

DESCRIPTION OF INCREASING VOCABULARY IN SPEECHLESS PRESCHOOL CHILDREN

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ANNOTATION

The article discusses the general and special didactic principles, shape, content, and methods of developing children's speech in the visual process.

Keywords: Rehabilitation, complex, defect, development, social, diagnostic, psychological, physical, intellectual, diagnostic, diagnostic, screenshot, defferensial, defector, speech, visual activity.

To provide effective education, training, and social adaptation to children with developmental disabilities, it depends on their ability to properly evaluate the opportunities and characteristics of its development.

Developmental defects can be accomplished by complex psychologist-pedagogical diagnostics. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared.

There are special preschool and school educational institutions for children with developmental disabilities. Educational conditions have been created that ensure the psychological and physical development of this child.

Such conditions require a one-on-one approach, taking into account the characteristics of each child. This approach, together with special programs, methods, specialized technical equipment, specialized training teachers, psychologists, defectors, and others, includes providing the necessary medical, profile and medical activities, specialized social assistance, and technical and scientific-methodological provision of specialized educational institutions.

Nowadays, there are various specialized educational institutions. Various rehabilitation centers, development centers, and mixed groups have been opened, along with specialized educational institutions that implement specialized educational programs approved by the Ministry of Public Education of the Republic of Uzbekistan. You can also meet children with disabilities in their psychological and physical development in preschools and secondary schools.

The appearance of these defects may vary. The resulting embryo was allowed to develop in nutrients and then inserted into her womb, where it implanted. If psychological or physical development defects that are clearly expressed are detected at preschool age, mild defects will be ignored for a long time.

Diagnosis of defects in development involves three stages:

The first stage - the name of the screening. At this stage, lag behind in a child's development, psychological and physical deficiencies are identified, but it will be difficult to determine their character and depth.

The second stage is a differential diagnosis of defects in development. The purpose of this phase is to determine the type (variety, category) of development defects. According to his results, taking into account the opportunities and characteristics of the child, the type and program of the educational institution and the optimal pedagogical manual will be determined for their education.

The activities of the psychologist-medical-pedagogical commission play a leading role in differential diagnosis.

The third stage is phenomenological. Its objective is to organize individual conditions for a child's individual characteristics, namely, the characteristics of his or her thinking, the emotional circle, the ability to work, and the correctional development of his or her personality. It is known that speech is the way people communicate with a language tool.

A person engages in speech and enriches his knowledge not only by a single experience but also by a social historical experience accumulated by many generations and ancestors. Speech, like all reflection processes, is absorbed throughout everyone's single life. When a child is taking on the first speech, his reaction to speech sounds becomes very generalized. When a child's speech develops, he develops under the influence of people's communication around him.

There will be a number of difficulties in the development and development of children's speech, vocabulary, and speech that are not fully developed. The resulting rise in sea levels from the withers from the historic centre of the city, close to the historic centre of the city, close to the historic centre of the city, close to the historic centre of the city, These include the poorness of the dictionary, the lack of a grammatical component, the abandonment of words in speech, the inability to distinguish between words, the inability to distinguish between words, the inability to negotiate, the vocabulary of the vocabulary, the inability to use vocabulary-changing supplements, and the misleading of similar loud and loud brothers and sisters with each other. One of the main objectives of the education system at enB children's school is to develop speech as a weapon of communication, eliminating the above shortcomings. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. In the first grade, the demand for students increases the vocabulary of the vocabulary by pronunciation of the speech material in an oral dictionary. Gradually customizing communication skills is necessary to understand the speech material among people around them. For each quarter, speech material is provided in a thol that comes from the subject. According to S.A. Zikov, a communicative function of the intended system of teaching deaf children the language is necessary. At the same time, the plan for each year will be developed in accordance with the provisions of the program. Each combination of words and words will have received the responsibility of communication.

Surdopedagog is the person who is the primary influencer of the learning process, which organizes learning processes at each stage of training based on program requirements. He directs them.

Like healthy children, deaf and vulnerable hearing begins to take over their speech, imitating the people around them. The imitation of deaf children is based on the conquest of speech organs by seeing their actions. They use the words they hear from those around them to teach vulnerable hearing children speech. Therefore, the surdopedagog should be demanding on his speech. But it is impossible to shorten, combine words depending on the ability of the students. These requirements apply to all types of speech training. Visual workshops will certainly be administered by surdopedagog on what kind of work deaf and vulnerable hearing students engage in, what prediction they will draw, and which learning methods they will use. Any activity talk is aimed at activating, shaping, enriching the vocabulary of children's speech, which is not fully developed. The teacher must choose a dictionary for each lesson. Before creating a dictionary, the teacher must take into account the level of hearing of students in the classroom. Increasing vocabulary is as follows. The intermolecular force from all these filaments is supported with the support that gifts may be made now or then, as through a bequest at death.

In many ways, the absorption of vocabulary and grammatical categories is linked to shortcomings in the sound pronunciation of speech because the articulated apparatus is not adequately developed. Problems in the formation and development of vocabulary in children who are not fully developed are primarily reflected in such challenges as the poverty of vocabulary, a significant difference in the volume of active and passive vocabulary, the misuse of words, frequent verbal paraphernalia, the lack of development of semantic fields, and the lengayization of the vocabulary¹.

In addition, such children have clinical, psychological and pedagogical characteristics. At the same time, a basis is prepared for the formation of a dictionary, the formation and modification of words, and the formation of a phonetic side of speech. Therefore, comprehensive correctional work is needed to eliminate and prevent the general lack of speech, which provides unity and interaction in the development of all aspects of speech.

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<https://doi.org/10.37547/tajiir/Volume04Issue11-14>