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FORMATION OF WRITTEN SPEECH IN CHILDREN WITH HEARING IMPAIRMENTS

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Annotation

This scientific article examines the theoretical and practical foundations of developing written speech in children with hearing impairments. The study analyzes the psychological and pedagogical characteristics of written language development, surdopedagogical methods, the content of corrective educational work, and the significance of modern pedagogical technologies. Furthermore, the article provides a scientific explanation of the difficulties encountered in the process of developing written speech in children with hearing impairments and suggests effective approaches for overcoming these challenges.

Keywords: hearing impairment, written speech, surdopedagogy, corrective education, dactyl speech, phonemic perception, communicative competence, speech development, grammatical skills, special pedagogy.

Introduction

Today, the development of an inclusive and special education system is one of the priority areas of state policy. The comprehensive development of children with hearing impairments, the formation of their speech and communicative activities are one of the important tasks of surdopedagogy. In particular, the issue of developing written speech is of particular relevance. Because written speech is one of the main tools in the child's learning process, social adaptation and independent thinking. It is known that impaired auditory analyzer activity negatively affects the child's natural assimilation of language units. As a result, the development of oral speech slows down, which also creates various difficulties in the formation of written speech. If hearing children master written speech on the basis of oral speech, then in children with hearing impairments this process requires a special pedagogical approach. Researchers note that the formation of written speech in children with hearing impairments depends on the level of mastery of the phonetic, lexical and grammatical systems of the language. L.S. Vygotsky emphasized that “speech is the main tool of thinking” and noted that the development of speech directly affects the intellectual development of the child. Therefore, the development of written speech is important not only as a linguistic, but also as a psychological and pedagogical problem. The purpose of the article is to analyze the scientific and pedagogical foundations of the formation of written speech in children with hearing impairments, to highlight effective methods and techniques, and to substantiate the importance of corrective work. The development of speech activity in children with hearing impairments is a complex process. Violations of the auditory analyzer negatively affect the child’s communication with the environment, the ability to hear and perceive language units, and their independent assimilation.

In particular, the insufficient development of oral speech also affects the process of forming written speech. Because written speech is formed on the basis of oral speech and requires mastering the phonetic, lexical and grammatical systems of the language. Written speech is characterized by the ability to express a person's thoughts through writing, understand the text and independently express it. In children with hearing impairments, difficulties in distinguishing sounds, pronouncing, mastering vocabulary and using grammatical devices complicate the formation of writing and reading skills. Therefore, the development of written speech is one of the important areas in the surdopedagogical education system. The formation of written speech in such children requires a special pedagogical approach, demonstration, the use of dactyl and sign language, articulation exercises and regular correction work. In the process of developing written speech, the teacher must take into account the individual capabilities of the child, enrich his speech experience and form an interest in written expression. The formation of written speech in children with hearing impairments is a complex psychological and pedagogical process. In children with normal hearing, written speech develops naturally on the basis of oral speech. The child first hears sounds, pronounces words, and then learns to write and read. In children with hearing impairments, the ability to naturally master language units is limited due to impaired auditory perception. As a result, their vocabulary is small, the use of grammatical devices becomes difficult, and the development of written speech slows down. In the development of written speech in such children, attention is primarily paid to the formation of oral speech. Because written speech is inextricably linked with oral speech.

If a child does not understand the meaning of a word or cannot pronounce it, he will also make mistakes in writing. Therefore, surdopedagogical work is carried out in a comprehensive manner. Working with students on pronunciation, developing phonemic perception, performing articulation exercises, and expanding vocabulary are among the main conditions for the formation of written speech. The main shortcomings in written speech in children with hearing impairments manifest themselves in various ways. They make mistakes such as omitting letters, using suffixes incorrectly, confusing parts of speech, breaking word order, or spelling words incorrectly. This situation is associated with insufficient mastery of the phonetic and grammatical system of the language. For example, a child with hearing impairment may write the sentence “I went to school” as “I went to school.” Because he does not fully understand the grammatical form of the verb. Demonstrativeness is of great importance in the development of written speech. Through pictures, objects, tables and diagrams, students' ideas about words and sentences are strengthened. For example, the teacher makes a sentence based on a picture, and then has the child write this sentence. This method helps the child better master speech through visual perception. Demonstrative methods are especially effective in the initial stages. Dactyl speech is also an important tool in the formation of written speech. With the help of dactyl signs, students remember letters and sounds better. The dactyl alphabet helps the child understand the structure of words and use letters correctly in writing. At the same time, the use of sign language also serves as an effective tool in explaining the meaning of new words. Reading activity plays a special role in the development of written speech. Through reading, students learn new words, understand sentence structure, and strengthen grammatical forms. In the process of working on the text, the teacher can develop written speech by explaining the meaning of each word, analyzing sentences, and retelling the content of the text. The formation of writing skills in children with hearing impairments is carried out in stages. First, they learn letters, build words from syllables, and then move on to writing sentences and small texts. Students are advised to start with short and simple sentences. For

example, simple sentences such as “This is an apple”, “I am reading a book” strengthen writing skills. Over time, complex sentences and independent text composition exercises are introduced. Correctional and pedagogical work is an important component of the development of written speech. The cooperation of a surdopedagogue, speech therapist and parents is of great importance in this. The teacher uses a special system of exercises, taking into account the individual characteristics of the child. For example, sound-letter analysis exercises are performed to eliminate phonetic errors, sentence construction exercises to reduce grammatical errors. A favorable environment should also be created in the family for the development of written speech. It is important for parents to do writing exercises with the child, compose stories based on pictures, interest him in reading books and teach him to use writing in everyday life. As a result of cooperation between home and school, the child’s written speech develops more effectively.

Modern pedagogical technologies are also widely used in the development of written speech. Multimedia tools, interactive programs, electronic textbooks and special mobile applications can increase children's interest in writing and reading. Visual and animated materials attract children's attention and help them better assimilate the material. In addition, the use of hearing aids and cochlear implants also has a positive effect on the development of written speech. Because through the effective use of the remaining hearing, the child perceives sounds better and more easily acquires language units. This accelerates the formation of written speech. Motivation is one of the important factors in the process of forming written speech. The student must understand the practical importance of writing. Therefore, it is advisable to use tasks related to everyday life in lessons. For example, activities such as writing a greeting card, writing a short message, and keeping a diary increase the child's interest in writing. The development of written speech in children with hearing impairments requires long-term and systematic work. Since the level of development of each child is different, an individual approach is important. Written speech in such children can be effectively developed through properly organized educational and corrective work.

Psychological and pedagogical features of the development of written speech in children with hearing impairmentsThe development of written speech in children with hearing impairments is a complex and long-term process. For the formation of written speech, a certain level of development of oral speech is required. Because writing and reading activities are associated with the understanding of language units, understanding sound-letter relationships, and using grammatical forms. Hearing impairment negatively affects the child's phonemic perception. Since the child does not fully hear sounds, he has difficulty distinguishing them. This leads to the appearance of various errors in writing. For example, some students omit consonants, use suffixes incorrectly, or distort the structure of sentences. According to R.M. Boskis, the speech development of children with hearing impairments depends on the degree of residual hearing, the time of onset of the defect, and the early organization of pedagogical assistance. Early corrective work allows for the effective development of a child's speech activity. The development of written speech is also inextricably linked to the child's thinking, memory and attention. Children with hearing impairments have more developed visual perception. Therefore, they better absorb information through visual materials. Pictures, diagrams, and object instructions are important tools in the development of written speech. Vygotsky emphasizes the importance of compensatory capabilities in the process of impaired development. According to the scientist, effective education can be organized based on the child's preserved analyzers and mental functions. In children with hearing impairments, it is the visual analyzer that acts as the main compensatory tool.

Linguistic foundations of the formation of written speechThe formation of written speech requires the mastery of all components of the language. In children with hearing impairments, a limited vocabulary, insufficient mastery of grammatical forms, and phonetic deficiencies negatively affect the development of written speech. To develop written speech in children, work is being done on the following linguistic areas:

-phonetic-phonemic development;

-expanding vocabulary;

-forming grammatical skills;

-developing coherent speech.

Phonetic-phonemic work includes distinguishing sounds, pronouncing them correctly and associating them with letters. Students are given exercises such as sound-letter analysis, division into syllables, and comparing words. During lexical work, students' vocabulary is increased. Subject pictures, dactyl signs, and gestures are used to teach new words. Only after the student understands the meaning of the word does he begin to use it correctly in writing. Grammatical work is focused on developing the skills of constructing sentences, using suffixes, and connecting words. Children with hearing impairments often have impaired grammatical structure of sentences. Therefore, it is recommended to start from simple sentences and move on to complex ones. Developing coherent speech is the highest stage of written speech. Students master coherent written speech by composing stories based on pictures, retelling texts, and writing independent essays.

Methods and means of developing written speechSpecial pedagogical methods are used to develop written speech in children with hearing impairments. These methods are used taking into account the individual capabilities and psychophysiological characteristics of the child.

Demonstrative methods. Demonstrative methods are one of the most effective methods for developing written speech. With the help of pictures, objects, tables and diagrams, students better understand words and sentences. For example, a picture is shown on the topic of "garden", and a sentence is composed and written on this basis. Using dactyl speech.

The dactyl alphabet is an important auxiliary tool for children with hearing impairments. With the help of dactyl signs, students better remember letter forms. This method is especially effective at the primary education stage.

Development of reading activityReading and writing are closely related. By working on the text, students' vocabulary expands, and their ability to use grammatical forms develops. It is advisable for the teacher to analyze the text in parts, explain new words, and use the question-and-answer method.

Practical exercises. Written exercises form students' independent writing skills. The following exercises are effective:

-writing letters and syllables: -completing sentences; -writing a story based on a picture; -dictation;

-rewriting the text; -writing an independent essay.

The importance of correctional and pedagogical work

Correctional work serves to eliminate shortcomings in written speech. Phonetic, grammatical and lexical errors are reduced through special training conducted by a surdopedagogue and a speech therapist. The main tasks of correctional work are as follows:

1. Develop phonemic awareness;
2. Correct pronunciation deficiencies;
3. Expand vocabulary;
4. Strengthen grammatical forms;
5. Develop coherent written speech.

The teacher should organize classes based on an individual approach. Because each child's hearing level and speech development are different. Cooperation with parents is also of great importance. Reading books to the child in the family, organizing conversations based on pictures, and performing written exercises have a positive effect on the development of written speech.

The role of modern pedagogical technologies Nowadays, information and communication technologies are widely used in the development of written speech. Multimedia tools, interactive whiteboards, electronic textbooks, and mobile applications increase the effectiveness of education.

Classes organized on the basis of visual materials increase children's interest. Animated materials, subtitled videos, and interactive games serve as important tools in the development of written speech.

The use of a cochlear implant and modern hearing aids also helps the child to effectively use his remaining hearing. This allows for better perception of sounds and faster formation of written speech.

Research results and analysisPractical observations show that students who undergo regular corrective work on the development of written speech achieve positive results. Their vocabulary increases, grammatical errors decrease, and independent writing skills are formed.

The integrated use of demonstrative methods, dictation, and information technology significantly improves the development of written speech. Individual training is especially effective.

Conclusion

The formation of written speech in children with hearing impairments is a complex but important pedagogical process. Written speech plays an important role in the child's acquisition of knowledge, development of thinking and adaptation to society. To develop written speech, it is

necessary to form oral speech, develop phonemic perception, expand vocabulary and strengthen grammatical skills. Demonstrative methods, dictation, modern pedagogical technologies and corrective exercises increase the effectiveness of this process. Also, the cooperation of the teacher, speech therapist and parents is an important factor in the successful development of the child. As a result of properly organized pedagogical education, written speech skills are effectively formed in children with hearing impairments.

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