



## TECHNOLOGIES OF DEVELOPMENT OF ORAL SPEECH IN FINE ARTS LESSONS

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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.

Speech is people's communication with language. A person enters into a relationship through speech and enriches his knowledge not only on the basis of individual experience, but also on the basis of social historical experience accumulated by many generations. Speech, like all reflection processes, is acquired during the individual life of each person. During the period when the child acquires the first speech, his speech reaction to sounds becomes very generalized. When a child's speech is developing, it develops under the influence of the communication of people around. Deaf and hard-of-hearing children face a number of difficulties in increasing and developing their speech and vocabulary. Due to the constant decrease in ENB children's hearing analyzer, many shortcomings are observed in their speech, poor vocabulary. the grammatical component is not developed, omitting words in gan, dropping the sounds in words, not being able to link words together, using agreement, word builders, word modifying adverbs not taking, confusing similar voiced and voiceless consonants with each other. One of the main goals of the education system in the school for hearing-impaired children is the formation of speech as a communication tool in the event that the above deficiencies are eliminated. The formation of speech and the ability to understand the speech logically are increased not only in speech training classes, but also in all classes and clubs. the vocabulary is increased. The acquisition of communication skills is necessary to gradually understand the speech material with the people around. Speaking material is given for each quarter based on the topic. S.A. Zankov said that it is necessary to implement the communicative function of the goal-oriented system of teaching deaf children. In this case, the plan and program prepared for each year will be mastered in accordance with the speech acquisition of the





students. Each word and phrase has the responsibility of communication. A deaf pedagogue is a person who has the main influence on the educational process, he organizes educational processes based on the requirements of the program at each stage of education. He leads them. Like healthy children, deaf and hard-of-hearing children begin to acquire speech by imitating the people around them. Imitation of deaf children is based on the acquisition of speech organs by building their movements. They use the words they hear from the people around them to teach the hearing-impaired children to speak. Therefore, the surdo pedagogue must be demanding in his speech. However, it is not possible to shorten or combine words depending on the ability of students. These requirements are applied to all types of improvement of speaking skills. Deaf and hard-of-hearing students will be guided by the teacher of the deaf in the visual activity classes, what activities they can engage in, what subjects they can draw, and which educational tools to use. Any activity is aimed at activating children's speech, forming it, and enriching their vocabulary. The teacher should choose a vocabulary for each lesson. Before creating a dictionary, the teacher should take into account the hearing level of the students in the class. Vocabulary increase is done as follows. Development of speech by the deaf pedagogue, the concepts of bigness and smallness and shape of the subject are formed in children. In visual activity, children's concepts of practical performance of the task are expanded, shaped and strengthened. Any activity is aimed at activating and forming children's speech, enriching vocabulary and strengthening their speech. The teacher should choose the right vocabulary for each lesson. Words and phrases consisting of 4 subjects can be added to the dictionary: word and phrase, the name of the material used (clay, paper, glue, glue, etc.) , painting, gluing, crossing, ...) the name of working tools (pencil, colored pencil, scissors, hammer). ....)Words and phrases, directed movement for children's perception (trace, trace with your finger, 'smile') Words and phrases, reinforcement through perception (name of color, geometric shape, sizing). The words of the first group are gradually mastered in visual activity. In the second group, children find the word (the name of the word-object) in order. In visual arts, words are connected to the object in a new way. In the third and fourth groups, special importance is given to words. Children's attention is focused on the object and its characteristics. And then the image perceived by children is strengthened. For example: In the process of drawing a picture of an apple through imagination in a visual activity, the teacher says, "An apple is like a sphere. There is a hole in the top, and a tail in the hole". The spoken words are placed in a pocket. The vocabulary obtained for the lesson should be clearly indicated. The appearance of the speech material used in the visual activity should be familiar to the children. In the 1-2 years





of teaching, no more than two new words can be given to each organized activity. In the following years of teaching, no more than 3-4 new words can be given. speech increases, speech is activated. The development of speech is of great importance in the development of mentally retarded children as individuals. Therefore, as we mentioned above, children's speech is developed in each activity. In each visual activity lesson, before drawing, there is a conversation based on the topic, a question and answer session. will be held. Due to the small number of children in the class, the teacher has the opportunity to engage in oral communication with each child. Students are taught to analyze and synthesize, to separate pictures while drawing. Students will have concepts such as long and short in advance. They will acquire new vocabulary and concepts in each lesson based on the topic. In the process of drawing, the teacher asks the children, what are you drawing? What color is it? what does it look like? .... he examines and develops children's oral speech by asking such questions. Some mentally retarded children speak without connecting words and sentences, leaving out word-formers, word-modifiers, and agreement suffixes, so the teacher can correct the children's speech. teaches to speak fluently. Art classes in special schools are organized based on special programs. - Drawing lessons are conducted taking into account the psychophysical deficiencies of children with disabilities. **Correction means correction. Disadvantages of students are carried out on the basis of education and training. The following activities are carried out in drawing classes. Students are interested in drawing, drawing, gluing (application), making, and seeing., to teach to compare a picture with an object, to give students an understanding of color, image, shape, size, spatial location and to teach them to take a picture, to develop hand motor skills and movement-visual coordination.**

Conclusion. Individual and collective drawing are conducted with students in drawing classes. Children's aesthetic taste is developed in drawing classes, and they are taught to follow the sequence in drawing. The propaedeutic stage is very important in the systematic drawing. The main task of the propaedeutic period is that the teacher begins to study the abilities and cognitive activity of each student, because children with developmental disabilities have a complex development disorder. The preparation stage includes planned work. The main purpose of this stage is the formation and enrichment of sensations. Activities include painting. Before drawing any simple object, a preparatory stage is carried out to develop attention, vision, tactile and movement processes in children. The main task is focused on the movement along with the speech.





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