

**EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY  
RESEARCH AND MANAGEMENT STUDIES****VOLUME03 ISSUE03**DOI: <https://doi.org/10.55640/eijmrms-03-03-05>

Pages: 31-36

**DEVELOPMENT OF SPEECH OF ELEMENTARY SCHOOL PUPILS WITH HEARING  
IMPAIRMENT IN TECHNOLOGY LESSONS*****Karabaeva Dilbar Isroilovna****Doctoral Student Of Basic Doctoral Studies, Tashkent State Pedagogical University, Uzbekistan***ABOUT ARTICLE**

**Key words:** Pedagogue of the deaf, program, labor education, subject-based practical education, students with hearing impairment, technology, making, cutting, gluing, paper, speech, communication.

**Abstract:** This article covers the description of speech development technologies for children with hearing impairment in technology classes. The content of the technologies used to form the speech of students of the special school for deaf and hard of hearing children is analyzed.

**Received:** 07.03.2023**Accepted:** 12.03.2023**Published:** 17.03.2023**INTRODUCTION**

Speech is a historically formed form of communication between people through language structures created on the basis of certain rules. Mastering speech is a complex, multifaceted process, which is connected with the child's leading activity (play, educational-play, educational-cognitive). It is known that deaf and hard-of-hearing children have their own ideas about things and events around them, and they learn them practically. Through technology, subject-based practical education, they acquire knowledge about the environment, life experiences, and their speech is formed. There are such concepts in nature and society that it is more convenient to convey them to students in a ready-made demonstration than to explain them directly. This convenience is created in technology classes.

Technology (subject-based practical education) is one of the main subjects in primary classes of schools for deaf and hard-of-hearing children. conditions are created. In its content, the technology lesson reflects the requirements of both language teaching and labor science. In this regard, the priority of speech communication in this lesson is ensured by the development of work skills.

Being considered as a basis for integration of deaf and hard-of-hearing students into society, the technology lesson performs the following tasks:

1. Formation of everyday and household concepts and imaginations that are important in mastering general education subjects. Effective use of acquired vocabulary.

2. Teaching language as a tool of thinking and communication.
3. Increasing the educational importance of education.
4. Creating a foundation for pre-professional training of students.

This represents specific indicators of knowledge, skills, and qualifications that students should acquire. As a result, it is possible to use the content of ready-made assignments for current, intermediate and final assessment of students' knowledge, skills and qualifications in this subject.

The types of work on each subject are given separately, and they are carried out in two stages. The 1st stage is carried out by the teacher, the 2nd stage by the tutor. At the beginning of the academic year, the teacher and educator together determine the appropriate part of each subject in the annual plan. The educator logically and systematically continues the work of the teacher.

Preparatory and up to the 4th grade, students are trained in measuring, cutting, drawing, decorating, attaching, painting, connecting and other labor skills..

Labor lessons create a wide opportunity for children to develop skills, creativity and construction skills necessary for life. During the lesson, the teacher encourages children to communicate. If the class is divided into brigades or groups, the command is given by captains, duty officer, junior teacher. In the process of work, students report on their actions and the things they make. Working as a team is important in labor classes. For example, when preparing the "Our School" model, it is necessary to determine what materials, work tools and children's tasks are to be determined. When organizing team work, it is necessary to take into account the individual characteristics of each student. Involve every student in the process of making a model, and at the end of the lesson, every student should give a report on the work he has done. The teacher guides children's conversation, corrects mistakes, evaluates the results of their work.

Each stage of the lesson creates ample opportunities for the development of speech, thinking and hearing. Working with paper and cardboard develops students' sense of color, shape, and taste, helps them feel the beauty of life and nature. Students who work with Gazmol will acquire the skills of sewing, knitting, cutting, embroidery, knitting. These types of self-service have a positive effect on the development of speech in activities outside the classroom. Working with natural materials develops children's creative imagination. Technical modeling introduces production data and the role of technology in human life. The objects made in labor lessons can be used in the lessons of reading, mother tongue, mathematics, and speech development. Agricultural labor cultivates love for nature. diversity eliminates children's indifference to work, in turn, allows them to develop speech and cognitive activity.

Technology classes create a wide range of opportunities for children to develop their creative abilities and design skills. During the lesson, the teacher, the group leader, the junior teacher, and the attendant encourage the children to communicate. For example, in the classroom, there are activities such as paper, plasticine, gazmol, and labor activities on the school site. In the process of various activities, children learn a certain vocabulary: the names of tools and objects, "Give me a colored thread. I will make a flower pattern" they are required to apply in the "I want to sew" type.

In order for hearing-impaired children to master speech well, vocabulary material is presented on blackboards, posters, and tables. Hearing-impaired children write down new concepts in special notebooks according to their level of familiarity. It is appropriate to connect work lessons with other academic subjects. Because in work lessons, hearing-impaired children learn mathematics, natural science, mother tongue, education. they apply and strengthen the knowledge and skills they have acquired in winter studies, in conversation in everyday life. Also, the knowledge gained in Labor lessons is involved in other educational subjects, and the produced items are used as visual aids.

In the new system of technological education, attention is paid to students' not only labor and technical, but also economic and ecological aspects of activity, their readiness for information and high technologies, high-quality performance of work and self-education. Also, attention is paid to the social aspect - family traditions, national and regional traditions, and the restoration and preservation of universal values. Analyzing the initial stage of the introduction of the new "Technology" field of education, highlighting a number of difficulties. can:

- Equating the teaching methodology of "Technology" to recommendations for the teacher to give concrete recommendations and instructions to students;
- The division of the "Technology" subject among several teachers does not provide for the continuity of the work of specialists in the program;
- Replacement of the method of formation of original labor skills and qualifications with historical information about one or another labor tool;
- The fact that there are no single requirements for forming the structure of students' activities and abilities, and no single parameters for evaluating knowledge, qualifications and skills.

Based on the understanding of work as a purposeful activity aimed at creating a socially useful product that serves to satisfy the material and spiritual needs of people, we have distinguished increasingly important components of readiness for this activity to base our approaches to education.

The lesson begins with the organizational stage. Then the students perform various tasks of the teacher ("Soften the plasticine", "Glue the circle to the white paper"). After completing these tasks aimed at repeating the topic, the teacher He announces what the students will be busy with in the lesson. First, he asks to choose tools and materials independently or with the help of the teacher. Then he shows the process of making the item with his actions, the students they repeat their actions. The sequence of doing the work should be reflected in the writing on the board, in the notebooks of students from the 2nd grade. This will allow students to easily work on the instruction cards in the following years of education. Manual work provides students with elementary knowledge, skills and abilities on which general technical education is based.

The learning ability of the child is determined by his thinking characteristics. Any thinking process consists of a number of mental operations (analysis, synthesis, abstraction, generalization, concretization, classification, systematization). It is noted that many of them are not understood by children, sometimes they are not even thought about. Thinking operations are specific actions that are automated and coordinated into integrated systems.

Thus, it is possible to build the external consistency (sequence) of the labor process, to algorithmize it, to internalize it, to spread it to the internal plan.

Handiwork is not only educationally important, but also has a positive effect on the development of the student's personality. It educates the skills of team work, friendly mutual support and discipline in students. In this regard, with a brigade that provides that the student can see not "I" but "we" in the work process. It is necessary to use the types of work, work in pairs. It is appropriate to allocate a separate room for manual labor classes. If this room is not available, there should be hanging boards and boxes for storing work tools on the students' desks.

It is precisely in technology classes that creates favorable conditions for the development of written and oral speech of deaf and hard of hearing students. Formation of knowledge, skills and abilities of children with hearing impairment in work classes is the proper organization of favorable conditions and lessons. The name of the item to be prepared may be repeated in several lessons, but the types of work will change: a) making an apple from plasticine; b) preparing an applique of an apple; c) embroidering an image of an apple. It is important to correctly define the purpose of the lesson. The methodology and effectiveness of the lesson depends on the set goal. The purpose of the lesson is determined based on the general and speech development of children with hearing impairment. In particular, I. Ya. Vitola describes the following stages of the labor lesson:

### **1. Preparation for work**

- A) explaining the topic and purpose of the lesson
- B) creating a product preparation plan
- C) determination of labor material and working tools
- D) distribution of labor material and work tools

2. Determining the volume of work. This process can be carried out in different directions:

- A) the necessary work material and work tools are placed on the table (not all) Children are required to identify the name of the work material and work tools and the type of work to be performed: "What are we going to do now? Why do you think so?"
- B) The type of work is determined on the basis of tables with the words paper, scissors, glue, album, colored paper. The teacher addresses the children by saying "Let's cut". they choose their weapons.
- C) The teacher starts the work by addressing the students in the form of "We need scissors and paper. What are we going to do?"
- D) Pupils determine the type of work based on the sample of the item to be made. Showing the item ("Name it"), it is suggested to determine what it is made of.
- E) Based on the written instruction, the type of work is determined.

F) The task is to find the name of the object to be created by typing.

G) Why do you need the item you made? What parts does it consist of? Labor activity is determined based on the questions.

H) On the basis of the sequence of operations expressed in the tables, the object of labor activity is defined.

### 3. Planning

Planning is considered the most important part of the lesson. For example, before preparing an apple appliqué, you should first think about what to start with. At this stage, after hearing the teacher's instructions, the students themselves describe the duration of their work. For example,

- Take colored papers for yourself!
- Distribute colored papers to students!
- Captain, distribute the cartons to the children!
- -Zebo, distribute the scissors and glue to the girls!
- Karim, distribute scissors and glue to the boys!

It is also necessary to use written speech in labor lessons. Pupils should keep a dictionary of new words and a notebook for writing. When working with new words, it is necessary to have posters, tables, visual aids, pictures.

### REFERENCES

1. Karabaeva, D. I. (2022). IDEAS AND APPROACHES WHICH HAVE BEEN IMPORTANT IN THE FORMATION AND DEVELOPMENT OF CORRECTION-PEDAGOGICAL ASSISTANCE. European International Journal of Multidisciplinary Research and Management Studies, 2(04), 359-365. [https://scholar.google.com/citations?view\\_op=view\\_citation&hl=ru&user=aMbx-WsAAAAJ&citation\\_for\\_view=aMbx-WsAAAAJ:u5HHmVD\\_u08C](https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=aMbx-WsAAAAJ&citation_for_view=aMbx-WsAAAAJ:u5HHmVD_u08C)
2. Eshitishida nuqsoni bo'lgan bolalar ta'limida daktil nutqidan foydalanishning ahamiyati KD Isroilovna, European journal of science archives conferences series, 161-164 [https://scholar.google.com/citations?view\\_op=view\\_citation&hl=ru&user=aMbx-WsAAAAJ&citation\\_for\\_view=aMbx-WsAAAAJ:9yKSN-GCB0IC](https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=aMbx-WsAAAAJ&citation_for_view=aMbx-WsAAAAJ:9yKSN-GCB0IC)
3. Eshitishida nuqsoni bo'lgan o'quvchilarning bilish jarayonlarini va og'zaki nutqini rivojlantirish yuzasidan olib boriladigan korreksion ishlar. DI Karabayeva - Maktab va hayot, 2022 [https://scholar.google.com/citations?view\\_op=view\\_citation&hl=ru&user=aMbx-WsAAAAJ&citation\\_for\\_view=aMbx-WsAAAAJ:u-x6o8ySG0sC](https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=aMbx-WsAAAAJ&citation_for_view=aMbx-WsAAAAJ:u-x6o8ySG0sC)
4. Characteristics of development of children with hearing impairment, KD Isroilovna, "Journal of agriculture and horticulture" International scientific journal ... [https://scholar.google.com/citations?view\\_op=view\\_citation&hl=ru&user=aMbx-WsAAAAJ&citation\\_for\\_view=aMbx-WsAAAAJ:d1gkVwhDpl0C](https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=aMbx-WsAAAAJ&citation_for_view=aMbx-WsAAAAJ:d1gkVwhDpl0C)
5. THE USE OF GAME TECHNOLOGIES IN SPEECH TEACHING KIDS WHO HAVE A PROBLEM WITH HEARING Isokjonova, K Vasilova - Thematics Journal of Education, 2021 <http://thematicsjournals.in/index.php/tjed/article/download/852/855>, <https://scholar.g>

- oogle.com/citations?view\_op=view\_citation&hl=ru&user=fYWRwUgAAAAJ&citation\_for\_view=fYWRwUgAAAAJ:u5HHmVD\_u08C
6. Isoqjonova, D. M. (2022). PECULIARITIES OF SPEECH DEVELOPMENT LAWS IN CHILDREN WITH HEARING IMPAIRMENT. *Thematics Journal of Education*, 7(5).  
<http://thematicsjournals.in/index.php/tjed/article/download/1239/1249>,  
<http://thematicsjournals.in/index.php/tjed/article/view/1239>  
[https://scholar.google.com/citations?view\\_op=view\\_citation&hl=ru&user=fYWRwUgAAAAJ&citation\\_for\\_view=fYWRwUgAAAAJ:d1gkVwhDpl0C](https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=fYWRwUgAAAAJ&citation_for_view=fYWRwUgAAAAJ:d1gkVwhDpl0C)
  7. FORMING THE INCLUSIVE COMPETENCE OF FUTURE TEACHERS OF THE DEAF S BQ - INNOVATIVE DEVELOPMENTS AND RESEARCH IN ..., 2023  
[https://scholar.google.com/citations?view\\_op=view\\_citation&hl=ru&user=bjeVzt0AAAAJ&citation\\_for\\_view=bjeVzt0AAAAJ:UebtZRa9Y70C](https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=bjeVzt0AAAAJ&citation_for_view=bjeVzt0AAAAJ:UebtZRa9Y70C)
  8. SubanovaB.Q INKLYUZIV TA'LIMNING RIVOJLANISH TENDENTSIYALARI  
[https://scholar.google.com/citations?view\\_op=view\\_citation&hl=ru&user=bjeVzt0AAAAJ&citation\\_for\\_view=bjeVzt0AAAAJ:UeHWp8X0CEIC](https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=bjeVzt0AAAAJ&citation_for_view=bjeVzt0AAAAJ:UeHWp8X0CEIC)
  9. Eshitishida nuqsoni bo'lgan o'quvchilarning bilish jarayonlarini va og'zaki nutqini rivojlantirish yuzasidan olib boriladigan korreksion ishlar KD Isroilovna; *Maktab va Hayot* 5 (169), 11-13
  10. F.Qodirova- p.f.d. Imkoniyati cheklangan bolalarga ixtisoslashtirilgan maktab va maktab-internatlari uchun o'quv dasturi 2021.
  11. Eshitishda nuqsoni bo'lgan o'quvchilarni mehnatga o'rgatish jarayonida bilim, ko'nikma va malakalarni shakllantirish, p.f.d. Z.N.Mamarajabova, S. Rustamova, 2012.
  12. ХАМИДОВА, М. У. МАКТАБГАЧА ЁШДАГИ ЭШИТИШИДА НУҚСОНИ БЎЛГАН БОЛАЛАРНИ ОИЛАДА ТАЪЛИМИЙ, ТАРБИЯВИЙ ВА КОРРЕКЦИОН-РИВОЖЛАНТИРУВЧИ ИШЛАР. ИНТЕРНАУКА Учредители: Общество с ограниченной ответственностью "Интернаука", 46-47.
  13. Qodirov, M. Speech Development in Hearing-impaired Children of Preschool Age Through Theatrical Play. *International Journal on Integrated Education*, 3(8), 250-252.