

## DEVELOPMENT OF SPEAKING CAPABILITIES IN THE EDUCATIONAL PROCESS AS AN IMPORTANT FACTOR OF PREPARING CHILDREN IN NEED OF SPECIAL HELP FOR SOCIAL LIFE

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### ABSTRACT

This article discusses how, in recent years, the issues of social integration for children with disabilities have become one of the pressing topics in pedagogy, psychology, and sociology both in our country and abroad. It focuses on expanding the speech and sensory abilities of children with visual impairments to foster their cognitive development. The article emphasizes the interconnected development of speech and cognitive processes, highlighting how enhancing children's speech and imagination while familiarizing them with their surroundings can simplify their social adaptation.

**Keywords:** Children with disabilities, children with visual impairments, speech, sensory, cognition, imagination, social integration, adaptation.

### INTRODUCTION

In recent years, the issue of educating preschool children in all respects has become a priority of state policy in our country. All conditions are being created for our children to receive effective education and training, to demonstrate their knowledge and talents. As a result, today's young generation, using their intellectual and physical potential, is achieving high achievements, winning prestigious Olympiads, competitions and contests. Our state policy pays great attention not only to children who are developing normally, but also to children with developmental problems.

Law of the Republic of Uzbekistan "On Education"<sup>1</sup> The main goal of education and upbringing of preschool children based on the requirements of the state is to raise the younger generation as healthy, comprehensively developed individuals and prepare them for school education. To achieve this goal, various works are being carried out with preschool children. It is emphasized in all special literature that work on eliminating their cognitive and speech defects should be carried out on the basis of a system of correctional work. In this regard, cooperation with the family of a child with developmental disabilities, in particular a child with disabilities, is also of great importance in the upbringing of a child with developmental disabilities in a preschool educational institution. A defectologist should not only educate a child with developmental disabilities in a special institution, but also work with his family. A defectologist should show the child's family the ways and methods of organizing psychological and child upbringing. It is extremely important for a specialist involved in working with a child with disabilities to

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<sup>1</sup> O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni. T., 2020 y.

understand the specifics of his family circumstances in order to provide close assistance to the child.

In recent years, the issues of socialization of children with disabilities have become one of the urgent problems of pedagogy, psychology and sociology in our republic and abroad. The role of the child in the structure of interpersonal relationships in the family is of great importance for his psychological development. However, recently, attention has been paid not only to the problem of social adaptation of children with one or another disability, but also to the problems of the families in which they are brought up. Teachers of special educational institutions often consider it sufficient to give parents some recommendations on the characteristics of the mental and physical development of their children and corrective work in the family environment. However, these recommendations and explanations are not enough, since they cannot satisfy the needs of parents with children with developmental problems for qualified assistance from specialists in various fields. In addition, many parents do not follow these recommendations. This is due to specific changes in the personality of parents, which do not allow them to correctly assess the situation with a child with developmental disabilities, to establish the necessary relationships with the child and the teacher who teaches him. Parents with developmental disabilities face many problems in everyday life. On the one hand, they have difficulty choosing the means for raising and educating their children, and on the other hand, deep psychological problems arise in the family associated with the birth of a child with disabilities [2;12].

Parents do not take their disabled children to specialists, because they are ashamed to take their disabled children out into the street. Lack of contact with the outside world seriously hinders the speech development of children with disabilities. In children with disabilities, the development of higher forms of cognitive activity is poorly developed, the superficiality of thinking, the slow development and qualitative specificity of speech, the failure to control behavior through words, the incompleteness of the emotional-volitional sphere are observed. For children with disabilities, the late development of speech is characteristic. A strong lag is observed even in the pre-speech period. If in infants, babbling normally appears from 4 to 8 months, then in children with disabilities this condition manifests itself in the period from 12 to 24 months (I.V. Karlin. M. Strazulla.)

According to Kassel, Schlesinger, M. Zeeman, the first words in children with disabilities appear at the age of 3. Studies by I.V. Karlin and M. Strazulla show that the first words in such children appear between the ages of 2.5 and 5 years. (The norm for the appearance of the first words in children with normal development is from 10 to 18 months) [3;74].

A significant lag in speech development in children with disabilities is manifested in the appearance of phraseological speech. In this case, the interval between the utterance of the first words and phraseological (compound) speech is also longer than in normally developed children.

The specific aspects of speech development in children with disabilities have been studied from a psychological perspective by many authors (V. Petrova, M. Pevzner, I. Karlin, M. Strazulla, S. Borel, Mezonni, Schlezinger, M. Zeeman, etc.).

Speech disorders in children with disabilities have been studied within the framework of speech therapy by M. Khvatsev, R. E. Levina, G. A. Kashe, D. I. Orlova, M. A. Savchenko, E.

F. Sobottovich, R. I. Lalaeva, K. K. Karlep. According to these studies, in the primary grades of special schools, obvious defects are observed in 40-60% of children. According to M. E. Khvatsev, G. A. Kashe, the number of children with speech defects in the first grades of special schools is somewhat higher [4:102].

Currently, a lot of research is being conducted on what needs to be done to effectively develop a child's speech and fully support the social development of this child, how to organize work on developing the speech of children with disabilities in preschool age.

In this regard, I would like to give the following recommendations for developing the speech of children with disabilities:

- in speech development classes, it is necessary to choose such teaching methods that would effectively help children with disabilities to understand existence more deeply and develop their speech and thinking;
- it is necessary to use all opportunities to activate their speech skills;
- to increase children's vocabulary based on developing their interest in objects and phenomena in the world around them;
- it is advisable to adhere to the following requirements when using imagination in the educational process. The selected picture should be understandable, interesting, colorful and large in size for all children.

In conclusion, it can be said that by expanding the speech capabilities of children with disabilities, their thinking is formed, because cognitive processes are inextricably linked with speech, and this simultaneously allows children to develop their speech and imagination, and solve the problems of introducing them to the environment. As a result, it becomes easier for children with disabilities to integrate into society.

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