

Psycho-Physiological Aspects of the Development of Oral Speech in Children with Visual Impairment in Inclusive Education

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Abstract. The article examines the general patterns and features of speech formation and development in children with visual impairments. It also analyzes the comparison of speech development rates with peers observed in the norm, and how speech is reflected as a holistic system, rather than individual components.

Key words: inclusion, inclusive school, individuality, aspect, speech, oral speech.

Introduction.

In the implementation of the general goal of inclusion and inclusive education, school curricula and textbooks are decisive in a number of important aspects. First, representative methods in textbooks and curricula should appropriately reflect the diversity of different groups of individual students. For this purpose, textbooks and curricula should, in general, use inclusivity. Second, curricula and textbooks should include the reflection of different identities and be free of divisive stereotypes and prejudices. Thirdly, educational programs and textbooks in social sciences, history, geography and religion and ethics should cover, in particular, an important area of human rights and citizenship. It also provides for the presentation of inclusion and exclusion in various social and historical contexts, raising awareness and sensitivity of factual randomness and relevant relevance, as well as a consistent solution to the problem of inclusion in society as a whole and in education in particular.

Today, inclusive education is unique in that it focuses on integrating students with mental, physical, mental problems into the life of society, developing the skills of communication with healthy students.

Materials.

As we know, speech is not an innate ability, but develops in parallel with the physical and mental development of the child in the process of ontogenesis (development), and is considered an indicator of his overall development. The acquisition of the child's native language is guided by strict law and is characterized by a number of aspects that are common to all children. To understand speech pathology, it is necessary to clearly imagine the path of a child's consistent speech development in meior, to know the laws of this process and the conditions for its successful rejection.

The "Explanatory Dictionary of Uzbek tilinig" defines speech as: speech (Arabic. speech, speech; ability to speak):

1. The operation of language in the processes of expression and exchange of ideas; the process of using the language tools of the speaker and the derivative of this process.
2. Current, language in the spoken process. Speech culture.
3. Communication of the language is a type, style, differentiated by the selective use of linguistic

means, depending on the purpose and circumstances of the intervention. Poetic discourse. Artistic speech. Oral speech.

4. A sentence to be said in public, to be read, vaz [1].

The main feature of the dictionary is that it recommends the norms of spelling, pronunciation, word making and its use of the literary language. But noticing mejor, distinguishing normative cases is not an easy task. It is known that language norms, like the language itself, change and develop in connection with social progress. The development of a normative dictionary is also largely determined by the social environment in which the child is brought up. It is children of one age that the norms of vocabulary differ significantly depending on the social level of the family, zero vocabulary is mastered by the child in the process of communication.

Research and methods.

The development of speech in different age periods is associated with the leading activity of the child in a certain period, determined by the occurrence of certain tasks and language tools and the awareness of these functions and tools by the child. As you know, language and speech denote two aspects of a single integrity. Speech is the activity of influence, statement - communication in the medium of language; speech - moves in constant cooperation in the context of language with individual cognition (it is considered a fragment of speech that means a finished thought).

S.L.Rubinstein believes that the child does not learn speech in the process of hearing, but occupies it in the desired form in the process of using it in the process of communication and learns to speak" [2].

The Explanatory Dictionary of special education terms provides the following comments on speech: "speech is a form of human initiation into historically formed, language - mediated communication. Oral speech is external speech that is pronounced and perceived (perceived) through hearing. Oral speech is divided into dialogical and monological types " [3].

In the process of communication, people exchange ideas, their thinking is enriched, their worldview expands. However, this does not go the same in all children. The development of children's intelligence, whose speech is well developed, is somewhat faster, on the contrary, it is more sluggish in children with a low vocabulary.

M.F.Hakimova believes that there is a complex relationship between the level of development and intelligence of a child's speech. Observation of children educated in special schools shows that there is a mutual discrepancy in their practical activities and in the development of their speech [4].

The gradual formation of visual images and systemic connections between other types of knowledge and psychological structures has been described by pedagogical-psychologists. In this place is N.H.Rakhmankulova noted that the main tone of the thought spoken in oral speech consists of logical accents, pause, pace of speech, pitch level of sound, facial expressions, gestures, expressive gaze [3].

Results.

L.I.Plaksina admits that certain difficulties are observed in understanding, mastering and applying these nonverbal tools - facial expressions, tones, gestures, which are an integral part of oral speech in the development of children's speech with visual impairments. This category of speech development in children is not always associated with emotional information. In the speech of children with visual impairment, the process of formation of mental self-control has its own development, since in most cases they do not understand the characteristics of the subject in the meaning of the word.

We believe that in order to carry out an effective correction of deficiencies in oral speech of children with visual impairment in inclusive education, it is necessary first of all to carry out a comprehensive thorough diagnosis aimed at revealing the character, composition and individual characteristics of speech defects.

Based on the identification of its shortcomings or unformed aspects in the field of speech of children with visual impairment, its educational opportunities consist in determining the content, ways, means

of developing work. In order to achieve this goal and carry out the educational process and plan, we set ourselves the task of determining the development characteristics, level of speech of a child with a visual impairment.

Nowadays, in the psychological and psycholinguistic literature, it is argued that the factors of speech development are determined by two processes. The first of them is the child's non-specific subject activity, and the development of the symbolic function in the subject activity and the game occurs earlier than the emergence of symbolic speech activity, that is, the expansion of communication with the surrounding world into a clear, emotional perception of the universe. Also, the child's non-specific subject activity is the expansion of his contacts with the tevarak-environment that surrounds him through a certain, emotional perception.

The development of speech, in particular, the second very important factor in the enrichment of vocabulary, is manifested in the speech activity of adults and their perception by the child. The language is mastered by the child as a means of collaborative activities with adults, and D.Bruner believes that at the same time reflects the nature of cognitive processes.

Discussion.

It is important to determine the nature of the speech defect, its level and how these defects affect the components of speech in order to identify the shortcomings of oral speech of children with visual impairment and choose rational ways to effectively eliminate them. The principles of the analysis of speech defects (the principle of development, a systematic approach, the study of speech in connection with other psychic processes of the child) continue to be a leading factor in the analysis of speech defects in inclusive education.

The principle of development implies an evolutionary - dynamic analysis of the origin of the defect. In this it will be necessary not only to describe the defect in speech, but also to dynamically analyze the reasons for its origin. The analysis of the child's age-related speech impairment consists in assessing the main causes of the defect and anticipating its consequences, identifying knowledge about the features and laws of the development of speech at each age stage, about the initial conditions that ensure the development of speech. From the point of view of development, the analysis of speech defects creates conditions for the differentiation of leading and associated secondary defects. This speech process, therefore, occupies a fundamental place in the diagnosis of defects.

Age assessment of child activity is also one of the leading principles and is of great importance in the process of communication in assessing the communicative behavior of a child, analyzing speech defects, studying the causes that cause these defects, as well as determining ways to prevent and develop them.

The principle of a systematic approach is based on the fact that the various components of speech (pronunciation of sounds, phonemic processes, lexical-grammatical structure) go in sequence and connect systematically with each other. Speech impairments can affect certain speech components to varying degrees. In particular, in a certain case, that is, in the presence of phonetic defects, the accuracy of speech is impaired as a result of affecting the pronunciation of sounds. In another case, where phonetic-phonemic deficits are present, disturbances in vowel pronunciation lead to insufficient mastery of the sound composition of a word or several words. The same circumstances as above cause various difficulties in the process of children's acquisition of reading and writing skills. The principle of a systematic approach forms the basis of the pedagogical description of speech defects, ways, methods of sorting children with speech defects into special institutions, elimination and Prevention of speech defects.

Conclusion.

All psychic processes of the child (attention, perception, memory, imagination, thinking) also develop directly on the basis of the participation of speech. Therefore, the principle of the connection of speech with other aspects of the child's psychic development also plays an important role in inclusive education. Also of particular importance is the principle of qualitative analysis of data in the analysis of verbal speech defects of children with visual impairment in inclusive educational institutions. This

principle includes such as the Examiner's views on assignments, methods of aiming, the nature of the mistakes made in the process of completing the assignment, the attitude to the result of his activities. Qualitative data analysis cannot be compared with quantitative analysis.

Having studied the above data, we came to the conclusion that in the process of diagnosis it is necessary to jointly use various methods, assignments aimed at determining the scale of information that is quantitatively different from each other, as well as to carry out a quantitative and qualitative analysis of the data obtained.

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