



FORMATION OF PRONUNCIATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENTS IN THE PROCESS OF SPECIAL EDUCATION

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Annotation: *This thesis discusses the organization and content of activities aimed at developing pronunciation skills in children with hearing impairments within the process of special education.*

Keywords: *pronunciation skills, development of auditory perception, kinesthetic sensations, work on sentences and text.*

In learning pronunciation, deaf students should rely on kinesthetic sensations that arise as a result of 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 must be understandable for students. During lessons, work begins with exercises on 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, 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 and preschool age. 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) speech are used. Dactyl speech helps in the perception of verbal speech and supports the use of language in the initial stages of education. Children communicate with those around them throughout the day during various activities such as special speech development sessions, pronunciation training, hearing development exercises, and other types of lessons. Another important task of extracurricular work aimed at developing the oral speech of deaf learners is to organize various events and meetings that help increase students' interest in developing independent pronunciation skills. The teaching of the native language in schools for children with hearing impairments includes the following interconnected stages:

Stage 1. At this stage, through learning dactyl speech, students develop an understanding of the surrounding environment. The speech vocabulary acquired at this stage serves as a foundation for the next stage. This period mainly prepares deaf children for literacy.

Stage 2. At this stage, dactyl speech, oral speech, and corresponding letters of sounds are taught. This stage is the literacy acquisition process for deaf students, where emphasis is placed on the practical mastery of each speech material.

Stage 3. At this stage, oral speech, letters, and, when necessary, dactyl speech are used as support.

Stage 4. This stage represents the outcome of the previous stages, where the development of coherent speech becomes a priority.

In the teaching of “oral conversational speech,” the work carried out during lessons is continued by the educator. The curriculum includes specific speech material that students will need in their daily life and activities in the boarding school. After lessons, this material must be reinforced and developed in various situations and contexts under the guidance and supervision of the educator.



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