AREAS OF WORK AIMED AT DEVELOPING COMMUNICATION IN STUDENTS WITH HEARING IMPAIRMENTS

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Annotation: *This thesis highlights the content of activities aimed at developing communication skills in students with hearing impairments.*

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In schools for deaf children, subjects such as native language writing, speech development, and reading are included. The main objective of these lessons is to teach students literacy, develop their reading and writing skills, foster coherent oral and written speech, and improve their language abilities, as well as to teach them how to prepare official documents. In schools for deaf children, the development of conversational speech also includes work on pronunciation. Although the three directions mentioned above form an interconnected, holistic system, their development is carried out in parallel. In the educational process, mastering the meaning of words serves as the building material for constructing sentences, and the interconnection of these two units is used in composing stories, essays, summaries, and various written texts. As in general education schools, speech development in schools for the deaf is considered a primary objective of language learning. For this reason, speech training is not limited to native language classes but is integrated into all subjects. Thus, in the educational process, the development of students' oral

speech is determined by the combined functioning of the developing auditory analyzer and speech kinesthesia, as well as by their hearing ability. The created conditions make it possible, to a certain extent, to bring the formation of oral speech in deaf and hard-of-hearing students closer to the process of speech acquisition in children with normal hearing.

In schools for deaf and hard-of-hearing children, the rapid development of auditory perception is carried out in specific directions. In schools for deaf children, the development of conversational speech also includes work on pronunciation. Although the three directions mentioned above form an interconnected and unified system, their development is carried out in parallel. In the educational process, mastering the meaning of words serves as building material for constructing sentences, and the interaction of these two units is used in composing stories, essays, summaries, and various texts. As in general education schools, in schools for the deaf, speech development is considered the main objective of language learning. For this reason, speech training is included not only in native language lessons but also integrated into all subjects. The development of conversational speech in primary school deaf students begins with dialogic speech, as this form of speech is natural and convenient for interaction between the teacher and students. During native language lessons, primary school students learn to construct sentences using sentence parts such as the subject, predicate, object, attribute, and adverbial modifiers. At each grade level, sentences are mastered in a certain sequence. The communicative approach plays a key role in introducing students to new grammatical material. In this process, children acquire the material practically through organized communication. In developing coherent speech, it is important to teach students to understand the meaning of simple extended sentences, construct them independently, and use them in their speech. When composing texts, it is important to teach word formation and modification, identify who or what is being described in the text, and develop the ability to

narrate events in a logical sequence. In the process of teaching children to compose texts, skills of logical thinking and sequencing are gradually formed. The teacher plays a crucial role in shaping the speech of deaf children and engaging them in communication. The teacher helps the child find appropriate speech forms and encourages the use of new words and expressions. In doing so, the teacher applies various methods, such as checking students' understanding of individual words and phrases, teaching them to express the same idea in different ways, distinguishing and using synonyms, homonyms, antonyms, and paronyms, enriching vocabulary with new words, expressions, and grammatical categories, connecting newly learned speech material with previously acquired material, and teaching students to observe and correct their peers' speech, as well as to repeat and memorize certain words.

Teaching the native language in schools for the deaf also takes into account the nature and characteristics of language. Some linguistic patterns, connections, and relationships are acquired naturally in life even before formal instruction. In the educational process, other aspects of the language system are taught based on practical foundations. For example, syntagmatic relations are more related to language use, while paradigmatic relations are more characteristic of the language system. It is not possible to master them at the same stage. Therefore, full mastery of the systematic organization of language can only be achieved through instruction across all stages of the school curriculum. In teaching language, the main condition is to ensure continuity and consistency when transitioning from one stage to the next. In learning pronunciation, deaf students should rely on kinesthetic sensations that arise from the movement of speech organs, as well as on hearing and visual perception. In forming correct pronunciation in deaf students, speech material should initially be selected based on the phonetic principle, and the content of texts should be understandable for the students.

During the lesson, work begins with practicing syllables, words, sentences, and texts. In higher grades, it is necessary to deepen the content of speech material and reduce exercises focused on syllables. The use of technical aids in teaching—such as sound amplification devices and visual materials—significantly increases the effectiveness of education. The speech of deaf children can be developed through special methods and approaches under specially created conditions. It is well known that the conversational speech of children with normal hearing develops rapidly during early childhood and preschool years. Later, at school, children master their native language based on their developed conversational speech. In developing the speech of deaf children, oral, written, and dactyl (finger-spelled) forms of speech are used. Dactyl speech helps in perceiving verbal speech and supports the use of language in the early stages of education. Children communicate with others throughout the day during special speech development activities, pronunciation training, hearing development exercises, and other types of lessons. Another important task of extracurricular activities aimed at developing the oral speech of deaf students is to increase their interest in independently working on pronunciation. For this purpose, organizing various events and meetings is effective.

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