

FACTORS THAT TEACH DEAF CHILDREN TO READ FROM THE LIPS

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ABSTRACT: This article describes the content of speech development of students of specialized schools. The model and methods of speech development of students of specialized schools are analyzed.

KEYWORDS: Specialized schoolchildren, model, School, speech, teaching, organization of work, stages, speech ability, development, methods analysis, pedagogical system.

INTRODUCTION

Modeling the process of speech development of specialized schoolchildren on the basis of intensive educational technologies is the process of creating models and using them in the formation of a picture of the composition of objects, the relationship and relationships between the elements of these objects. This process makes it possible to use technologies that reflect the logical accumulation of the constituent components, the stages of education and the structure of the educational process and their implementation. Educational components (purposeful, motivating, structural, prosessual, resultant, controlling) are manifested as systematized inferences of any didactic system. The educational components of speech development work on the didactic system include the need to develop the didactic system. While we began to formulate a didactic model, we, at first, determined the object of corrective actions. This object was defined at the beginning of our work as a technological plan for the formation of nominative skills. Later we began to rely on a broader understanding of the object. In this situation, the didactic model of speech development is defined as the autonomous model of the process of studying the shortcomings in speech, the sequence and time of their study, reflecting individual functional elementschiliklar, as well as the connection between units. Such transformation of the object manifests its appearance in the form of a pyramid. According to the model, if a component component falls, the breakdown of the entire system takes place. The didactic system of work for the development of speech of specialized schoolchildren will be a component of the entire educational process, but in one vakt itself can also be an autonomous system of general pedagogical influence. The didactic model of the development of the speech of specialized schoolchildren, which we propose, is an attempt to eliminate the conflict between the object of

the development of the speech of students in the pedagogical process and the fact that this problem is both theoretically and practically not sufficiently developed.

Didactic model has specific goals, tasks, principles, techniques. All this characterizes this model as an autonomous model with didactic functions, as well as part of the system of work with specialized schoolchildren. The main direction of the didactic model of the development of the speech of specialized schoolchildren on the basis of intensive educational technology is as follows:

1. To ensure a holistic educational process in speech development.
2. To improve the efficiency and quality of special education work as a condition for the adaptation of a specialized schoolboy to society.
3. Integration (merger) of the restorative process with the specialized educational school program.
4. Profilactics of the appearance of secondary defects.
5. A establish a process to increase the creative activity of primary school teachers and students.

All assistance to specialized schoolchildren is built on the theoretical foundations of general and Correctional pedagogy, the features of the process of teaching children with hearing impairments. The process of developing the speech of specialized pupils is based on the success of the student and their manifestation in educational and non-educational activities. During the restorative process, the following personal qualities are formed: cocktail, peace of mind, attention, sympathy. They are aimed at the creative and creative development of the individual. The purpose of the didactic model of the development of the speech of specialized schoolchildren on the basis of intensive educational technologies, in our opinion - is the rise in the level of students speech to a new stage of development, awareness and emotional characteristics.

We have identified specific objectives of developing specialized school students' speech on the basis of intensive educational technology:

1. The psychological and pedagogical goal is to change the principle of the composition of education by gradually introducing the work on the development of speech of specialized schoolchildren.
2. Social goal is the purposeful influence of each student on the formation of creative, intellectual potential.
3. Didactic goal-to solve the existing problems by creating methodological ways of developing speech, aimed at the creative development of the individual.

In this way, the didactic model of speech development is built on the basis of universal, special and specialized scientific hypotheses, laws, principles, methods. Didactic model functions:

1. Reading-educational function creates optimal conditions for giving knowledge about the structure of the language and the norms of linguistics. Specialized schoolchildren contribute to the elimination of defects with the help of effective technologies of eliminating shortcomings in speech. Elimination of shortcomings in writing and reading provides for the maintenance of the work of the didactic system, the achievement of the educational and cognitive activity of the student

3. Communicative function form the skill of applying the knowledge gained in a specialized schoolboy during the educational process.
4. Organizational function controls the formation and development of language sensitivity in accordance with the set standard of learners capacity and special education schools.
5. The management function ensures the improvement of students ' cognitive performance by organizing optimal conditions.
6. The educational function is manifested in our case in two ways. Educational function normally expresses the interaction of all components in one direction. It manifests itself as a purposeful, specially organized process. And it is expressed in an emotional way, that is, the interaction manifests itself in the acceptance of readers by other participants of the makhkur process.
7. The motivating function, the bunda as a means and way of social recognition of the self-proclaimed person of all members, is manifested in the quality of the instrument that reflects the individual aspects of the personality of a specialized schoolboy.

Methodological unilateral functionalization of the didactic model is carried out by adhering to the principles laid down in the general process of speech development:

1. The principle of ensuring the optimization of interoperability between the performance method and the special education program . Bunda methods and programs are based on the designation of important stages.
2. The principle of integrity and cohesion of expected results, strategic programs and plans.
3. The principle of integrity of the process of development of didactic and methodological methods of development and control of implementation programs and plans.

The integrity of the work to eliminate speech shortcomings , its quality potential constitute a didactic model of special educational work. This condition is carried out only if all the components of the model are interrelated. Thus, modeling is not only a pedagogical process, but also a means and ways of expressing the objects of the corrective process of imparting speech to specialized schoolchildren.

We described the didactic model in the form of a pyramid. It is necessary to take into account the following 2 components in each peak and Phase: 2 components should be taken into account: the interaction of the input and output channels of the interaction and the interaction of the structural components of the didactic model. During the process of speech development, the teacher begins to gradually move to a new level. When assessing the sameness of the speech effect, it is necessary to take into account the presence of a concomitant comp Sam sameness, and then to observe additional concomitant components of the model. At low levels of speech development, as well as in the interaction of the structural components of the model with each other, it is possible to observe the somewhat inadequate and ineffective effect of speech on speech. The development of a new didactic approach to the process of special education makes it possible to study the material, sorted in a limited, special way. The development of speech of specialized schoolchildren is given in the form of a didactic model, the study of materials ensures the departure in the desired scientific direction.

In modeling the process of special education, a primary school teacher should take into account the following:

- Diagnostic and karrek diagramming material sorting
- Individual characteristics of the child's personality traits
- Technological options for solving the problem
- The relationship between the participants in the work of the study.
- Conditions for the introduction of a specialized didactic model of the development of the speech of schoolchildren in the field of specialization in the course of the - course to be able to understand the students speech.

Due to the individual capabilities of a specialized schoolboy, the following areas of speech development of specialized schoolchildren on the basis of intensive educational technologies have been identified:

1. The development of knowledge about language as a systematic component.
2. Development of the communicative function of speech.
3. Develop systematic thinking, which reveals knowledge about the surrounded scientist.
4. Development and clarification of spatial-contemporary concepts.
5. Grapho-motor skill development and modeling
6. Formation of analysis and synthesis skills.
7. Development of the lexical-grammatic structure of speech, the syllable composition of the word
8. Works on the phonetic level.
9. Works on the lexical level.
10. Works on the syntactic process
11. Works on small and General Motors. Development of proseproc reaction
12. Development of systematic thinking, which reveals knowledge about the surrounding scientist
13. Development of voluntary attention, memory, thinking practices: comparison and analysis (as part of the lesson).
14. Work on the development of speech-driving analyzer and speech-hearing Analyzer (as part of the lesson).
15. Development of speech breathing (as part of the lesson).

In the structure of the Model, as necessary, important in our opinion, we determined the interaction of the following components of the didactic model. They are: interconnection, interconnection and input and output channels of interconnection. This information provides functionality, increases the effectiveness and quality of the didactic model in the practice of a primary school teacher

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