

Speech Formation of Hearing-Impaired Children in Primary Schools**Jalmenova Bibigul Xasilbek qızı**2nd year master's degree Nukus State Pedagogical Institute named after Ajinyaz
(Nukus, Republic of Karakalpakstan)

Annotation: This article will focus on the problem of literary development and the solution of hearing-impaired schoolchildren.

Keywords: Modern education, hearing-impaired children, primary school, education, superpedagogues.

The main goal of modern education is the formation of a culture of personality, its spiritual and moral development. Literary education solves this problem through the training of a qualified reader. In our well-known "qualified reader" is a reader who possesses the whole set of characteristic qualities for productive reading: deeply and fully perceives the read work, comprehends and evaluates in a single ideological and thematic content and emotional and aesthetic originality of the work.

The analysis of the teaching of hearing-impaired children to read in preschool institutions, in primary school and the analysis of literature teaching in secondary school, the study of the teacher's work experience, observation of students in reading and literature lessons reveal serious problems in the production of students. This is the nature of the problem we treat perhaps.

Firstly, an analysis of the experience of preschool institutions and the work of medical and pedagogical commissions shows that kindergarten graduates who can read come to the first grade. First-graders are reacquainted with letters and learn to read slogans, which supports the development of hearing-impaired first-graders. A contradiction is brewing between younger hard-of-hearing schoolchildren and the proposed professional development.

Secondly, in the programs of special educational institutions of the II type, reading lessons in the I and II departments are assigned a propaedeutic role. When choosing the content of education, the authors of this document receive a list of activities, methods of work, rarely concepts, but do not determine the levels of knowledge, skills and abilities by years of study.

Thirdly, in accordance with the program requirements for working with the text of a work of art, teachers pay more attention to the significant factual side of the work, less to the emotionally holistic perception of the artistic text. However, this is not enough to detect the comprehension of what has been read, on the one hand, and on the other, this kind of activity does not work for the development of signs, since it relies on already mature functions, without affecting the limitations of the child's development. all these are hard-of-hearing schoolchildren, during the transition to whom the requirements for reading and studying fiction are largely imposed.

Fourth, in sign language teaching, only certain areas of teaching reading to hearing-impaired schoolchildren are considered. Scientists have identified certain features of the speech development of the hearing impaired, noted the requirements for understanding the work being read, the importance of ways and means of correctional work in reading lessons. Numerous successes have been achieved by the methodology, which combines methods of work in the study of literary texts. Sign language teachers have revealed the levels of detection of literary diseases by hearing-

impaired students. Researchers of speech lessons of hard-of-hearing schoolchildren at readings. However, in sign language teaching there is no appropriate approach to the formation of productive reading activity of younger hard-of-hearing schoolchildren.

Fifthly, in recent years, the idea of the need for a unified system of literary education of students from the first to the eleventh grade has been increasingly insistent in primary school pedagogy. Scientists and teachers have created a program of literary education for younger schoolchildren, united by a common idea of personal development and education of readers. Teachers-sign language teachers, working under the program of special educational institutions engaged in innovative ideas and adjustments in the vocational training program; independently solve issues that require the content of teaching in reading lessons, the choice of different approaches to teaching reading, the use of textbooks.

Unreasonable searches for sign language teachers do not lead to the desired results in the development of younger hard-of-hearing schoolchildren. The transfer of reading teaching systems from the methodology of secondary schools to the practice of correctional settings is carried out spontaneously, without scientific rethinking.

Sixth, an alarming signal indicating a problem in the field of literary education of hard-of-hearing schoolchildren is a decrease in their interest in reading literature. In the studies of high-level sign language teachers, attention is drawn to the fact that the range of interests of the majority of hearing-impaired primary school students remains limited. They only read software works. Studies show that many younger hard-of-hearing schoolchildren are reluctant and read little for a number of reasons. These include a decline in reading in society; the presence of other sources of information outside of reading; unfortunately, in specialized schools of extracurricular reading, heredity and specific causes are characteristic only for this category of students. These are a decrease in auditory function, speech underdevelopment of the hearing impaired, features of the development of their thought processes and features of comprehension of imitation of readable texts.

To solve the problems, it is necessary to model a model of literary development of hearing-impaired younger schoolchildren.

Modern specialized educational institutions of the II type distinguish four subjects in the process of literary education of hearing-impaired schoolchildren.

The first (grades 1-6) is reading. At this stage, it is planned to create a reading technique, retelling training.

The second (7th grade) — literary reading. participation in this development is a meaningful analysis of works of art, highlight the main theme, correlate it with ideas, introduce students to modern literary concepts.

The third (grades 8-10) is an upward study of literature. On this wave, schoolchildren accumulate literary knowledge in the course of reading and in-depth analysis of artistic problems. The ability to perceive and analyze these works is consolidated and developed. Hard-of-hearing schoolchildren learn to understand not only the ideological and thematic, but also the moral and ethical deep science expressed in the system of artistic education.

The fourth (grades 11-12) is the beginning of a systematic study of the history of literature. The purpose of teaching on this topic is to educate a thoughtful listener who is able to perceive literature as a real reflection of the reception in an artistic form. Students study the most pronounced works characteristic of the main periods of the development of Russian literature, examining them in

chronological order, in order to identify the connection with the identified and identified public thoughts. In parallel with this, students are informed of basic information on the theory of literature.

The study of literature by the hearing-impaired in the 13th-15th grades of evening school is being completed, which gives students the opportunity to gain knowledge on the content of secondary school.

The results of the experimental study confirm that the first stage - reading — is prolonged, and during the second stage — literary reading — lasts only one year, it is impossible to prepare a qualified small reader ready to move to the third stage of literary education and to fulfill the tasks facing him.

References

1. Konceptiya i programmy nepreryvnyx kursov dlya obsheobrazovatel'noy shkoly pod red. A. A. Leont'eva. M., 1998.
2. Nikitina M. I. Uroki chteniya v shkole dlya slaboslyshashix detey. M., 1992.
3. Tajbenova Saule Sarsengaliyevna. DEVELOPMENT OF MODERN METHODS AND TECHNIQUES OF PRIMARY EDUCATION. 2019.