

**Zulfiya N. Mamaradjabova**  
*PhD, professor,*  
*Tashkent State Pedagogical University*

## Positive Effect of Speech Development in Process of Literary Educating Pupils with Shortcomings in Auditory Ability

**Key words:** *literary learning process, students with hearing impairments, speech, development, positive effect, readability, literary and artistic skills, formation, bibliographic knowledge, complex of skill.*

**Annotation:** *this article outlines the positive effects of speech development in the process of literary education of pupils with shortcomings in auditory ability. An analysis of the results of the experimental studies aimed at determining the effectiveness of the pedagogical system of speech development of pupils who have a hearing impairment in the literary learning process will be given.*

Changes in the life of society in the past decade, the shift in emphasis on the cultural development of the people, taking into account his past and present, and research in the field of literary criticism, pedagogy, psychology, philosophy create favorable conditions for a rethinking of the approach in the teaching of reading children with hearing impairment in accordance with the modern socio-cultural situation. At the same time, today there is clearly a discrepancy between the relevance and significance of the problem of literary development, on the one hand, and the degree of its development in contemporary faculty of pedagogy, on the other. In scientific-theoretical and applied research, questions related to the evaluation of the quality of reading activity, the choice of teaching methods, the study of emotional and aesthetic perception of works of literature by children with hearing impairment (E. Grash, E. Goncharova, O. Kukushkin, M. Nikitin, E. Matyna). However, the problem of the literary development of hard-of-hearing young schoolchildren has not been the subject of a purposeful special scientific study to date. In addition, reading lessons continue to be regarded as propaedeutic to the study of a systematic literature course in a special (correctional) educational institution of the second type.

In recent years, the need for a unified system of literary education for students from the first to the eleventh grade has been recognized in the domestic pedagogy as obvious. Teachers created various programs for the literary education of junior schoolchildren, united by a general concept of personality development and reader education (L.F. Klimanova, V.G. Goretsky, R.N. Buneev, E.V. Buneeva, M.P. Voyushina, G.N. Kudina, V.A. Levin, Z.N. Novlyanskaya, L.E. Streltsova, N.D. Tamarchenko, T.S. Troitskaya). In line with this approach, surdopedagogy practitioners are trying to make adjustments to the special education program. Sometimes in their search they act unreasonably, since the transfer of teaching systems for reading students of general schools into the practice of a special school is carried out spontaneously, without scientific rethinking.

In this context, it becomes obvious that the relevance of our research is determined by the contradictions between insufficient knowledge and the need for scientific understanding of the problem of literary development of hard of hearing younger schoolchildren and the needs of the practice of school instruction. The pedagogical system of the speech development of pupils who have a hearing impairment in the literary learning process should reflect the evolving and educational character of correction education and be organized on the basis of universal principles. In particular, the correction-induced impact is based on the complex and personality-based nature of correctional education (2,4), in which the focus is on the correction of the child and the formation of his personality, the impact of the surrounding environment, and psycho-physical training. The content of the proposed pedagogical system combines readership and speech skills, methods of textual analysis, experience of speaking and creative activity, reading and emotional evaluations. The most important part of the pedagogical system of speech development in speech-learning process is correction of communicative skills, the ability to communicate effectively in the process, the intensification of interest in literary creativity and literary creativity (3, 5). The experimental-test works were conducted in order to determine the effectiveness of the proposed pedagogical system. The specialized school № 101 in Tashkent, specialized school № 106, special school № 17 in Karshi, deaf children's boarding school № 1 in Jizzakh city of Jizzakh region, special school № 2 for deaf pupils were analyzed as a research object of elementary school students. The representation of the selection of the tuition and the choice of students as the reader were provided by the presence of students with inadequate hearing in Grades 1-4. 494 pupils were involved in the study. The list consisted of 48 students with 1<sup>st</sup> level hearing impairment; 108 students with hearing loss II; 213 students with hearing loss III; 125 students with IV level hearing loss (1). Under objective circumstances, students with a total of 494 hearing impairments were included in the experimental and control groups to determine the level of speech development of students with speech impairments. Classification of degrees of speech development among literate learners has led to a significant difference between the students in the traditional and experimental group. 39% of the students in the experimental group were deeply and fully aware of the text and expressed the content of it. The content of the subject was determined by the pupils' speech, the compositional integrity and logic was observed, all elements of the sentence were subordinate to the idea of the author, using different speech structures and language communicative skills. The pupils pointed to a number of problems, argued them, paid attention to artistic details and author's estimates. These responses showed that the reader understands the author's ideas and clearly expresses a statement that is not expressly stated in the work. The level of perception of heroic motives in the group was 49%. Understanding the heroic motives of the heroic episodes, but not enough and incomprehensible to their content, the inability to identify the relationships in the cause, the degree of generalization of the hero's degree were described in detail. An analysis of the answers to the questions of the examiner shows that although the level of understanding of the texts has increased in the experimental education, students have been exposed to experiments and supervision by the students. However, the response was 12% in the experimental group and 54% in the control group. These pupils did not reflect on the text, they concentrated their attention on the content of the text. 34% of the students in the group gained the insufficient understanding of the text with independent questions. The students have tried to understand the author's heroic attitude and to express the essence of the composition. Students of the experimental group testify to the analysis of questions, their attention to the motives of their

heroic behavior, the establishment of cause-effect relationships, and the formulation of the work. It should be noted that in the experimental group, 52% of the students answered independently the questions of understanding the motives of heroes' behavior. There were no cause-and-effect rumors in these cases, many questions were related to some heroic things and their work. The control group consisted of 9% of students. In the literary training process, 50% of students with speech deficiencies were included in the level of their speech deficits as "understanding of the eventuality of a work based on self-prepared questions." In contrast to the experimental group, the control group answered 32% of the examination questions and 41% of the independent questions, which are consistent with a poor understanding of the content of the work of art. In the experimental group, 37% of students showed a high level of expression in the oral presentation. The effectiveness of the experimental learning process was demonstrated by the fact that 54% of the experimental group demonstrated a moderate level of expression in the oral presentation. 9% of students in the experimental group demonstrated a low level of oral presentation. In the experimental group, 9% of the students showed a low level of expression in oral speech, while the control group showed 58%. 36% of the experimental group demonstrated bibliographic knowledge, skills and competence in performing control tasks. 64% of the experimental group analyzed the results of the performance. The pupils were included into the middle level of bibliographic knowledge, skills and abilities. The bibliographic knowledge, skills and expertise of the control group accounted for 29% of the average level. An analysis of the results of assignments showed that in the theoretical groups, students showed a low level of bibliographic knowledge, skills and competence - 53%, and an extraordinary level of bibliographic knowledge, skills and abilities - 18%. The results of the experimental results show that the students in the experimental group have a high and moderate level of speech development. Qualitative changes in skill of perception of art work (from 55% to 76%) on students' experimental group on the basis of conducted pedagogical experimental studies. In the control group, the quality of the oral presentation (only 3%) has increased in the literary work. The results of the experimental results are summarized as follows in order to determine the degree of development of the hearing impaired in the adult education process (Table 1).

The difference in the specific development of the control and experimental group testified to

Degrees	Experimental group H=247			Control group H=247		
	Degree of awareness of a literary book	Degree of presentation of a thought on a read book with the help of a speech	Bibliographic competence	Degree of awareness of a literary book	Degree of presentation of a thought on a read book with the help of a speech	Bibliographic competence
<i>High degree</i>	39/34	37	36	3/—	—	—
<i>Medium degree</i>	49/52	54	64	11/9	9	29
<i>Low degree</i>	12/14	9	—	54/50	58	53
<i>Extra low degree</i>	—	—	—	32/41	33	18

the effectiveness of the educational experiment. In the final part of the educational experiment, there was a decrease in the number of pupils perceived to be sensitive to the logic (12% of the experimental group, 32% of the control group), and the number of students perceived by the

idea of a masterpiece 39% of the control group, 10% of the control group) students' understanding of the author, his / her full understanding of her / his heroes, and the essence of the work were summarized. The analysis of the results proves the dynamics of speech development. In this process, the students gained vocabulary, their speech was expressive, rich and meaningful. In the final part of the training, there was a decrease in the number of students with a low level of logic (9% of the experimental group, 9% in the control group), and a high percentage of students (experimental group 37%, control group 28%). The pupils described the content of the text on the basis of their own thoughts using the artistic expression, speech constructs. Based on the quantitative data, experimental and control groups responded to the results of pre-experimental and experimental results of the level of speech development in respondents. The results of the literary learning process of students with speech impairments demonstrated that the magnitude of the evaluation criterion was greater than the magnitude of the evaluation criteria and the criteria for assessing the effectiveness of the methodology. It is obvious that the performance of the experimental group is higher than it is in the control group. The present situation fully confirms the effective organization of experimental studies. Thus, the comparative study and statistical analysis of the results of experimental studies on determining the speech development of students with inadequate hearing in the literary process showed the effectiveness of the special methodology.

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