

Defects in the Pronunciation of Sounds in Children with Weak Hearing and Their Elimination

Oppoqxo'jayev Xojixuja Azimjon o'g'li

Teacher of the Department of Special Pedagogy of the Kokan State Pedagogical Institute

Tojiboyeva Dilmuraxon Odiljon qizi

Kokan State Pedagogical Institute, 1st year student of special pedagogy (speech therapy)

Abstract: Speech communication is the most important factor in the development of a child as a person. Speech development is directly related to hearing. This article provides information on the importance of speech in hearing-impaired children, the role of auditory activity in speech development, the level of speech development in a healthy and hearing-impaired child, and the direction of corrective work with hearing-impaired children.

Keywords: deaf pedagogy, process, science, speech, family, defect, pronunciation, education.

Logopedic effect can be effectively used in work with hearing-impaired children who are partially hearing impaired.

F.F. Rau, L.W. Neiman and V.I. According to Belyukov, "weak hearing is said to be such a decrease in hearing that there are difficulties in perceiving speech, but under specially created conditions (amplification of the voice, direct proximity of the speaker to the ear, use of sound-amplifying devices, etc.) it will be possible in any case to engage in speech communication with the help of hearing."

Hard of hearing children are labeled as hearing-impaired as opposed to deaf children (deaf people cannot understand speech even with the use of sound amplification devices).

A clear and persistent decline in hearing leads not only to speech perception, but also to the impairment (or non-development) of expressive speech. In this case, the level of expressive speech disorder (underdevelopment) in each specific case depends on the level of hearing loss (the more severe the level, the worse it is), the time of onset of poor hearing, the conditions of the child's development (on the development and maintenance of speech the application of special measures will ensure its somewhat better condition) will depend.

For children with hearing loss, the formation of speech components (components) directly related to hearing loss is characteristic. It covers all aspects of speech. However, in hearing-impaired people, there is also a form of speech deficits that are not related to the state of the hearing function. There will be stuttering; speech tempo disorder, rhinolalia, optical dysgraphia and dyslexia, dysarthria, mechanical dyslalia, voice disorder, alalia, early childhood aphasia.

Phonetic-phonemic disorders

The normal functioning of the phonemic system provides for the possibility of accurate auditory differentiation of all speech sounds (including acoustically close sounds) and their correct pronunciation. These two sides, which characterize the state of the phonetic system, cannot be formed normally in early-onset hearing loss.

The hearing differentiation of speech sounds in hearing impaired suffers primarily from the limitation of the frequency range of sounds perceived by them. In addition, secondary underdevelopment of analytical-synthetic activity in the central part of the speech-hearing analyzer is observed in children. This is due to the "poor quality" from the periphery of the auditory effectors (absence of auditory perception of sounds or not perceiving all their formants).

Children with a hearing loss of the first degree distinguish no more than 75% of consonants pronounced near the top of the ear at a normal conversational level. In this case, 0.5 m from the ear. at a distance of 2m, the discrimination of consonants decreases to 60%. and at a distance, the ability to distinguish even decreases to 40%, in such conditions, the ability to perceive connected speech occurs only because the child who has fully mastered the speech relies on the integrated image of words and phrases that he has. In this case, the child understands the missing part of the word and phrase (often understands the mistake). If the child does not have perfect speech, such understanding will not be possible. Therefore, hearing-impaired children of the same level (but with different levels of speech development) perceive speech sounds differently. Due to the same reason, the hearing differentiation of sounds in the same level of hearing impairment is relatively worse in the students of the II section than in the students of the I section. However, L.G. According to Parmonova's research, even in the first section of the school for the hearing-impaired, more than 78% of high school students do not hear and distinguish between 4 and 45 pairs of consonants. It is especially difficult to distinguish between the sliding s and z sounds. Distinguishing consonant sounds belonging to another phonetic group by hearing does not cause much difficulty for students of the first section.

Part II hard of hearing students have some difficulty in perceiving exactly the sliding and noisy sounds. In addition, pure acoustic properties indicate that "in the pronunciation of these sounds" the differentiation begins relatively late. Here, the inhibitory effect of the speech movement analyzer on the speech auditory analyzer is observed.

So, the situation of auditory differentiation of speech sounds in weak listeners is similar to the characteristics of part II, like the first part - it cannot ensure children's perfect acquisition of sound pronunciation (and later writing).

Due to the imperfection of the speech hearing analyzer, the formation of sound pronunciation in hearing-impaired people takes place with a certain number of defects compared to the norm. The speech-auditory analyzer cannot fulfill its "leading role" as it should in relation to the speech-action analyzer. Due to the lack of ability to hear and perceive this or that sound of speech or to distinguish it from similar sounds, the child is independent and cannot acquire the correct articulation of these sounds. In addition, hearing-impaired children may have disturbances in the construction and operation of the speech movement analyzer, and this is the basis of the deficits in sound pronunciation.

Disturbance of sound pronunciation is especially common among students with hearing impairment of part II. On top of that, not only consonants are broken, but also vowels. However, according to L. G. Paramonova, there are sound pronunciation defects in the first section of the school for the hearing impaired, even in the upper classes. As with II-part hearing-impaired people, there are more cases of polymorphic disorders of sound pronunciation. This disorder covers many phonetic groups of sounds. (each student has 11 mispronounced sounds). In the listeners of the first section, the pronunciation of not only articulatory complex sounds, but relatively articulatory simple consonants is also disturbed_ (lip-lab, lip-tooth, tongue-in-cheek t,d,n, etc.) In the first part II In comparison to 'lim, there are less defects in the pronunciation of vowels. It is based not only on the speech-hearing analyzer, but also on the imperfection of the speech-action analyzer. There are three main forms of speech impairment in hearing impaired:

1. In the absence of the sensor part of the speech apparatus, i.e., in the dull functioning of the auditory analyzer, it is characteristic to replace one speech sound with another ("cherry" instead of "cherry", "hour" instead of "hour"). When looking at the replacement of sounds, it is slightly less common to pronounce them distorted. This is due to the lack of ability to clearly distinguish

them from other sounds, or the complete lack of ability to perceive them by hearing due to the partial decrease in the frequencies of the liquid sound. In the sensory form of voice pronunciation disorder, there is usually no deviation from the norm in the breakdown or operation of the motor department of the speech apparatus. The sound substitutions in the child's oral speech are reflected in the form of letter substitutions, which are also common in writing.

In the lower grades of the school for the hearing impaired, such forms of sound pronunciation disorders are usually in the first place.

2. As a result of the deficiency of the motor department of the speech apparatus, that is, the breakdown of the articulatory organs or defects in their operation. The disorder is usually characterized by mispronunciation of sounds. (tisharo "s" etc.)

3. A mixed form of sound pronunciation disorder based on both sensory and motor deficits. In such cases, a child's deficits in the pronunciation of certain sounds are due to the inability to distinguish similar phonemes (s-z) by hearing, while the deficits in the pronunciation of other sounds are due to the breakdown or malfunction of the articulatory apparatus. Iadi (for example, the distorted pronunciation of the sound "r" due to the shortness of the tongue or the paralysis of the muscles of the tip of the tongue "s"). Sometimes a child has both a motor and a sensor at the same time. In this case, the lack of the ability to perform articulatory movements, which are important for pronouncing a certain sound, is combined with the lack of the ability to distinguish it from acoustically close sounds.

A mixed form of sound pronunciation disorder is common in hearing-impaired children.

Therefore, phonetic-phonemic disorders in hearing impaired people manifest themselves in polymorphous disorders of sound pronunciation based on complex sensorimotor disorders, as well as clearly expressed difficulties in distinguishing many speech sounds by hearing.

Violation of the vocabulary and grammatical system of speech.

With early hearing loss and severe expressiveness, children's vocabulary development lags behind the norm to such an extent that many of them come to school with only a few comprehension words. However, even with mild hearing loss, the vocabulary side of speech is usually impaired in hearing impaired. The underdevelopment of the vocabulary is based on the inability to hear and perceive words close to each other in terms of sound, and unclear perception of unstressed parts of the word. As a result, a hearing-impaired child often has the ability to hear and perceive only the accented part of the word more or less clearly. This leads to the "interruption" and lack of stability of the auditory images, which can serve as a solid foundation for the formation of the vocabulary of speech.

According to the research of R.M. Boskis, A.G. Zikeyeva, K.G. Korovina and others, it is characteristic that the wealth of vocabulary is limited for hearing impaired people. According to R.M. Boskis, only 27.7% of hearing-impaired students give 80% correct answers when naming everyday objects and actions. Hearing-impaired people learn the names of objects with difficulty. Acquiring distracting and professional words is particularly difficult for hearing-impaired children. Often, these words are made up of one consonant, so they are omitted by children.

In a hearing-impaired person, the limitation of the available vocabulary leads to the ambiguous use of words. In particular, the word "table" in the speech of a hearing-impaired child can mean both a chair, a chair, a seat, and a seat. even though the word "table" is the only word in the title.

Ambiguity is often expressed by substituting one word for another. In particular, in R.M. Boskis' tune, he shows groups of word replacements that are somewhat characteristic for hearing impaired:

1. Using a character sign instead of the whole subject. ("Sokol" instead of "grandmother").

2. Naming another subject that is situationally connected with a given subject ("paint" instead of "brush").
3. Naming the general situation instead of the subject. ("I'm sick", "pharmacy", "I'm sick" instead of "thermometer").
4. Name a subject similar in function. ("latch" or "key" instead of "hook").
5. Name an object similar in appearance to a known object ("paint brush" instead of "handmade broom").
6. Naming an action related to a specific object ("sit" instead of "chair").
7. Use phrases to define the object ("the door closed" instead of "the hook"). For all the mentioned cases, it is typical to completely replace the lexical meaning of the word, based on the semantic unit of the word.

Therefore, in order for the child to develop as described in the brochure, it is necessary to create more special educational conditions for children with normal hearing. By providing special education to children with hearing impairment from an early age, it will be possible to prevent their general developmental delay, correct the existing defect and ensure their comprehensive development. In pedagogy, as a science of the laws of education, a wide range of phenomena is covered, and issues of organization of education in various conditions have been developed.

LIST OF USED LITERATURE

1. Azimjon o'g, Oppoxo'jayev Xojixuja. "Contents of Logopedic Rhythm Exercises Conducted with Children Who Stutter." *American Journal of Public Diplomacy and International Studies* (2993-2157) 2.1 (2024): 36-39.
2. Azimjon o'g, Oppoxo'jayev Xojixuja. "Methodology of Memory Development in the Process of Working on the Passive and Active Vocabulary of Children with Undeveloped Speech." *American Journal of Public Diplomacy and International Studies* (2993-2157) 2.1 (2024): 40-44.
3. Azimjon o'g, Oppoxo'jayev Xojixuja. "NUTQNING NORMAL VA NUQSONLI RIVOJLANISHIDA KUZATILADIGAN NUTQIY FUNKTSIYALARNING TAHLILI." *Confrencea 12.12* (2023): 109-116.
4. Azimjon o'g, Oppoxo'jayev Xojixuja. "BOLALARDAGI NUTQIY RIVOJLANISHNING BUZILISHLARI VA NUTQNING TOLIQ RIVOJLANMAGANLIGI." *Confrencea 12.12* (2023): 102-108.
5. Azimjon o'g, Oppoxo'jayev Xojixuja. "BOLALARDA DIQQATNING RIVOJLANISH XUSUSIYATLARI." *Confrencea 12.12* (2023): 156-161.
6. Azimjon o'g, Oppoxo'jayev Xojixuja. "NUTQI TO'LIQ RIVOJLANMAGAN BOLALAR BILAN ISHLASHDA LOGOPEDIK RITMIKANING AHAMIYATI." *Confrencea 12.12* (2023): 169-175.
7. Azimjon o'g, Oppoxo'jayev Xojixuja. "FORMATION OF SELF-DEVELOPMENT COMPETENCIES IN STUDENTS OF FUTURE TEACHERS." *Galaxy International Interdisciplinary Research Journal* 11.11 (2023): 323-327.
8. Azimjon o'g, Oppoxo'jayev Xojixuja. "PEDAGOGICAL TECHNOLOGIES OF PREPARING FUTURE TEACHERS FOR THE FORMATION OF SELF-DEVELOPMENT COMPETENCE IN STUDENTS." *Galaxy International Interdisciplinary Research Journal* 11.11 (2023): 369-373.
9. Azimjon o'g, Oppoxo'jayev Xojixuja, and Muxammadjonov Shohruhbeq Shuxratbek o'g'li. "INKLYUZIV TA'LIMNING HUQUQIY-ME'YORIY ASOSLARI." *Science Promotion* 1.1 (2023): 50-57.

10. Azimjon o'g, Oppoxo'jayev Xojixuja. "YUQORI SINF O'QUVCHILARINI OILAVIY HAYOTGA TAYYORLASH JARAYONINI TASHKIL ETISH TAMOYILLARI." *Science Promotion* 1.2 (2023): 18-25.
11. Azimjon o'g, Oppoxo'jayev Xojixuja, and Yigitaliyeva Sarvinoz. "WAYS TO INVOLVE CHILDREN IN NEED OF SPECIAL HELP IN INCLUSIVE EDUCATION." *Galaxy International Interdisciplinary Research Journal* 11.3 (2023): 519-523.
12. Azimjon o'g, Oppoxo'jayev Xojixuja. "MAKTABGACHA YOSHDAGI BOLALARDA DIQQATINING TURLARI VA XUSUSIYATLARI." *Confrencea* 12.12 (2023): 162-168.
13. Turgunovna, Yuldoshova Dilbar, and Oppoxo'jayev Xojixuja Azimjon o'g. "Pedagogical Mechanism Of Preparing Future Teachers For Professional Competence Formation." *Onomázein* 62 (2023): December (2023): 2186-2191.
14. AFRUZAXONIM, OLIMJONOVA MOXICHEXRA TOSHKENBOYEVA NAFOSATXON XAMDAMOVA, and MUHTOROVA MAFTUNA. "BO 'LAJAK DEFEKTOLOGLARNI OILA BILAN ISHLASHGA TAYYORLASHNING NAZARIY ASOSLARI." *Confrencea* 12.12 (2023): 577-588.
15. Islomjon, Haydarov, Nabiyeva Nozimakhan, and Odilova Rushanabobu. "METHODS OF TEACHING PRONUNCIATION TO CHILDREN WITH HEARING IMPAIRMENT." *E Conference World*. No. 3. 2023.
16. Islomjon, Haydarov, Nabiyeva Nozimakhan, and Odilova Rushanabobu. "METHODS OF TEACHING PRONUNCIATION TO CHILDREN WITH HEARING IMPAIRMENT." *E Conference World*. No. 3. 2023.
17. Islomjon, Haydarov, and Tursunova Nilufar. "PRONUNCIATION LESSONS FOR HEARING-IMPAIRED CHILDREN." *E Conference World*. No. 3. 2023.
18. Hatamjon o'g'li, Haydarov Islomjon. "ESHITISHIDA NUQSONI BO'LGAN BOLALAR MAKTABIDA TABIATSHUNOSLIKNI O 'QITISHNING ASOSIY METODI SIFATIDA-TAJRIBA METODI VA AMALIY ISHLAR." *HOLDERS OF REASON* 1.1 (2023): 36-40.
19. QIZI, XONBABAYEVA MADINABONU ASQARJON. "ESSENTIAL CHARACTERISTICS OF EDUCATION AND PSYCHOLOGICAL COMPETENCE AND FORMATION OF FUTURE LOGIC THERAPISTS." *GALAXY INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (GIIRJ)* (2023).
20. QIZI, XONBABAYEVA MADINABONU ASQARJON. "STAGES OF DEVELOPMENT OF TEACHER PROFESSIONAL COMPETENCE." *NOVATEUR PUBLICATIONS JournalNX-A Multidisciplinary Peer ReviewedJournal* (2023).
21. Qizi, Xonbabayeva Madinabonu Asqarjon. "Methods of Pedagogical-Psychological Correction of Future Logic Therapists with Special School Children." *American Journal of Public Diplomacy and International Studies* (2993-2157) 1.10 (2023): 37-40.
22. Qizi, Xonbabayeva Madinabonu Asqarjon. "KOGNITIV JARAYONLARNING RIVOJLANISH XUSUSIYATLARI." *Confrencea* 12.12 (2023): 53-60.
23. Qizi, Xonbabayeva Madinabonu Asqarjon. "ESHITISHIDA NUQSONI BO 'LGAN BOLALARNING RUHIY RIVOJLANISHI QONUNIYATLARI." *Confrencea* 12.12 (2023): 61-69.
24. Zhurayevich, Yuldashev Sadirboy. "TECHNOLOGIES FOR ELIMINATING SHORTCOMINGS IN ORAL SPEECH IN LESSONS OF VISUAL ACTIVITY." *Galaxy International Interdisciplinary Research Journal* 11.11 (2023): 378-382.
25. Jorayevich, Yuldashev Sodikboy, and Mukhammadjonov Shahruxh Shukhratovich. "TECHNOLOGIES OF DEVELOPMENT OF ORAL SPEECH IN FINE ARTS LESSONS." *Academia Science Repository* 4.5 (2023): 345-348.

26. Nabiyeu, Ravshanjon, and Otabek Ahmadaliyev. "MAKTABGACHA YOSHDAGI AQLI ZAIF BOLALARNING NUTQ XUSUSIYATLARINI YANADA TAKOMILLASHTIRISH." Евразийский журнал академических исследований 3.10 (2023): 363-367.
27. Shavkatjon o'g'li, Nabiyeu Ravshanjon. "Boshlang 'Ich Sinf Aqli Zaif O 'Quvchilar Nutqini O 'Stirish." Research And Education 1.1 (2022): 263-267.
28. Ogli, Nabiev Ravshanjon Shavkatjon, and Quchqorova Farida Erkin Qizi. "Features of the Higher Nervous Activity and Psychic Processes of Students with Intellectual Deficiencies." Eurasian Journal of Learning and Academic Teaching 19 (2023): 146-151.