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IMPROVING THE METHODOLOGY OF DEVELOPING WRITTEN SPEECH IN PRIMARY SCHOOL DEAF CHILDREN

Abstract

This article substantiates the scientific and methodological foundations of improving the methodology for developing written speech in primary school deaf children. The study analyzes the psychophysiological, cognitive, and communicative characteristics of deaf learners and proposes an improved methodological model based on multimodal learning, visual-kinesthetic methods, differentiated instruction, and digital educational tools. The effectiveness of the proposed methodology was verified through experimental research. The results demonstrate a significant improvement in lexical development, grammatical accuracy, text production skills, and written communication competence among primary school deaf students.

Keywords: deaf children, primary education, written speech, teaching methodology, multimodal learning, visual-kinesthetic methods, special education.

INTRODUCTION

In modern special education, the development of written speech in deaf children is one of the most urgent pedagogical problems. At the primary school stage, written speech plays a fundamental role in the formation of academic competence, cognitive development, and social integration. Due to hearing impairment, the natural mechanisms of oral speech development are disrupted, which negatively affects phonetic, lexical, grammatical, and semantic components of language. Consequently, the process of mastering written speech becomes significantly complicated.

Numerous studies (L.S. Vygotsky, R.E. Levina, T.A. Vlasova, N.N. Malofeev, M.M. Nusratullayeva, and others) emphasize the necessity of specialized teaching methods, adaptive didactic models, and innovative pedagogical technologies in the education of deaf learners. However, traditional teaching methods used in primary education often fail to address the specific psychophysiological needs of deaf children.

Therefore, improving the methodology for developing written speech in primary school deaf children based on multimodal and differentiated approaches is a critical scientific and practical task.

Purpose of the study: To develop and experimentally verify an improved methodology for developing written speech in primary school deaf children.

Research objectives: - To analyze the psychological and pedagogical characteristics of written speech development in deaf children; - To design an improved methodological model based on multimodal and visual-kinesthetic approaches; - To experimentally test the effectiveness of the proposed methodology; - To provide methodological recommendations for special and inclusive education.

METHODOLOGY

The research employed a complex of theoretical and empirical methods: Pedagogical observation. Systematic observation was conducted to assess students' motivation, independence, written performance, and typical errors during learning activities.

Diagnostic testing. Standardized tests were applied to evaluate lexical development, grammatical accuracy, text production skills, and written communication competence.

Analysis of written works. Students' dictations, narratives, essays, and creative tasks were analyzed using content and structural analysis methods.

Pedagogical experiment. The experimental study consisted of three stages: diagnostic, formative, and control. The experimental group was taught using the improved methodology, while the control group followed traditional instruction.

Statistical analysis. Quantitative data were processed using percentage analysis and Student's t-test to ensure reliability and validity.

Structure of the Improved Methodological Model. The proposed methodology is structured into four interconnected blocks:

Target block. The main goal is the systematic development of written speech competence in primary school deaf children.

Content block expansion of lexical vocabulary; formation of grammatical structures; development of text production skills; enhancement of written communication competence.

Technological block. multimodal learning technologies; visual-kinesthetic teaching methods; differentiated instruction; digital educational tools.

Resultative block. High-level formation of written speech competence, reflected in improved academic performance and communicative independence.

RESULTS

The experimental study demonstrated significant positive dynamics in all components of written speech competence:

№	Indicators		Before experiment (%)		After experiment

			(%)
1.	Lexical development	41	74
2.	Grammatical accuracy	38	71
3.	Text production skills	35	72

The obtained results confirm the high pedagogical effectiveness of the proposed methodology.

DISCUSSION

The findings indicate that multimodal and visual-kinesthetic approaches significantly enhance cognitive activity, memory, and attention in deaf learners. Visual materials, pictograms, graphic organizers, and kinesthetic exercises activate compensatory mechanisms and facilitate better comprehension and retention of written language structures.

Differentiated instruction allows educators to consider individual abilities and learning pace, thereby increasing students' motivation and academic engagement. Digital educational tools further enhance interactivity and learner autonomy.

Overall, the improved methodology ensures systematic and sustainable development of written speech competence in primary school deaf children.

CONCLUSION

The study concludes that: 1. Traditional methods are insufficient for effective written speech development in deaf learners. 2. Multimodal, visual-kinesthetic, and differentiated approaches provide higher pedagogical effectiveness. 3. The proposed methodology significantly improves lexical, grammatical, and communicative components of written speech. 4. The methodology can be widely implemented in special and inclusive educational institutions and teacher training systems.

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