



WAYS TO CARRY OUT CORRECTIONAL WORK IN PRESCHOOL CHILDREN WITH HEARING IMPAIRMENTS

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Article history:	Abstract:
Received: 20 th March 2021 Accepted: 4 th April 2021 Published: 16 th April 2021	This article is about children with hearing impairments, their psychology and how to help them. And it's about the thoughts and ideas of scientists who have done research in this area, as well as teaching children with hearing impairments to prepare to communicate with others.
Keywords: Logical thinking, Teaching pronunciation, modern deaf pedagogy	

INTRODUCTION

As everyone knows, humanity communicates through language, information acquires knowledge, skills and abilities. It helps people find their place in society and become active members of it. Hearing activity plays a very important role in this process. Because it is the key to the formation and development of speech is one of the features. Therefore, this issue has attracted the attention of scientists and educators who lived in different periods of development of society. LS Vygotsky, the founder of the theory of modern and specialized education, said that deafness due to hearing impairment, ie lack of speech which emphasizes that the inability to master speech in its place has a major negative impact on cultural development. R.M. Boskis has shown that a relatively small impairment of hearing analyzer function in children with hearing impairment - limited ability to perceive whispers - also impedes the normal development of speech in children, resulting in the formation of logical thinking

LITERATURE REVIEW AND METHODOLOGY

Comprehension is a condition that occurs before the child speaks. And it is divided into different stages according to the development of the child. Finally, it involves the growth and quality of a child. The process called speech comprehension is not about reacting to a sound signal, but about reacting to its meaning. The active speech of a 2-3 year old child consists of speech that comes from his experience and is communicative. Not just passive speech a means of perceiving task speech, but also of perceiving the world around us. It also allows you to understand the story. The basic vocabulary of a healthy child at the age of 2 is 250-300 words. A child's meaningful speech during this period also develops. He tries to explain his thoughts in a simple sentence of a feel words. The content of the active vocabulary of a 3-year-old child is 800-1000. 1500-2000 words at the age of 4 and 5 words at the age of 5 2500-3000 words

DISCUSSION

Theoretical founders of modern deaf pedagogy as a key factor in finding a place for children with hearing problems in social life. The family of the foster child directly involved in the work of teaching pronunciation members, especially with the children of the parents on a regular basis said that it depends on their activities. For example, S.A. Zikov noted that high achievements in language teaching are achieved not only through the speech environment organized in special institutions, but also through the direct participation of parents and others, R.M. Boskis: the teacher has to work with the parents, "he said. It is in the new era of deaf pedagogy that the need for family and special education to be shared in the upbringing of children: parents are deaf pedagogues. in the upbringing of their children without the guidance and instructions set by similarly, deaf educators are involved in their activities without parental involvement. they cannot succeed. The article and methodological recommendations created by the founders of educational institutions for children with hearing problems at an early age are aimed at parents of deaf and hard of hearing children. how to organize their education, ways to develop their speech illuminated.

RESULT

Teaching pronunciation to children with hearing problems by R.M. Boskis

The first step in achieving effectiveness is this category of children. It is necessary to begin with the understanding of the features of development, I.P.Pavlov's "Unit of activity of analyzers" L.S.Vygotsky's "The Complex Structure of Disability" and "Education and Development proportionality". He also developed a pedagogical classification based on a number of factors that lead to peculiarities in the development of such children, with a broad study of the interrelated development of hearing and speech. According to this classification, first, the dysfunction of the auditory analyzer in a young child is different from that in an adult. Because adults can hear and understand many things before they lose their hearing, but this does not happen in young people. So there is a big difference between them. Deafness is a permanent loss of hearing.

CONCLUSION

The importance of modern education for children with hearing impairments based on the doctrine of understanding. Improving the education system in a special school should be done taking into account the laws of pronunciation skills of this category of children, the psycholinguistic basis of hearing impairment. Deaf pedagogy, general pedagogy, psychology, hearing problems from psycholinguistics, linguistics, audiology uses the characteristics of children creatively, taking into account their abilities. There is a need for a comprehensive approach to the development of children's pronunciation skills in school education.

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