

## TECHNOLOGIES FOR ELIMINATING SHORTCOMINGS IN ORAL SPEECH IN LESSONS OF VISUAL ACTIVITY

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### ANNOTATION

This article discusses one of the crucial problems of our time - the development of technologies for the development of oral speech of children with developmental disabilities in the classroom in fine arts. As an addition to this, the author also provides a list of keywords, summary, used literature in this work.

**Keywords:** speech, visual activity, ENB, mental retardation, correction.

It is known that speech is the connection of people with the language tool aloka. By entering into an attitude through speech, a person enriches his knowledge not only by virtue of a single experience, but also by virtue of a social historical experience accumulated by a huge number of generations - ancestors. Speech is mastered throughout a person's solitary life, like all reflection processes. During the period when the child is occupying the initial speech, his reaction to the sounds of his speech acquires a very generalized character. As the child's speech develops, it develops under the influence of communication of people around him. A number of difficulties arise in the speech of deaf and weak hearing children, in the increase and development of vocabulary wealth. ENB children have many speech deficits due to the stagnant decline of the auditory analyzer, the poorness of their vocabulary. among them is the fact that the grammatical com'onent is not developed, leaving words in gan, lowering and pronouncing sounds in words, not being able to correlate words, agreement, not being able to use word-makers, word-changing suffixes, and confusing consonants with each other with similar slang and jarangeiz. One of the main goals of the educational system in the ENB children's school is to form the speech of kholda as a weapon of communication, which eliminated the shortcomings of the upper body. The ability to formulate his speech and logically perceive his speech is not only in speech-growing lessons, but in every lesson, in circles, the wealth of vocabulary is increased. The demand for students in the first grade is increased in vocabulary wealth by pronouncing spoken material in oral Dactyl. Dressing the skills of communication is necessary in order to gradually understand each other, interrupting the material of speech with the surrounding people. For each quarter, speech material is given in the score, which comes from the topic. S.A. According to zankov, it is necessary to implement the communicative function of the purposeful system of teaching deaf children to the language. In this every plan for a year, the program is mastered at the same time that the speech occupation of students is practiced. Every combination of a word and a word will have taken responsibility for communicativeness in itself. The Surdo educator is the main influence on the educational process, he organizes educational processes based on the demand of the program at each stage of teaching. He will

lead them. Deaf and weak hearing children, like healthy children, begin to acquire speech, imitate the people around them. Imitation of deaf children is based on the fact that they occupy the organs of speech by building their character. When teaching weak hearing children to speak, they use what they hear from those around them. Therefore, the Surdo pedagogue he must be demanding on his speech. But it is impossible to shorten, combine words, depending on the capabilities of the readers. These requirements apply to all types of speech skills improvement. In the lessons of visual activity, deaf and weak hearing students will be able to enter what activities, what subject to draw and which teaching aids to use are of course managed orally by Surdo'edagog. What activities are aimed at activating, shaping children's speech, enriching their vocabulary. The teacher should choose a dictionary for each lesson. Before making a dictionary, the teacher must assess the level of hearing of students in the class. The increase in vocabulary wealth is carried out as follows. The development of speech is formed by surdopedagog in children by the concepts of the large-small size, shape of the subject. In visual activities, however, children are expanded, shaped and refined concepts that are practically fulfilled in the task. What kind of activity is aimed at activating, shaping, enriching vocabulary and improving speech of children. The teacher should choose the right vocabulary for each lesson. It is possible to include in the dictionary words and phrases consisting of 4 objects: word and phrase, the name of the material on which the link is used to the work activity being performed (clay, kogos, buyok, glue, ...) the activity being performed (lepka, painting, painting, gluing, barking, ...) the name of the weapons of work (pencil, paint pen, scissors, hammer). word - the name and phrase of the object, the object that children are describing (sphere, spruce, kugirchok, ...) Words and phrases, words and phrases honed for the weight loss of children's perception (watch chick, watch chick, watch chick, 'bear kurib Chick) , by perception, the refinement (the name of the color. geometric shape, marking the hajmi). The words of the first group are slowly mastered in pictorial activity. In the second group, the word (word - the name of the subject) - in order, children will find. In the activities of Fine Arts, words are connected with the subject in a new way. In the third and turtleneck Group, words are given special relevance. Children's attention is paid to the subject and its nature. Then the image perceived by the children is preserved. For example: in the process of drawing an Apple picture through imagination in pictorial activity, the teacher says that "the Apple looks like a ball shape. There is a depression on the top, a tail on the top". What is being said is put in a poured pocket. The dictionary obtained for training should be clearly indicated. The appearance of the speech material used in visual activities should be familiar to children. In 1-2 years of training, it is impossible to give more than two new words to an orderly lesson. In the later years of training, it is impossible to give more than 3-4 new words. In the visual activity of mentally retarded children, the vocabulary of students increases, speech is activated. The developmental morality of speech is great when mentally retarded children are formed as individuals. That is why, as we have already said, children's speech is developed in every activity. In any visual activity lesson, before drawing, a conversation, a question answer is held on the floor arising from the topic. Due to the low number of children in the teacher class, Khar bita has the opportunity, to engage in oral communication with the child. Students are taught in drawing analysis - synthesis kilish, separation of images. Students will have concepts like Long Short ahead, when transferred. Hol, which comes from the topic, will have new vocabulary and concepts in one

lesson. In the process of drawing, Ham, the teacher asks the children the question, What are you painting? What is the color? what does it look like? .... similar savolarbilan appeals, examines and develops children's oral speech. Some mentally retarded children speak with their words and sentences unattached, omitting word-making, word-changing, agreement suffixes, so that the teacher can teach children to speak with their speech straightened, to speak fully. Drawing classes in special schools are compiled on the basis of special programs. - Drawing lessons are conducted at the expense of taking into account the psychophysical shortcomings of children who have nuxoni.

1. Correction means correction. The shortcomings present in students are carried out on the basis of Education. In painting lessons, the following works are carried out. drawing is of interest to students, drawing, gluing (appliqué), making, giving insight into vision, teaching painting to compare subject matter, giving students insight into Color, Image, shape, size, spatial location, and teaching them to visualize, developing hand motorics and trait – vision coordinations.

2. Conclusion. In drawing lessons with students, the types of drawing are carried out in an individual drawing collective. In painting lessons, children's aesthetic tastes are developed, as well as being taught to follow the sequence in drawing. In the systematic conduct of painting, the acumen of the propedeutic - preparatory Tap is great. The main task of the propaedeutic period begins with the study of the ability and cognitive activity of a teacher every student, since in children with developmental disabilities, the developmental complex is disrupted. The preparatory eTap includes a planned work. The main purpose of this eTap is the formation and enrichment of sensations. Dividing activities include drawing Ham. Before drawing an ordinary object, a preparatory eTap is carried out in children for the development of attention, vision, tactile and kharakat processes. The main task will be focused on the conduct of kharakat along with the speech.

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