the read text 1) compose and write small stories, write essays and statements. In children with hearing impairment, the 3 main types of monologue are widely used in the development of linked i.e. monologue:

- 1) statement
- 2) imaging
- 3) feedback

Statement-is based on providing consistent information about a particular reality or phenomenon. The use of written essays is mainly effective in the lessons of the native language. It is worth paying attention to the fact that essays are free, that the child can freely express his thoughts independently. Imaging-aimed at describing images, actions and phenomena in which a particular object or plot is reflected. Imaging is carried out by expressing a general impression of a particular subject, expressing its specific signs, giving a description.



Reflection is a process aimed at expressing one's personal thoughts about a particular phenomenon, a work, a hero, or processes, by expressing them through examples, taking into account certain characteristics [3; 234]. For example: the tale "expensive and Emerald" is read, analyzed, readers retell it (explain), a certain plot picture in the fairy tale "expensive and Emerald" is presented, and readers describe the plot based on this picture (describe), the heroes in the fairy tale are given quality. Why is expensive bad?, Why did the old woman give gifts to the Emerald? They give their own personal opinions and conclusions to questions such as (reasoning). In this way, students are formed skills to work on the text, to be able to compose text that is linked verbally and in writing. Thus, by working on words, sentences and texts, speech skills necessary for communication are formed in students with hearing impairments. This work system is carried out consistently and continuously through various practical work methods during native language classes. The use of educational technologies aimed at the formation of these qualifications in students with hearing impairments in the modern educational process allows students with hearing impairments to fully cover the course process, master the topic in the short-term course process, deeper understanding of the content of the work, working with students collectively and individually and easily identifying their level of knowledge, they can be achieved by connecting what they have learned in classes with life, ensuring an increase in their interest.

References

1. K.Qosimova, S.Matchonov, H.G'ulomova va b. Ona tili o'qitish metodikasi//darslik. Toshkent 2009. 186-b.
2. Jumaniyozova Muhabbat Xusinovna, Urazbayeva Sabokat "BOSHLANG'ICH TA'LIMDA GAP USTIDA ISHLASH VAZIFALARI VA BOSQICHLARI"// Talqin va tadqiqotlar ilmiy-uslubiy jurnali. 2022. 3-son. 39-b.
3. Mamarajabova Z.N. Ona tili o'qitish maxsus metodikasi//O'quv qo'llanma./Toshkent.:2015.
4. Николайва Т.В. Комплексное психолого-педагогическое обследование ребёнка третьего года жизни с нарушением слухом //Дефектология. - 2004.
5. Rustamova R.R. Boshlang'ich sinflarda zaif eshituvchi o'quvchilar nutqining grammatik qurilishini shakllantirish Ped. fan. nomz. dis. ... avtoref. – T.: TDPI. 2009.
6. Qodirova F.U. Boshlang'ich sinf kar o'quvchilar nutqini shakllantirish.: Ped. fan. nomz. dis. avtoref...– T.: TDPU.2006
7. Isoqjonova D. M. THE ROLE OF THE PRINCIPLE OF EXHIBITIONISM IN THE DEVELOPMENT OF VOCABULARY WEALTH OF DEAF STUDENTS IN NATIVE LANGUAGE LESSONS //FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES. – 2023. – T. 2. – №. 18. – C. 146-149.
8. Isoqjonova D. M. PECULIARITIES OF SPEECH DEVELOPMENT LAWS IN CHILDREN WITH HEARING IMPAIRMENT //Thematics Journal of Education. – 2022. – T. 7. – №. 5.
9. Dilduzakhon, I. (2023). THEORETICAL FOUNDATIONS OF THE FORMATION OF COMMUNICATION IN STUDENTS WITH HEARING PROBLEMS. *Open Access Repository*, 4(2), 108-110.