# STUDY OF THE SPEECH DEVELOPMENT PROCESS OF CHILDREN WITH HEARING IMPAIRMENTS

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### Abstract

This article provides information on the history of the development of sign language in the field of philology, umga tariff, the work of scholars. The article describes the work done to teach people with hearing impairments to speak

**Keywords**: Philology, linguistics, textology, paleography, deaf pedagogy, history, hearing impaired people, dactyl, oral method, gesture, sound, vibration, oral method, gesture, pure oral method, linguistics, weak hearing, distance.

#### Introduction

Philology (from Greek "philologia" - love of words, affection for language) is a general discipline formed by the collaboration of humanities such as linguistics, literary studies, textual studies, source studies, paleography, and others. It examines the history and essence of human spiritual culture through linguistic and stylistic analysis of written monuments. The text, comprising its internal aspects and external relationships, is considered the primary foundation that determines the existence of philology. In society, the process of language acquisition takes place in the context of people's mutual speech activities (communication). In this process, human auditory activity plays a crucial role. Indeed, it is one of the main factors in the formation and development of spoken language. Consequently, this issue has been a focal point for scientists and educators who lived during various periods of societal development. The problems in the theory and practice of educating and raising deaf individuals have a long history and are characterized by various approaches. From a philological perspective, the means of communication with hearing-impaired people created an environment similar to the process of acquiring a new language. In ancient Greece and Rome, there was no established system for educating children with hearing problems. In ancient states, deaf-mute individuals were not recognized as full members of society and were considered "unteachable." The Code of Justinian from the 6th century BCE stipulated that guardianship should be established over "incomplete" persons, and noted that congenitally deaf people were incapable of independent activity. Such individuals were deemed unable to manage their own property because they were "unable to speak and express their thoughts in writing or orally." In ancient "medical" science, the prevailing belief was that deafness had an extraordinary nature and could not be cured.





From historical sources, we observe that a special attitude towards deaf people emerged in the 9th-8th centuries BC. The ancient Greek philosopher Aristotle (384-322 BC), in his works "Sensations of the Sentient" and "Sensory Perception and its Objects," discussed the reasons for the interdependence of sensory organs, revealing the negative impact of deafness and muteness on a child's mental capabilities.

The philosopher's "discovery" that the absence or impairment of one of the human sensory organs disrupts integrity and wholeness inadvertently laid the foundation for the emergence of the first deaf-pedagogical doctrine. The scholar particularly emphasizes that the dysfunction of one sensory organ hinders the overall development of an individual and provides the following assessment of the auditory analyzer: "Sound is a means of thinking, and hearing is a crucial organ for understanding the surrounding world. In this regard, it can be said that a person who has been deaf from birth is, naturally, mute." Aristotle, while revealing the essence of how deafness and muteness negatively affect a child's mental activity, notes that muteness is a consequence of congenital deafness. With the emergence of Christianity, a compassionate attitude towards people with developmental challenges began to form. However, simultaneously, various negative religious beliefs regarding such individuals and their disabilities also started to arise. For instance, according to these views, children with deafness were considered as "God's punishment" sent by God in retribution for the sins of their parents. At the beginning of the Middle Ages in Europe, traditions of limiting the rights of individuals with various developmental challenges began to take shape. While medieval religious philosophers started to advance the theory that people with congenital disabilities were not fully human, the jurisprudence of this period viewed people with disabilities as unable to take responsibility for their actions. The law did not recognize such individuals as capable of selfgovernance. The first attempts to educate people with hearing impairments date back to the 15th century. The theory and practice of teaching and educating deaf people, which emerged in Western Europe, attracted many scholars of that time. This led to the development of progressive views on the cognitive abilities of deaf individuals during the Renaissance. The Dutch scholar Rudolf Agricola (1443-1485), in his book "On the Discovery of Dialectics," discusses teaching written language to deaf people using special methods and techniques, providing specific examples in this regard. Another prominent figure who played a significant role in the theory and practice of teaching and educating deaf people was the Italian professor Gerolamo Cardano, who possessed a brilliant and multifaceted experience in this field

In his works, such as "On Elegance," "On the Physiology of Sensations," and "About My Life," the scholar explained the physiological causes of deaf-muteness, revealing that deafness occurs as a consequence of illness, and muteness is a result of deafness. The first classification of deafness emerged as a result of Gerolamo Cardano's children being born deaf-mute, and the father's attempts to "bring them back" to life. According to this classification, the deaf are divided into the following categories:

a) congenitally deaf;

b) those who lost hearing early (before the child learns to speak) and those who lost hearing later;

c) those who lost hearing later while preserving speech



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The scientist was also the first in history to demonstrate the physiological basis of deafness and muteness, proving the possibility of teaching deaf individuals by relying on their healthy sensory organs. He pioneered the idea of a differentiated approach to teaching, taking into account the degree of hearing ability and speech development levels. J. Cardano's theoretical views found their practical application in Spain. Pedro Ponso De Leon (1520-1584) developed an original method for teaching the deaf and successfully implemented the practice of individually educating children from noble families. In his methodology, P. Ponso employed various forms of communication: oral, written, finger spelling, and gesture-based sign language. H.P. Bonet (1579-1633), in his work "The Nature of Sounds and the Art of Teaching the Deaf and Mute to Speak," written in 1620, examined the goals and objectives of teaching and educating the deaf at that time. He emphasized the necessity of teaching them spoken language through dactyl and its oral form. Bonet considered the work aimed at developing speech, conducted by a specialized teacher using a question-and-answer format, as a particularly important factor influencing children's mental development. E.R. Carrion (1579-1652), effectively utilizing the rich experience of his contemporaries and advancing their ideas, relied on tactile-vibrational sensations and residual hearing in the education and upbringing of the deaf. The subsequent development of H.P. Bonnet's ideas was contributed to by practicing scientists such as the Englishmen John Wallis (1616-1703) and J. Bulver, the Swiss J.K. Amman (1669-1724), the Dutchman F.M. Van Helmont (1614-1699), and the Italian F.L. Terzi (1631-1687), who made special efforts in teaching the deaf. Attempts to educate the deaf individually were driven by the objective social demand from aristocrats who had children with hearing impairments. Although individual teaching yielded positive experiences, the establishment of educational institutions for this category of children was not successful for a long time. It was only in the 1770s that efforts to create and develop specialized institutions for the education and upbringing of deaf children began to emerge. In 1770, for the first time in world history, Charles Michel de l'Épée (1712-1789) opened a private school in Paris - the Institute for the Deaf and Mute. De l'Épée developed the mimicry method, infused with the ideas of French Enlightenment thinkers such as Voltaire, Denis Diderot, and Jean-Jacques Rousseau. Charles Michel de l'Épée's ideas were further developed by his student R.A. Sicard. The practicing scientist focused on the comprehensive mental and physical development of deaf children in the education system. This system prepares deaf children for mastering knowledge in general education subjects, living and working in society. However, to address these tasks, only the sign form of speech is used during the learning process, and deaf students learn to write based on it. R.A. Sicard enriches the sign language with "methodical signs." That is, in the teaching process based on this method, students are taught specific signs to describe grammatical categories in the language. It is well known that grammatical categories constitute a vast number in language. As students struggle to master the ever-increasing volume of signs, they fall behind in acquiring subject-related knowledge. Despite improvements in the gesturebased teaching system, its practical application does not fully address the tasks set for education. On April 14, 1778, the Institute for the Deaf and Mute was established by Samuel Heinicke (1727-1790) in Leipzig, Germany. Samuel Heinicke created his own teaching system for the deaf, which later became known as the "pure oral method," occupying a significant

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place in the history of deaf education. This method recognizes oral speech as the primary means and goal of educating the deaf. In this system, children also learn reading, writing, and arithmetic. This approach to teaching the deaf is based on the technique of mechanical exercises for pronouncing sounds, syllables, words, and sentences. That is, in the initial period of education, intensive work is carried out on developing the pronunciation skills of deaf children. The acquisition of knowledge in general education subjects is subordinate to learning pronunciation skills. For example, if children do not learn to pronounce words like bread, milk, tea, pen, notebook, and book, which they see, consume, and use daily, these words will not be "introduced" into the learning process. Although such training enables deaf individuals to learn to pronounce sounds, syllables, words, sentences, and even large texts clearly and fluently, it fails to help them acquire knowledge of academic subjects in a natural manner. While school graduates may leave the impression of being "eloquent speakers" on those around them, it becomes apparent that there is no possibility of barrier-free communication with them. The main reason for this is that the principle of connecting learning with life is not reflected in this educational system. Another rich experience that has played a significant role in the general development of deaf education, and particularly in its current state, is associated with the name of Alexandre Blanchet, who lived and worked in France in the 19th century. The practicing scientist endeavored to prove through his work that teaching deaf children alongside hearing children is the most effective method, and he implemented integrated teaching. In the school organized under this system, deaf children are taught in a separate class within a regular school, while those with mild hearing impairments are educated together with children who have normal hearing. In his work "Manual for the Teacher" (1858), A. Blanche proposes three fundamental principles and attempts to explain in detail the ways to achieve them. The main principles proposed by the scientist were:

1) adherence to the general methodology when teaching the deaf in this manner;

2) a differentiated approach to categories of deaf students in teaching: the deaf-mute and the speaking deaf;

3) it is necessary to follow methods for developing oral speech through facial expressions and the dactyl (fingerspelling) form.

Furthermore, in France, Jean-Jacques Valad-Gabel (1801-1879) developed the "Intuitive (Maternal) Method," based on the speech development patterns of infants with normal hearing. While organizing the education of deaf children using this method, the scholar attempted to prove that the use of written speech form (global reading), primarily displayed on writing boards, as a supplement to oral (voiced) speech is highly effective, while rejecting the use of gestures in teaching. Additionally, significant emphasis is placed on dactyl speech in the educational process. J.J. Valad-Gabel attempted to prove that the most effective way to teach conversational speech to deaf-mutes is based on reading alphabet letters as a whole, rather than separately, since oral speech is an inaccessible form of communication for them. In 1779, the Vienna Institute for the Deaf was established, where I. May (1754-1874) and F. Stork (1746-1820) improved and restructured the method of teaching communication: the dactyl alphabet was widely implemented in the educational process, while sign language began to be used as an auxiliary tool. The work of two practical scientists was continued by M. Menus (1774-1850),

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who expanded this method by incorporating the teaching of oral speech to the deaf into the learning process. By this time, the widely used pure oral method gradually began to change its form. For instance, F.M. Gil (1805-1874) created a series of manuals on teaching deaf-mutes oral speech, lip-reading, writing, and general education. The innovation in the teaching system developed by the scientist is characterized by broadening the scope of general education subjects in the process of educating deaf people. Due to F.M. Gil's reliance on the principles of naturalness and uniqueness of a child's perception in teaching, the educational system he later developed came to be known as the "Natural Method of Teaching Deaf Children." Johann Fatter (1842-1916), on the other hand, made mastering oral speech the main goal of teaching. He based his approach to teaching deaf people oral speech on teaching speech sounds. Later, Fatter's system acquired a second name: the "Sound Method." The first institute (school) for the deaf in the USA was established in 1817 by Thomas Gallaudet (1787-1851). In this educational institution, instruction was conducted based on the French method, utilizing writing, sign language, and dactylology.

Later, Horace Mann (1796-1859) and Edward Gallaudet (1837-1907), who had the opportunity to study and analyze the experiences of several schools during personal visits and business trips to Western European countries, developed the "Combined Method" based on a fusion of different approaches. This system incorporates various methods, including oral speech instruction. Alexander Melville Bell (1815-1905) also worked on solving the problems of teaching speech to deaf children, proposing the "Visible Speech" system. In this system, each sound articulation has its own corresponding symbol. Alexander Graham Bell (1847-1922), who continued his father A.M. Bell's work, founded the Physiological-Phonetic Institute and the Society for the Promotion of Speech Teaching to the Deaf, invented the telephone, and also paid great attention to the issues of educating deaf children from an early age. In 1879, the first conference dedicated to the education of the deaf was held in Paris, the capital of France, followed by another in Milan, Italy in 1880. The "Pure Oral Method" system was recognized as universal (convenient and most effective) because the decision of the Milan Conference indicated that it provided deaf people with the opportunity to communicate with hearing individuals. The achievements at the end of this period were that each country developed a positive attitude towards the issue of educating the deaf, and laws on "free, compulsory general primary education" were adopted. This period is characterized by the establishment of state institutions for the deaf and mute, the enactment of laws, the identification of sources for material support of education, and the development of educational goals and methods. While special education began to encompass increasingly large areas of the European and American continents, the formation of non-governmental organizations provided impetus for the future development of the system of education and upbringing for the deaf. At the end of the 19th and beginning of the 20th centuries, European and American deaf educators attempted to eliminate the superficiality in the "Pure Oral Method" system and improve upon it. This system had focused primarily on teaching the deaf to speak orally, which did not allow children to effectively master general education subjects. The German teacher I. Heydzik (1851-1942), who taught the deaf, criticized the "pure oral method" as incompatible with the nature of deaf children with hearing impairments. Initially, he proposed returning to the "gesture method,"



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but later he suggested teaching speech to deaf children based on the use of dactylology. Konstantin Malish (1860-1925) developed a global synthetic method for the initial period of teaching oral speech to deaf people. In this approach, speech training is carried out by establishing the pronunciation of whole words and sentences based on babbling. Another German scholar, K. Gepfert (1851-1906), implemented the teaching of written language to deaf children based on the writing mechanism. His followers developed the idea of using written language in the early stages of education. The Danish scientist Georg Forchhammer (1861-1948) combined written and oral speech methods in his experiments and created the "imitation method" based on written exercises, relying on the perception and pronunciation of oral speech. Rudolf Lindner (1880-1964), drawing on his many years of experience, proposed relying on the "method of written images" in teaching language to deaf children. He created the "Word and Picture" alphabet in 1911. According to this method, deaf children acquire written speech in the process of learning to read using visual aids. Alexander Erlen created a language teaching system for deaf children, which was later called the "Belgian method." In language teaching based on this system, students were taught to perceive oral speech by reading written words as a whole and reading from the lips. As another example of the "written method," one can cite E. Kern's "complete method." Teaching according to this method was carried out based on the use of writing, excluding sign language and dactylic speech in the process of teaching the deaf to oral speech.

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