



WAYS TO DEVELOP SPEECH OF STUDENTS WHO HAVE PROBLEMS WITH VISION

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ANNOTATION: The article deals with deficiencies in education of blind primary school students as well as ways to address them. Recommendations for the formation of lexical and grammatical aspects of the speech of blind readers are presented.

KEYWORDS: children with disabilities, blind, weak seer, visual acuity, enlarged writing, Braille, specialized boarding schools, topas, light level, inclusive.

Introduction. Technologies for the development of speech of students with visual impairments in World Science are being improved on the basis of variative programs. On the basis of the plan-Program "education for all" adopted on the basis of the Dakar Declaration [1] to help students with disabilities in physical and psychic development all over the world join the ranks of equal members of our society, to consistently carry out their education, to expand complex activities are an urgent task. In the world, there is a lot of scientific research on improving the full-fledged socialization of students with visual impairments into society, the development of speech and motor, the systematic organization of the diagnosis of cognitive processes. It is also of urgent importance to determine the knowledge, skills, qualifications of students and the dynamics of their growth and the level of their development, improve the pedagogical mechanisms of organizing differentiated education in the process of successful preparation for school education, develop technologies for eliminating speech deficiencies in students. In the decision of the president of the Republic of Uzbekistan "on measures to introduce new principles of management into the public education system" dated September 5, 2018, PQ-3931 [2] special tasks were noted to further improve the effectiveness of measures providing social guarantees for children with special educational needs, to create an adaptation environment that serves their education (including inclusive education).

Also, in the concept of development of the public education system of the Republic of Uzbekistan until 2030, approved by the decree of the president of the Republic of Uzbekistan PF-5712 of April 29, 2019 [3] development of inclusive education in Uzbekistan to improve the quality of educational services provided to children with special educational needs, in order to improve the educational system for children with special educational needs, as well as improve the quality of educational services provided to them, measures have been outlined aimed at social support of children who need special assistance, providing them with education, being able to show their abilities, capabilities, achieve spiritual maturity, take place among healthy children.

Research methodology. M. from Russian scientists. I. Zemtsova, L. S. Volkova, O. L. Razors have shown in their research work that the development of nutqqi in students with impaired vision shows the manifestation of specific features in the process. In children of this category, vision, perception, imagination, memory, thinking skills develop in a unique way.

M. Zemtsova, N. Kostyucheks have found that the formation of speech of educators with visual impairments is realized in the same way as their peers who see in moderation, but the lack of visual perception or its decrease leads to a change in the interrelated activities of the three leading analyzers

(auditory, kinesthetic and visual analyzers) [4]. In the research work, violations of binocular vision and eye-movement functions have been identified complications in the perception of the shape, size of objects, their location in muayan space and the separation of volumetric objects in the macromacon in monocular vision, the ratio of distance between objects, their location and interaction. It is known that the decrease in perceptual capabilities affects the development of subject-practical actions. The degree of vision and insufficient self-control leads to a decrease in the outcome of actions with objects and phenomena in reality. There is a break between the subject actions and the result of visual-figurative actions. Children find it difficult to characterize their subject actions in their speech, verballity of actions is observed [4]

L.Volkova, L.Druzhinina, O.Doroshenko, O.Krinitckaya, A.Litvak, L.Solntseva, L.Likhodedova, I. Novichkova, Ye. In educators with visual impairments in the work of SHlay and others, it is argued that the systems of the act of speech form with insufficient reliance on visual images, that word semantics, which means objects unfamiliar to educators directly from abstract experience, sometimes do not have an rnal basis in speech, and therefore are used in the wrong sense, which often leads to L.Volkova, A.Lukoshevichene, D.Mallaev, S.And in the work of pokupneva, it is confirmed that children with visual impairment also experience systemic disorders associated with speech disorders as a holistic functional system (lexical-grammatical, phonetic-phonemic speech deficits), as well as deviations in the development of logical thinking processes.

Analysis and results. Impaired vision negatively affects the formation of all aspects of speech, changes the speed of its development, gives it quality originality. At the same time, the formation of children's speech visual impairment lies in the same patterns as normal. Speech disorders of children with visual impairment are a complex defect in which certain connections and interactions of speech and visual impairment are observed. Speech disorders in children with visual impairments are diverse, complex in weight, structure, and affect speech as a holistic system. This is due to the fact that the formation of speech in such children proceeds in much more difficult conditions than in a child with vision, which is formed on the pathological basis of the perception of the world around him.

Since the activity of the visual Analyzer is disrupted, children, as a rule, do not have real, clear ideas about the world around them, about various objects and phenomena of this world. The lack of emotional experience in children can be manifested by the peculiarity of speech development, which often does not correspond to the usual age limits. Studies have shown that 80-90% of children with visual impairment suffer from speech underdevelopment, which manifests itself in various forms: 1. Dyslalia-violation of sound pronunciation during normal hearing and preserved innervation (connection of the nerve vlokon) of the articulation apparatus; 2. Dysarthria-a violation of the pronunciation side of speech, which occurs as a result of organic damage to the central nervous system; 3. Stuttering is a violation of the tempo-rhythmic Organization of speech due to the convulsive state of the muscles of the speech apparatus; 4. General underdevelopment of speech is a variety of complex speech disorders in which the formation of all components of the speech system is disrupted, namely the sound side (phonetics) and the semantic side (vocabulary, grammar) with normal hearing and intelligence. 5. Phonetic-phonemic distortion-the non-formation of the sound side of speech, etc. Visual insufficiency, partially or completely, leads to serious disorders in the field of emotional cognition, which in turn affects the process of speech development. Therefore, the correction of speech disorders of blind children is carried out taking into account not only a speech defect, but also the state of vision, the features of the methods of perception and specific ways of presenting the same material in the educational process.

Since the activity of the visual Analyzer is disrupted, the speech of children with visual pathology is characterized by certain features: the absence of the necessary vocabulary; verbal speech, that is, a violation of the semantic side of the word, which is not associated with the visual image of the object; echolalia-the child's automatic (uncontrolled) repetition of other people's words, Preschool children with impaired vision are characterized by a small limit of subject and spatial imagination, inability to determine the perceived spatial characteristics and directions of space in speech. The ability to distinguish signs of objects, to find generalizing words is far behind the norm. Cognitive activity opportunities in children are limited. As a result of the lack of objective images of reality, the difficulty of storing detailed statements in the memory of speech and the correct grammatical construction of a sentence is noted. When performing tasks for the description of real world objects, there is a qualitative decrease in speech development. There is a sharp

delay in the field of phonemic hearing, sound analysis and synthesis, the development of basic reading skills. A delay in the development of a number of important functions associated with the formation of the speech system was also identified (praxis, gnosis, coordination, spatial orientation, a decrease in the capabilities of the motor sphere, both general and subtle motor abilities). The disadvantages of speech development limit the already narrowed social circle of children with impaired vision, which makes it difficult to form a number of personal qualities or leads to the emergence of negative traits (isolation, negativism, etc.). In our research work, the need for the implementation of speech impairment correction work of students with visual impairment on the basis of Leading Principles, complex and comprehensive approach is outlined. This study found that approximately 13.4 percent of students with visual impairments experience cases of pronunciation, while 84.6 percent experience cases of systemic speech disorders. The elimination of speech defects emphasizes the fact that it is necessary to develop the mobility of the members of the General Motor and articulation, as well as to carry out the improvement of spatial motility reactions.

Conclusion. A scientific-theoretical study of the research work on the speech activity of educators with a visual impairment showed that until now, the problem of the interconnection of various forms of subject-practical activity and speech processes of preschoolers has not been sufficiently studied. Studies have identified lagging in the process of development of speech activity of pupils with visual impairment, causes, factors of shortcomings, but to eliminate them, little attention is paid to the issues of ensuring the systemativeness of correctional and pedagogical work, the development of special technologies.

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