

AQLI ZAIF O`QUVCHILAR LUG`AT ZAHIRASINI BOYITISH TEXNOLOGIYALARI

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Annotatsiya: Ushbu maqolada maxsus pedagogik ta`limda aqli zaif o`quvchilarning lug`at boyligini oshirish to`g`risida fikr-mulohazalar yritilgan. Shuningdek, maxsus pedagogik ta`limda aqli zaif o`quvchilari bilan dars jarayonini tashkil etishning nazariy xususiyatlari yoritilgan.

Kalit so`zlar: maxsus pedagogika, aqli zaif o`quvchi, pedagogic texnologiya, ta`lim tizimi, oligofrenopedagogika, o`quvchi.

VOCABULARY TECHNOLOGIES FOR DISABLED STUDENTS

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Annotation: This article discusses how to increase the vocabulary of mentally retarded students in special pedagogical education. Theoretical features of the organization of the teaching process with mentally retarded students in special pedagogical education are also covered.

Keywords: special pedagogy, mentally retarded student, pedagogical technology, education system, oligophrenopedagogy, student.

“We live in the 21st century, when IT technologies are highly developed and there are opportunities to give a child more and develop their strengths, rather than discussing a child’s “mentally retarded” or other developmental characteristics. Sometimes even "ordinary" people can do something, they can't do anything. It is necessary to go beyond the child's capabilities! ” - say experts in the field. Autism or autism spectrum disorder (AASB) falls into the category of human conditions that lead to difficulties in communicating with the outside world and socializing. In the UK, AASB is treated as an educational challenge, and many see it as an autistic spectrum condition rather than a ‘disorder’. Autism can be accompanied by

attention deficit hyperactivity disorder (DEGS), epilepsy, depression, and other disorders. In addition, children and adults have dyslexia - difficulty reading and writing, and difficulty understanding them.

In developed countries, vocational training in type VIII correctional schools is a broader concept than the acquisition of new professional technological and practical skills. The effectiveness of vocational education is assessed in terms of its ability to ensure the full development of the individual. Developing social skills for a positive attitude to work should be an important part of vocational education. Implementing the principle of differentiated and individualized approach, the curricula and textbooks of the special education system take into account the changing possibilities of mastering the program material, providing different levels of difficulty considering different subgroups of students within the group. With the help of language, people leave their life experiences and scientific achievements, and they pass from generation to generation, enrich and develop. This is the enormous enlightenment value of language. Language also plays an important role in personal life: it introduces a person to himself, in which he develops a sense of humanity. It is obvious that language and speech are important factors in human spiritual development. The correct development of speech is very important for the formation of each child as a harmoniously developed person at the level of modern requirements and active participation in public affairs. Therefore, it is necessary to teach everyone to master the speech, to fully express their thoughts. It is known that children's speech develops under the influence of adult speech. The correct formation of speech depends on the speech of others, the speech experience, the correct speech environment and education. Speech is a historically structured form of the process of human communication through language. Speech consists of a complex of colorful sounds. These sounds are caused by signals of the higher nervous system, as a result of different formation or movement of speech organs. Therefore, the study of the sources of sounds, the physiology of the organs, their activity, the identification of the causes of defects in pronunciation is one of the factors that ensure accurate and fluent pronunciation.

Speech is not an innate ability, it is present in every human being, it is formed at the same time as the physical and mental development of the child ontogenesis. In order to study speech disorders, it is necessary to determine the developmental characteristics of children's speech to a certain extent, to know the objective and subjective conditions that play a major role in the successful formation of speech, as well as the developmental stages of children's speech. Scientists interpret the period of formation of a child's speech differently, name it differently, and even define the age limits of each differently. Only by knowing the laws and characteristics of a particular student's development and cognitive abilities, and the ways and means of compensatory support, is it possible to organize and manage the process of learning and cognitive activity. Correcting the emotional-volitional sphere in the process of vocational and labor training of mentally retarded adolescents is also a very pressing issue. Labor activity helps to stabilize it in the performance of defined labor tasks, which in turn dominates their productive activity. Collaborating with and assisting families in addressing, correcting, and developing children with disabilities is important and guaranteed by the state. The family is responsible for educating, developing and correcting the child with disabilities and preparing them for family life. Based on these requirements, educating and adapting children with speech disabilities to life requires special knowledge and a knowledgeable approach to these children. Therefore, classes IV-VI of Section I are filled with children who for one reason or another could not enter a special school.

The first steps in enrolling in a private school are:

- which class the child's knowledge and skills in mathematics and other subjects of the secondary school meet;
- what corrections are needed to address oral and written deficiencies;
- it is taken into account that this work can be done in the same class.

When the number of students in the class is sufficient, it is necessary to consider the differentiated teaching of children in the first period of teaching, depending on the nature and nature of speech disorders, through the organization

of parallel classes. If a child's speech impediments are corrected during the learning process, the child can continue his or her education in a public school. In the development of the vocabulary of mentally retarded children, the work on the organization of classes with children and the correction of shortcomings in their conduct is organized taking into account the age characteristics of children, the characteristics of speech defects, the school curriculum in the native language. Defectology classes are held in the spare time and outside the classroom. In consultation with the school administration and classroom teachers, the defectologist may recall students from classes. Speech is a tool of thinking and a means of communication in enriching the vocabulary of the student. The full development of speech is important for the full development and concentration of the child. Speech develops slowly in children. As children grow older, their speech will improve.

Mentally retarded children speak a little later than their normally developed peers, and the time to say the first word is three to five years late. According to M.F.Gnezdilov, V.G.Petrova, O.V.Kashe, E.V.Orlova, V.V.Voronkova, V.S.Rakhmanova and other scientists, 60% of first-class mentally retarded children have speech defects. Most children have phonemic hearing impairments and movement disorders. There are serious difficulties in acquiring vocabulary. They do not understand the words that express abstract, generalizing concepts, they have difficulty in understanding the concepts expressed in the figurative sense, they understand exactly.

Mentally retarded children also have difficulty speaking. The sentences are simple, make a lot of mistakes in the coordination of words, and complex sentences are rarely used. Mentally retarded children are unable to pronounce sounds and words correctly, have difficulty speaking based on pictures, and are unable to use the help of a speech pathologist. Listening to fairy tales and stories, the level of understanding of the content does not meet the requirements of the program. They have a hard time retelling the little fairy tales and stories they hear. Most mentally retarded children do not actively participate in conversations with

adults and peers, answer yes or no to the question, and rarely use words in conversation. Individual words, gestures, and the like are often used. There are no children among them who can answer the question completely and correctly.

Mentally retarded children's thinking, phonemic hearing, analysis and synthesis skills, visual perception, spatial perception are not well developed, slippery in the pronunciation of sounds, mispronunciation of sanor sounds is common, lexical and grammatical aspects are underdeveloped. The development of connected speech does not include the ability to compose sentences based on situational pictures, to transform singular horses into plurals, to form the horse's miniature form, or to compose sentences according to a given pattern. Defects in cognitive function and speech development in mentally retarded children make it more difficult to master grammar and spelling. With this in mind, special emphasis is placed on sound and letter analysis and vocabulary work. Children learn to recognize and pronounce sounds, to distinguish between them, to analyze, to synthesize, to distinguish sounds, to distinguish pauses.

Defectology classes are aimed at the comprehensive formation of the personality of a mentally retarded child, the implementation of measures aimed at correcting, alleviating and correcting various defects in mental and physical development that lead to their backwardness. Each session at a special institution is designed to expand and develop the speech, cognitive processes, and perceptions of the world around children with intellectual disabilities.

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