

**SPEECH OF CHILDREN WITH HEARING PROBLEMS  
DEVELOPMENT BASED ON DIDACTIC GAMES IN MOTHER LANGUAGE LESSONS**

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**Annotation:** This article contains comments on the speech of children with hearing problems and innovative technologies for its development based on the use of didactic games in native language classes.

**Key words:** "Pure oral method", dictionary, ENB, method, fact, event, images, event connection, didactic principle, word, sentence, imperative speech, poetic, parable, fairy tale, story, riddle, creative method.

In 1938, the elimination of the "pure oral method" in schools for the hearing impaired created two different directions in the development of reading methods. The first (1940-1960s) is a synthetic method - moving from parts to the whole helps to work on the content of the work, to understand the meaning of words, phrases, and texts. These methods A.F. It is fully covered in Pongilskaya's work. Children with hearing impairments have great difficulties in reading due to limited vocabulary, poor phraseology, inability to connect words well, and inability to understand the content of the read texts. This led to more work on explaining the meaning of the words. This teaching methodology created great difficulties in mastering the content of what was read, in mastering the main elements of the text (vocabulary, fact, event, images, event connection) of the whole work.

In 1970-1980, major changes were made to the teaching methodology in schools for the hearing impaired. The adoption of the communicative system of surdopedagogy in language teaching and then the didactic principle in educational work had a great impact on the development of children's activities. The expansion of the child's range of thinking, the growth of dialogic and interconnected speech, the increased vocabulary helps to master the read texts.

Subject-practical education classes help to teach by connecting texts. In front of the students, the content of the texts in these lessons (Making an object) is organized through the movement of objects by organizing their main parts (words, sentences) and practical activities. This method has changed the approach to mastering text in reading classes. In the specified conditions, it is not from fragments to the whole text, but from the whole text to its constituent parts.

Understanding the content of the read text is built on the base of expressive speech, which is wider than the expressive base. This forms the basis of speech.

The cases mentioned above form the basis of the study methodology. In the course of conscious understanding and teaching, instead of syntactic, it comes to analytic-synthetic field of study. In this, the children fully familiarize themselves with the content of the text and express it in schematic pictures. Then it leads them to understand what is read in parts and especially to think and analyze the whole text. In the lower grades, practical-subject activities play an important role in understanding the read text, it is an effective method for mastering what is read.

S.A. Zikov, T.V. Nesterovich, L.A. Novoselova, T.S. Zinovas made a great contribution to the development of methods and methods of teaching in practical subject conditions. At the present time, great work is being done to form the educational process in reading classes in schools with hearing impairment. Working with a book, consciously understanding reading, mastering what is read, and working with a text are of great importance in changing the character of children. The methods used in reading classes are classified into three groups.

Reproductive - whole reading, chain reading, conversation about what has been read, explanation of vocabulary, viewing illustrative material, complete recitation, recitation by the teacher, slide

film or movie viewing, is a heuristic or partial search method. Expressive or selective reading, general conversation, making a plan, selective speaking, lexical-grammatical task, systematic assignment of creative material, illustration, application model, speech picture, asking a friend a question based on the text, comparing texts, lexical exercises are used in teaching hearing impaired children to read. The creative method includes the continuation of the story, the expression of the character's fate, giving a new name to the story, working on assignments, evaluating what has been read, and independent evaluation.

The above-mentioned methods increase students' activity and independence in independent work on the text. Next to reproductive tasks, the number of heuristic and creative exercises increases. These increase the mental and speech activity of children with hearing impairments, fully understand what is read, improve reading techniques,

helps them to speak what they read. In the educational work process in the school for hearing-impaired children, it has the following character: to strengthen the connection of general educational, educational, correctional development issues in increasing the role of educational classes, their socio-ethical orientation, vocabulary in enrichment, the development of speech communication is used as a tool to increase speech phraseology and related speech knowledge. Not limited to the understanding and acceptance of the content of the reading of children with hearing impairment, but also the issues of increasing speech and comprehension activities. These are achieved through the use of PAT activities in reading lessons, from reproductive methods to elements of heuristic methods to heuristic methods to reproductive and creative elements.

In the formation of the development of reading and speech, various reproductions play an important role in the understanding of texts, the strengthening of teaching, the mastering of discovery and creative tasks. In reading lessons, the development of all stages of oral speech includes mastering their lexical, grammatical and syntactic aspects. It is planned to work on each stage of the text, to compile the read material taking into account the specifications. In schools for hearing impaired children, reading lessons are conducted based on specially written books. The texts are based on thematic ideas, they are based on the level of education, they are small and large, and they are compiled taking into account the speech of students.

Expanding the topic of the texts, recommendations given from class to class become more complex and are directly related to the reading ability of students and the teaching of independent lessons. The texts given in the textbooks of grades I-IV are much simplified. Texts given in grades V-VI are expanded in terms of volume, content is complicated, they use pictures from works of art. Reading books contain texts from popular scientific literature as well as fiction. The content of the works is different. In the life of fiction, life is expressed through images, and people, nature and society are at the center of it is expressed in connection with Fictional literature also has fictional characters and content combined with real content. Fiction is shown in books on the basis of poems, parables, fairy tales, stories, riddles and proverbs. In scientific and popular literature, there are no images in their texts, they directly express the author's thoughts in a sequence. Therefore, the depth of knowledge given to students in reading classes depends on the content and type of the text. The content and form of the materials are taken into account in the analysis of the texts. In reading classes, by mastering the text of small literary works, it is possible to fully understand their content, to be able to arouse interest in the characters, their character, actions, and to form a correct understanding of real life by reading scientific and popular works. is held in

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