

## SPEECH DEVELOPMENT OF DEAF CHILDREN

Muhammadjonova Dilafruz Farhodjon qizi

Teacher of the Department of Inclusive Education of QDPI

### ABSTRACT

This article presents the categories of children with hearing impairment, the stages of speech development in children, speech development of deaf children, effective ways and methods of eliminating speech defects.

**Keywords:** speech, natal, perinatal, postnatal, "child's language", voice, tone, binaural hearing, object movement, silent articulation.

The speech development of deaf children with normal intellectual development starts later than that of hearing children, and does not reach the stage of fluent speech. It is typical for deaf children from 1 to 6 years of age to try to express their wishes and attitudes through various sounds, cooing, grunting, growling, lip smacking, silent articulation, and various behaviors. is a feature. Usually, deaf children have a sonorous voice, laughter, and natural crying. Due to the lack of ability to receive sound, deaf children who are not trained in most cases, the feeling of reacting to sound (reaction) decreases sharply as they grow up. Many deaf children observe the speech movement of the speaker and analyze the speech movement with or without making a sound. Sensory and mental development of deaf children, development of hearing ability, usually deaf children perceive strong sounds: the sound of a flying plane, the scream of a steam engine, a loud car horn, the sounds of musical instruments such as piano, drum, drum. Most deaf children with developed intelligence can perceive the sound of a strong airplane, the scream of a steam engine, the sound of musical instruments such as a piano, grand piano, trumpet, drum, lightning, thunder, and the sound of a tightly closed door. It is rare that they do not perceive sound waves. Young children react differently to sounds. Most of them react involuntarily to the sound: the child turns his head towards the source of the sound, stares, his pupils dilate, he looks intently, looks for the source of the sound, gets startled, blinks, blushes, laughs, smiles, cries. Deaf children gradually get used to sounds and ignore them. Children's reaction to sound sources also changes. In children under 2.5 years of age, the reaction to sound is passive, and this reaction is fragile and soon disappears. 3-year-old children have a quick and clear reaction to sound. However, the process of rapid adaptation to sound continues in deaf children until they pass the preschool age. Children on the threshold of school age are observed to quickly get used to the sound, they usually react to the sound once, then when they feel the sound, they ignore it.

Nutqiy tovushlariga aksariyat kar bolalar munosabat bildirmaydi. Muayyan up to the age of 10, they can feel the sound through hearing aids even without special training. The reason is that children's ability to feel gradually develops, at the same time the ability to distinguish between speech and non-speech sounds also increases, as well as the ability to perceive sound sources from a longer distance develops. Mental and sensory development of deaf children in the early period. Deaf children in his growth from the first days and months of his life faces unfavorable conditions. Compared to children with normal hearing, deaf children learn to sit, stand, and walk later. This score, in turn, leads to the breakdown of communication between

analyzers and the limitation of the study of the environment. The development of object movements related to the sitting movement lags behind, as a result, the ability to perceive objects weakens. Characteristics of perception of environment, spatial relations of objects are also disturbed. It is noticeable that children do not make clear movements when grasping and grasping objects, they do not clearly distinguish between the size and shape of objects, and they do not perceive the properties of objects. It is impossible for such children to find an invisible object with their eyes, to find a target in the environment by seeing and hearing, and to find the source of sound using binaural hearing. Significant changes occur during the early development of deaf and hard-of-hearing children whose hearing ability was damaged during pregnancy or at an early age. Most of the children who have reached the age of 1.5 learn to walk and start walking freely, which changes their relationship with the environment. By moving in the environment, they become more active in their orientation, they learn why the things around them are needed. It is normal for them to bring the necessary objects when necessary, to perform household actions imitating the behavior of adults. The general direction of children's development goes along with the development of children with normal hearing: they develop manipulation actions with objects, they begin to use objects functionally correctly based on imitation. The ability to analyze develops on the basis of perception. Children with hearing loss in the early period of life. As soon as the child reaches the age of two, they begin to walk and move freely, and their relationship with the world around them changes radically. The process of children's adaptation to the surrounding environment is activated, the idea of what purpose it serves for each object expands. The general development of deaf children is similar to the development of healthy children: they try to use objects according to their intended purpose, imitate actions, distinguish the shape, size, width and other characteristics of objects. Children try to take into account the qualities and properties of the subject in the process of practical activity. At the same time, children develop such actions as comparing and comparing objects, putting them together, putting them together, opening and closing boxes, putting things inside, and filling small objects with other objects. Most of these activities are carried out under the guidance of adults on the basis of their analysis. All these processes develop in the same way in both healthy and deaf children. The conclusion from this is that deaf children can be taught many things even at home. Of course, these processes in the child's development take place slowly and do not go smoothly. Because not all children of this age can do the described actions. Usually, such processes become active from 2.5 years of age. A number of observed children perform only imitative actions with objects even after the age of two. The analysis is different in deaf children compared to healthy children. In most cases, children can analyze the actions observed in the environment close to them. It can be concluded that the level of analysis of some children at the threshold of school will not be sufficient. Only some children are observed to act correctly based on the example.

It is known that healthy children have a much higher level of this quality. It is noticeable in the practical activities of children that they are behind the norm in seeing the objects they are observing and clearly defining their color and size. Peculiarities are also observed in the process of playing with toys. At the preschool age, objects can be used for different purposes, they can be accepted as objects, toys or work tools. For example: shoes can be put on the doll's feet, a comb, scarf or other headgear can be on the head, a spoon can appear in the doll's hand.

Speech communication and pre-speech communication of deaf children can be very poor. In most cases, some parents do not pay enough attention to their communication with children. Some of them completely switch to gestures, while others try to communicate in "child's language" by distorting words in order to caress the child. Sensory and mental development of deaf children during the pre-school period There are significant changes in the sensory and mental development of deaf children during the pre-school age. Consequently, by this time, children's objective thinking and objective actions reach a certain level. Already, at this time, in addition to children knowing how to use objects, they will also learn how to use them in everyday life. Deaf children with normal mental development have learned from others how to use a spoon and serve themselves in the middle and older periods of preschool education. Purposeful use of objects is also reflected in their relationship with toys. The development of imitation leads to the fact that children learn not only to imitate adults, but also to independently divide and assemble objects. Children can distinguish and compare the size, color, shape, capacity and other qualities and properties of an object in the process of analysis. Children under the age of 4 cannot yet master these processes even on the basis of imitation. When children older than 4 years old perform these actions, the number or type of objects should not exceed 3-5 types. An increase in the number of subjects can cause confusion for children. For example, a child can separate red into red, blue into blue, and yellow into yellow cubes of 3 colors. If the color of the cubes reaches 6, children may get confused. As the preschool age grows, children rapidly develop the number, color, comparison, and differentiation of elements. At this age, children's ability to work on the basis of ready-made samples improves. The child can choose a certain color, shape, size, and also choose objects based on two symbols. The child develops the ability to choose one copy from many copies. However, only one-third of children behave correctly during the experiments. Only 2-3 percent of 3-4-year-old deaf children identified the object by color and shape. Later, the selection will improve based on the sample. At the last stages of preschool education, children can compare 4-5, and in some cases 6 objects without mistake. At an early age, the ability of children to partially analyze samples consisting of several elements is formed. Most children under the age of 4 cannot do such an analysis without the help of adults. After the age of 5, deaf children develop this ability. An increase in the number of elements in sampling can reduce the results, just as in analysis. However, this is not a factor that determines the child's disability. The reason is that the task is difficult for a deaf child.

Deaf children's performance in determining color, size, and size is the same as children who have not lost their ability to hear. It is worth noting that the level of mental development and sensorial education of children is determined by the methods used, not by the exact performance of the task set before the child. The task given to the child can be performed in different ways, for example, trying on a matryoshka, aiming and trying, and very quickly placing matryoshkas from big to small with the eye, etc. However, such tasks it is possible that they cannot be performed correctly without the child having improved target acquisition. For example, the child needs both grasping, aiming, and physical movement when sorting out the pyramids of a certain size, placing matryoshka dolls according to their size. Such a task should not be performed correctly at the level of rough testing. Tasks given to deaf children during preschool education are directed from the simplest to the most complex. However, it should not be

forgotten that teaching a child to aim is carried out in a functional direction: when moving from a simple task to a complex one, a child who moves with his eyes can return to the testing method. The average level of goal-setting of a child at the threshold of preschool education in the performance of a task is trying. When given a more difficult task, these children resort to the use of physical force. In children older than three years, in addition to trying to try, it is more common to see with the eyes. However, such a method can be a leader only in children older than 4 years. However, children of this age also fall into the "trying" method when performing various complex tasks, such as analyzing samples, collecting clippings, sorting according to size. Children over 5 years of age often use eye contact to complete tasks; in a number of situations, they manage to complete the task quickly and easily. But in performing more complex tasks such as assembling a picture of 5 parts, walking through mazes, grouping objects according to color, shape, size, it can return to the use of visual approximation and in some cases testing methods. With sensory and mental development, deaf children's means of communication with others expand. In children, the pointing sign is separated. Pointing, L.S. Vygotsky emphasized, is of great importance in the development of language in mankind. The range of use of the pointing sign improves, if before children used it to get something, now they widely use pointing signs to distinguish color, shape, size, spatial location. In children, gestures such as protesting, giving up, begging, saying goodbye, and approving are formed. Some children develop visual gestures, and children born to deaf families develop such gestures earlier and may have Motor development of deaf children of preschool age. The physical development of congenitally deaf children lags behind the development of hearing children. 70% of children learn to hold their heads later, 25% of them develop these skills 2 months later than their hearing peers. Sitting, standing, and walking are also showing this lagging behind. Latency periods in walking are less variable, while lag times in upright head posture are more variable. According to the data, the delay in walking independently is observed in 50% of deaf children. Compensation for the defect is such that deaf children of the first age look flawless. However, instability in behavior, indecisiveness, inability to adequately control movements, difficulties in maintaining balance do not disappear in most children during the entire period of preschool education. When jumping, most children cannot separate their feet from the floor. When throwing a ball, there are cases of loss of balance and collapsing. Many deaf children are behind in the development of fine motor skills of the hands, there is a lack of precision in the movements of the fingers and articulation organs. Children face great difficulties for a long time in analyzing the movements of the articulation organs.

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