



## TECHNOLOGIES FOR FORMING COMMUNICATION SKILLS OF DEAF STUDENTS IN MOTHER LANGUAGE CLASSES

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### **Abstract**

One of the important tasks of special pedagogy is the development of modern methods and methods, taking into account the specific features and possibilities of the language in the process of teaching students with hearing problems to communicate. In this article, recommendations on the formation of communication skills of deaf students with hearing impairment in mother tongue classes were developed.

**Key words:** Mother tongue, lesson, deaf students, communication, skills, formation, technologies, stages, teaching sound pronunciation, "Speech kaleidoscope", communication environment.

During the development stage of deaf pedagogy, many deaf pedagogic scientists paid special attention to the education of hearing-impaired children. In particular, L. S. Vygotsky states that if the muteness caused by hearing impairment leads to the presence of speech, then the inability to acquire speech has a significant negative impact on general cultural development [1]. Also, in the studies of a number of scientists such as R.M. Boskis, E.V. Mironova, B.D. Korsunskaya, M.K. Sheremet, N.G. Morozova, specific aspects of the education of students with hearing problems are noted. The research conducted by such advanced Russian scientists as E.I. Leongard, Ye.G. Samsonova, N.D. Shmatko, I.V. Koroleva, O.V. Zontova, N.V. Svodina effectively affects the early social adaptation of the deaf through early correction of hearing and speech problems. Children with hearing problems such as N.Sh. Bekmurodov, H.M. Gaynutdinov, U.Y. Fayziyeva, N.Kh. Dadakho'djayeva, F.D. Alimkhodjayeva, D.A. Nazarova, F.U. Kadirova, Z.N. Mamarajabova, R. Rustamova, D.B. Yakubzhanova in the development of Uzbek national deaf pedagogy they paid attention to various aspects of education. In particular, programs, textbooks, educational and methodical manuals created by U. Fayziyeva, F. Kadirova, D. Nazarova, Z. Mamarajabova are still important in conducting the educational process of children with hearing impairment in Uzbekistan. is considered important. In the research conducted by D.A. Nazarova, the speech development of pre-school hearing-impaired children was scientifically and methodologically studied for the first time [2], while R. Rustamova developed a correctional-pedagogical system designed to form the grammatical construction of the speech of hearing-impaired children. work was carried out [3].

Today, children with hearing impairments use various means of communication. Sign speech, dactyl speech, lip reading, oral and written forms of speech are widely used forms of communication in the process of education of deaf students. All of the above tools are complementary to each other in the formation of communication skills of students with hearing impairment, especially deaf students. For example, using lip reading does not give good results in learning scientific, new and complex concepts. Although the use of gestures and dactyl speech is convenient for the deaf student, it hinders the formation of oral speech in a certain sense. Taking into account these features, there is a need for effective methods of forming communication skills of deaf students in the educational process [4]. A high level of auditory acuity is required to master the phonetic, lexical, and grammatical rules of the language. In a child growing up under normal conditions, the formation of the skills to distinguish the main ones from the speech of others with the help of hearing is the basis for the formation of the skills to compose similar personal sentences. Agrammatism occurs as a result of the inability to distinguish sounds, follow grammatical forms, and compare in the speech of a child with an acoustic perception defect [5]. In the process of teaching deaf children to communicate and develop properly formed speech, mother tongue lessons are of great importance. Through native language lessons, students get acquainted not only with the word, but also with knowledge such as its grammatical formation and sentence construction. Despite the fact that a number of works have been carried out in the education of deaf students, the issues of organizing mother tongue classes, using modern technologies and teaching communication in the education of deaf children in the modern education system that is developing today it still maintains its relevance from a scientific and theoretical point of view. Based on this, we found it urgent to cover the topic "Technologies of formation of communication skills of deaf students in mother tongue classes".

Mother tongue lessons are of great importance in the development of speech of students with hearing problems. In the native language classes, not only the word, but also its lexical and grammatical features, and the specific construction of the language are fully informed. For this reason, the corrective value of mother tongue lessons is highly valued. Grammatical tools that implement the communicative function of speech are consistently taught in mother tongue classes. In particular, on the example of Uzbek schools, we will familiarize ourselves with the content of the native language textbook intended for 3rd grade students with hearing impairment:

№	Name of topics
1	Words that indicate the name of a person and thing
2	Unity and plurality
3	Possessive relations
4	Words that express the movement of a person and an object
5	The time of execution of the action of person and thing
6	Words denoting persons and things

7	Phrases denoting spatial relationships
8	Words denoting the name of a person and thing + agreement suffixes
9	Phrases denoting negation
10	Words denoting spatial relations
11	Phrases denoting purpose
12	Phrases expressing the relationship of time
13	Words that mean to belittle, respect and caress
14	Repetition of previous topics

The first topic of the textbook is the topic "Words denoting the name of a person and thing", and in this topic, students are introduced to the noun group. In the following sections of the textbook, the topics "Singularity and Plurality", "Possessive Relationships" are given, and these topics are complementary to each other, that is, related to the noun group studied in the first topic. words are enriched with different grammatical forms in the following topics. The next topic of the textbook is the topic "Words denoting the movement of a person and thing", and this topic aims to inform students about words denoting movement and state. As an integral continuation of this topic, the topic "Time of performance of person and thing" is given. After the students get information about the words denoting action, they are given preliminary information about the tenses under the concept of "time of performance" concepts are given. The next group of words is the group of adjectives, and this topic is presented in the textbook under the name "Words denoting persons and things". Each topic in the textbook serves to complement each other. In addition, the textbook contains topics aimed at teaching words and phrases that express spatial concepts, and agreement forms, and all topics in general form the basis of grammar and communication in the native language.

In this small study, we used a three-stage task based on knowledge acquired directly in mother tongue classes in order to study the communication abilities of children with hearing problems. 20 students of the 3rd grade of a special boarding school were taken during this inspection. Below we will get acquainted with the content of the tasks and their results:

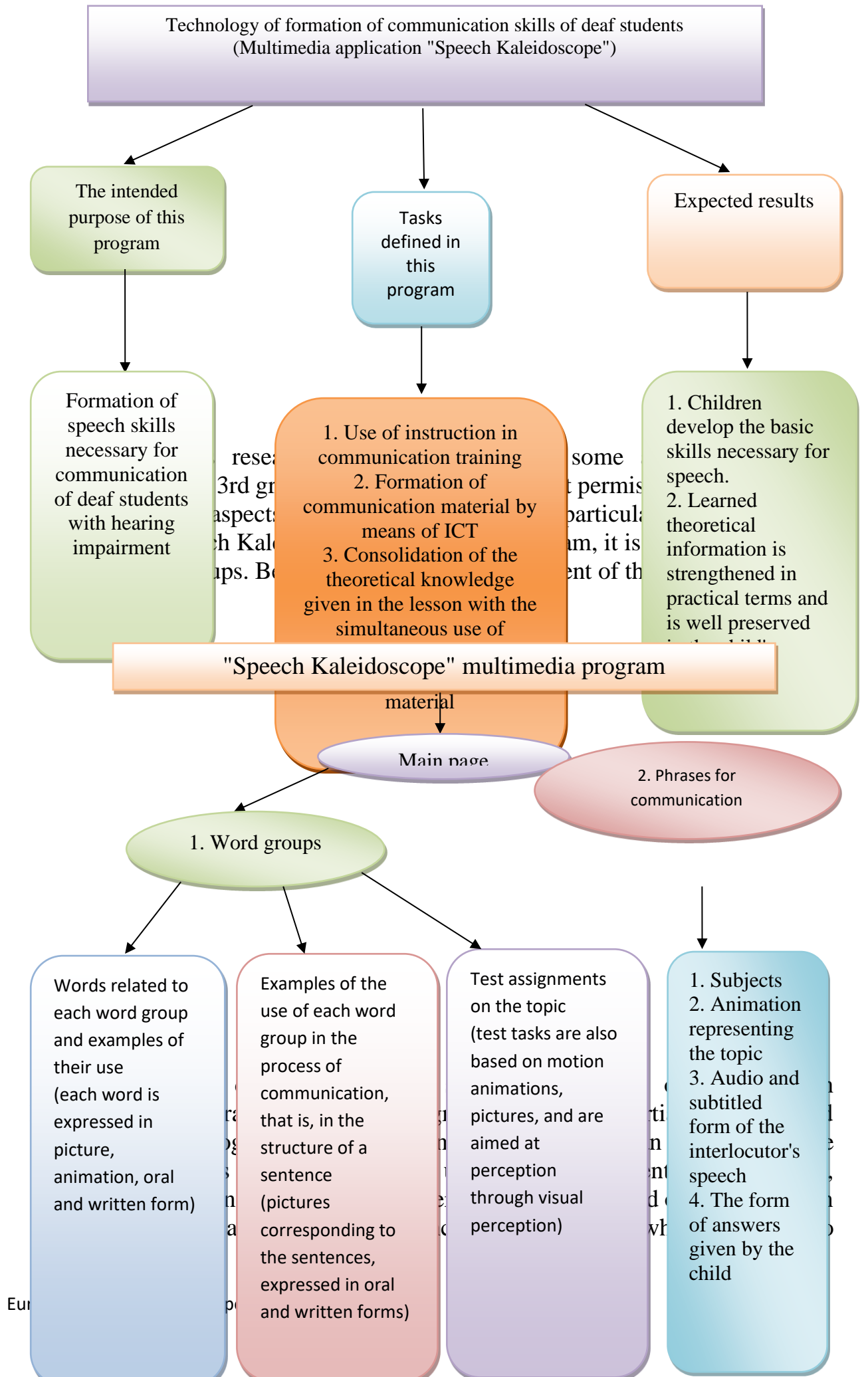
**The first type of assignment** (name them based on the pictures of the objects). During the organization of this task, papers with boxes for writing corresponding to the name of the subject shown in the picture and pictures prepared in advance for children were distributed. The subjects chosen for the experiment consisted of objects used in everyday life and familiar to everyone, as well as pictures of animals, and in order to attract students, pictures suitable for the youth of the students were chosen. During the performance of the task, the children's independence and focus on the task were monitored. Students also used typing in parallel with writing to write words. According to the results, 9 (45%) students wrote the names of the objects and animals in the given pictures. 6 (30%) students completed 50% of the task. The remaining 5 (25%) students could not complete the task. Also, according to the results of writing the words, 10 of the

15 students (66.7%) who completed the task wrote the words incorrectly, while the remaining 5 (33.3%) made some mistakes. errors were observed.

**The second type of assignment** ((naming an action based on pictures showing an action) is aimed at determining the ability of students to understand words denoting action, to understand the concepts of time, to reflect adverbs in writing, and to express words related to action in writing. Through this task, the children's ability to differentiate between the words expressing the concept of movement and the types of movement was checked. In addition, the levels of differentiation, understanding and reflection of the adverbs used to form words denoting action were also studied. In this task, children were also given pictures of types of movement and papers with boxes for writing the word meaning this type of movement. These actions are also related to constant activity and are familiar to everyone, they are: running, sleeping, writing, eating, sweeping, bathing. The results of the test on action words differed significantly from task 1. The children had a hard time completing this task. According to the results of the investigation, with the help of the teacher, 5 (25%) students were able to write the word corresponding to the action. 5 (25%) students expressed that they understood the action but could not express it in writing. The remaining 10 (50%) students could not complete the task at all. According to the results of the study of the writing situation, 3 out of 5 students who completed the task had errors related to the use of adverbs and writing.

**The third type of assignment** (oral question-and-answer) is aimed at determining the ability of students to understand, receive and respond to oral speech, and in the implementation of this task, the class teacher gave oral questions and tasks to children. Children relied on aids to complete this task. That is, in the process of understanding the task, the teacher used sign speech along with oral speech. The children used full gestural and dactyl speech in the process of responding. According to the result, the rate of acceptance of full oral speech is 4 (20%), the rate of use of oral speech is 0%, and the rate of understanding and receiving speech based on aids is 12 (75%) , 12 people (80%) responded with the help of auxiliary tools. The remaining 4 (20%) students have not mastered both typing and sign language well, and 2 of them are newly admitted to the institution.

We tried to develop methodological recommendations based on the results of the experiment conducted to determine the level of formation of communication skills of students with hearing problems in their native language classes. In particular, in our research work, we have developed a multimedia program project aimed at more effectively organizing native language classes for deaf students using ICT (information communication technologies) in the process of special education and, through this, forming their communication skills. The program project developed by us is called "Speech Kaleidoscope" multimedia communication program for children with hearing impairment. This program is intended to be used in mother tongue classes during special education and to increase students' not only grammatical but also speech potential. . The scheme below shows the essence of the "Speech Kaleidoscope" program:



the question is correctly marked, and this function serves to further increase the child's interest in the process.

In the application, grammatical additions, sentence construction, and questions related to the relevant vocabulary are highlighted with separate colors, and the child is expected to pay attention to and remember these concepts while using the application, relying on visual memory.

Native language classes are very important in teaching deaf students with hearing impairments to communicate, and students have the opportunity to learn not only the vocabulary of the language, but also grammar in the native language classes. We can say that today's education has many opportunities in this way. First of all, the organization of mother tongue classes in the process of special education requires a special approach. As a number of forms and means of formation of communication skills of deaf students with hearing impairment in mother tongue classes in special education, the following can be cited:

- introduction of pedagogical technologies used in native language classes based on the capabilities of students (taking into account the characteristics of defects). Today's modern education requires an approach to the educational process with new pedagogical technologies. We can say that the introduction of modern pedagogical technologies, in particular, information and communication technologies into the educational process, has a significant positive effect on the effectiveness of education. Modern educational technologies help not only to ensure the diversity of the lesson process, but also to increase the participation of students in the lesson and to use their theoretical knowledge during the lesson, to apply it in practice, to increase the interest of students and to form their abilities. The use of modern pedagogical technologies in teaching deaf students to communicate in the special education process is one of the effective ways of the educational process.

- development of methodical manuals reflecting modern pedagogical technologies related to formation of communication skills of deaf students in native language classes. The ability to choose appropriate pedagogical technologies for the lesson process and to determine their results is of great importance in the educational process, especially in the special education process. There is a significant need for methodical manuals based on modern pedagogical technologies in the organization of mother-tongue classes and effective work on the communication process of deaf children during the course of special education, and if such methodical manuals are developed, special education in mother-tongue classes The possibilities of developing the communication process of science students will expand.

- topics in the native language science program should have the characteristics of creating a communication environment. If we take into account that the program of this subject plays a key role in the organization of any subject, it is necessary to develop topics that create the need for communication in the process of forming the communication skills of deaf students in the mother tongue classes, the topics provided in the program are not only theoretical but it is

appropriate to plan taking into account the tasks of formation and development of practical skills.

- monitoring by the teacher of the results of the methods used in the mother tongue classes. One of the important factors is to control and monitor children's mastery indicators after organizing the educational process based on the above-recommended forms of work. This allows the teacher to determine how much the work carried out in the educational process and the pedagogical technologies used have an effect on the speech formation of the child, and at the same time, which methods and methods lead to more positive results. This process helps the teacher to develop new methods and methods in the educational process, to have more information about the characteristics of students' learning.

The methodical recommendations presented above are interrelated and, if implemented effectively, can provide the expected results in the formation of communication of deaf students with hearing impairment.

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