

Eurasian  
Research Bulletin



# Features of the formation of communication skills in children with hearing impairment

**Isokjonova D.M.**

*Teacher of surdopedagogics and Inclusive Education Department of Tashkent State Pedagogical University named after Nizami*

**ABSTRACT**

This article will talk about the features of communication, features of working with communication in students with hearing impairment.

**Keywords:**

speech, social orientation, correction, communicative movement, communication environment, motivation.

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. 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". In R. Rommetwein's 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 we are studying, 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 central to Psycholinguistics and fundamental to surdopedagogy. 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.

When it comes to speech activity, 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.

R.R.Rustamova, on the other hand, emphasizes the need to determine the features of the development of children's speech in a certain norm in order to study speech disorders, 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.

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 native language lessons, which stimulate the assimilation of the process of communication.

In surdopedagogy, students with hearing problems have been involved in highlighting various aspects of their speech studies U.Yu.Fayzieva, F.D.Alimkhadjayeva, D.A.Nazarova, F.U.Kadyrova, Z.N.Mamarajabova, R.Rustamova is reflected in the scientific work of scientists such as.

R.R.Rustamova in her scientific work on the topic " the formation of the grammatical construction of the speech of weak hearing students in elementary grades " the level of grammatically correct formation of the speech of a weak hearing child is the main ground for her to communicate with those around her, in particular, with healthy people. When a child does not hear the word he is saying, he can understand his speech if he correctly quotes the articulatory States of the sounds that made up the word. In this, the child argues that the area of intelligibility of his speech will expand not only among his fellow fates, but also among his healthy peers. The practical importance of teaching literacy in students with hearing impairments on the basis of the use of speech as a weapon of communication, he noted.It can be seen in the scientific work of U. Fayziyeva. In his scientific work aimed at teaching literate students with hearing problems, U. Fayzieva said: "teaching wealth is the foundation of all subsequent processes, and its qualitative implementation is a factor in ensuring that students are literate, their speech is clear and fluent". Also, Z.N.Mamarajabova revealed the possibilities of the literary educational process in the development of the speech of weak hearing readers. In his scientific work, the scientist has achieved the improvement of the stages of oral exposition (preparatory, instructive, independent reasoning) through an

individual-oriented approach. Studying the topic of technologies for the formation of communication skills of students with hearing impairment in native language lessons F. Kadyrova should dwell on the study on the topic "formation of colloquial speech of Deaf and weak hearing students of the primary class". In her scientific work, F.Kadyrova separated the stages of teaching students with hearing impairments to spoken speech, put forward the idea that deaf and weak hearing students should be formed in a correctional-developmental pedagogical system and specially organized conditions based on the laws of the language occupied by spoken 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' view of language and speech as non-homogeneous but closely related phenomena raises the need 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 structure of speech activity (motivational, research, target stages).

### List Of Used Literature

1. Isokjonova D. M. FEATURES OF THE FORMATION OF COMMUNICATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENT //Academia Repository. – 2024. – T. 5. – №. 2. – C. 69-72.
2. Isoqjonova D. M., Farzona N. ESHITISHIDA NUQSONI BO'LGAN BOLALARDA BOG'LANGAN NUTQNI RIVOJLANTIRISH: Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari //Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari. – 2024. – T. 6. – №. 4. – C. 39-44.
3. qizi Isoqjonova D. M. et al. ESHITISHDA NUQSONI BO 'LGAN BOLALARNI OG 'ZAKI NUQTGA O 'RGATISH TEXNOLOGIYASI //Educational Research in Universal Sciences. – 2023. – T. 2. – №. 16. – C. 896-900.
4. Qizi K. Z. B. MAKTABGACHA TARBIYA YOSHDAGI NUTQIDA NUQSONI BO'LGAN DUDUQLANUVCHI BOLALAR OG'ZAKI NUTQINI RIVOJLANTIRISHNING O'ZIGA HOS HUSUSIYATLARI //Conference Zone. – 2022. – C. 362-368.
5. Isoqjonova D. M. PECULIARITIES OF SPEECH DEVELOPMENT LAWS IN CHILDREN WITH HEARING IMPAIRMENT //Thematics Journal of Education. – 2022. – T. 7. – №. 5.