

## **Technologies for the development of children's speech in the process of familiarization with the environment**

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In the education system, preschool children are assisted in specialized specialized kindergartens in accordance with the nature of the child's developmental disorder. These kindergartens specialize in the education, upbringing and correction of the development of children with various disabilities, which is reflected in the relevant classifications (T. A. Vlasova, M. S. Pevsner, V. A. Lapshin, B. P. Puzanov). In preschool childhood, a base is formed for the development of speech, motor skills, all mental processes, and various types of activities.

If the child has no special developmental disorders, then he masters the program of a mass preschool institution, but children with disabilities cannot cope with it and require special attention and special correctional training, special programs using a system of special methods and techniques. In this regard, almost all special programs have sections "Sensory education (development)" and "Familiarization with the outside world".

Sensory education is the basis for the formation of all types of children's activities and is aimed at the formation of perceptual actions (Latin *regsero* — perception, direct reflection of objective reality by the senses). Perceptual actions (viewing, listening, feeling) ensure the development of systems of sensory standards (measurement samples) and help to form generalized ideas about the color, shape, size and properties of objects, their location in space. Familiarization with the environment, in turn, is aimed at clarifying, expanding and systematizing knowledge and ideas about objects and phenomena of the surrounding reality. In our article, we would like to correlate the content side of CCA with sensory and, above all, with the speech development of preschoolers, since in the programs of special preschool institutions, familiarization with the environment, sensory education and speech development often have different tasks, and in universities one subject is read for students of speech pathologists - "Familiarization with the outside world. The methodology of speech development".

The CCA section in special programs is allocated separately or is part of other sections. For example, in the program of preschool educational institutions for

children with mental retardation (DD), this section is called "Familiarization with the outside world and speech development" and includes the following subsections: familiarization with nature, familiarization with the life and work of people, sensory development, development of spatial perception, mental development, speech development.

In pre-school programs of a compensatory type for children with speech disorders, "Speech development and familiarization with the surrounding nature" is included in speech therapy work with stuttering children. For children with general speech underdevelopment, the task of CCA is highlighted as a special one in the section "Speech development": expanding and activating children's speech reserve based on deepening their understanding of the environment. In addition, the direction "Speech development in connection with environmental education" is highlighted here (by the way, this direction is included in many general education programs of preschool educational institutions, and the tasks included in it largely correspond to the tasks of the CCA).

I would like to focus separately on the analysis of the program of preschool educational institutions of a compensatory type for children with intellectual disabilities. In it, "Familiarization with the environment" is included in the section "Cognitive development" along with such subsections as "Sensory education", "Formation of thinking", "Formation of elementary quantitative representations", "Speech development and formation of communicative abilities", "Literacy training". It is in this program, despite the separation of tasks of CCA, speech development and sensory education, that the close connection of all three directions in the education and upbringing of preschoolers with developmental disabilities is presented: "Familiarization with the environment enriches the child's sensory experience — teaches him to be attentive to what surrounds him: to look and see, listen and hear, touch and touch, the enrichment of sensory experience is inextricably linked with the development of sensory cognition — sensations, perceptions, representations. By forming adequate representations of the environment, we create a sensory basis for the word and prepare the child for the perception of verbal descriptions of objects, phenomena and relationships".

The purpose of CCA in different programs is presented in almost the same way: the formation of children's holistic perception and understanding of various objects and phenomena of the surrounding reality. And the content of the discipline is limited to a certain range of topics with some variations: a person (a child in kindergarten, family, life and work of people, holidays), the objective world, wildlife (animals,

plants), inanimate nature. But only in the program for children with intellectual disabilities the dependence of the formation of knowledge and ideas about the surrounding reality on the connection of the child's sensory experience with the word is most clearly traced. Therefore, it is very important, in our opinion, to understand that the development of speech in CCA classes is largely based on the principle of the interrelation of sensory, mental and speech development of preschoolers. The correct and timely connection with the word of what the child perceives with the preserved senses helps to correlate the word with the object, then associate the word with a certain concept and correlate it with other lexical units. This is how you can master the structure of the lexical meaning of a word: its subject relationship (nomination) and the system of generalizations and abstractions that stands behind each specific word.

It is difficult to identify the main direction of speech development in CCA classes (integrated in nature), they are all interconnected: correction of sound reproduction is impossible without lexical work, the latter, in turn, underlies the formation of a grammatical system, which serves as the basis for the development of coherent speech. However, an analysis of the programs of special preschool educational institutions and the practice of working in kindergartens allow us to conclude that vocabulary work based on sensory perception is of particular importance here. The main task remains to fix in the word the basic properties of objects and phenomena of the surrounding reality. Vocabulary work within the framework of the CCA should be carried out in stages: direct acquaintance with the subject or phenomenon, understanding its verbal designation based on a sample (teacher's speech), organization of speech practice in the process of various types of children's activities. Practically all programs provide for the formation of ideas about the basic properties of objects (color, shape, size, properties of materials, purpose of objects), their location in space, the formation of generalizing concepts, preparing children for analysis, comparison, generalization of objects and phenomena (formation of analytical and synthetic activity in speech), etc. Therefore, in as an example of the speech development of children in CCA classes, we can consider the formation of ideas about color (based on visual perception) in preschoolers with OCD.

There are several classes on this topic (from 7 to 9). Their goal is to teach them to distinguish and name the main and intermediate colors, their shades, and then independently determine the color of any object, which is important for other topics: vegetables, fruits, plants, seasonal changes in nature, etc. First, you are introduced to the three main colors — red, blue, and yellow. The presentation of their samples

is associated with the display of well-known objects with unchanged coloring of a saturated, intense color: a red fire truck or a poppy flower, a blue cornflower, a yellow dandelion or a chicken. The display of a sensory standard (measuring sample) is necessarily accompanied by a word or phrase, which records not only the name of the color, but also the correct grammatical form of the adjective in combination with the noun.

Then the children independently find an object, a picture with an image of an object of the same color, accompanying their actions with the word: red apple, yellow lemon, blue car. To find out if the color of an object is correctly named, it is compared with a sample (sample table). It is important to draw children's attention to the fact that an object can be of different colors, change it: an apple is red and yellow, a leaf is green, red and yellow.

They consistently study intermediate colors that children can create themselves by mixing watercolor paints or superimposing colored transparent plates on each other: orange is red and yellow, green is blue and yellow, purple is blue and red, brown is blue, red and yellow. Intermediate colors are shown simultaneously with the main ones. The consolidation of knowledge about the color of objects takes place in individual and frontal classes in gaming and practical activities. Children lay out objects or pictures oriented to a table of colors, play dominoes (cards with flowers), name the colors of the specified object, determine the color (common feature) of a group of objects, answer the questions: "What happens in red, blue, green?". The methodology for forming ideas about the color, shape, size of objects, and their location in space has been developed in sufficient detail [6]. However, it should be emphasized that these representations are formed not only to characterize the signs and properties of individual objects, but also to create a holistic view of them as part of the surrounding world, where everything is in causal relationships. In the future, the accumulated dictionary will serve as a basis for children to develop coherent speech: describing objects and phenomena of reality, highlighting their essential and non-essential features, establishing a connection between phenomena and events in the surrounding world, etc.

In CCA classes, children get acquainted with the subject world created by human hands, expand their knowledge of living and inanimate nature, they are introduced to the world of social relations, get a holistic view of the environment, which reflects significant connections and dependencies in different areas. And among the complex tasks of the CCA: the formation of a holistic view of the objects and phenomena of the surrounding reality, the development of analytical and synthetic thinking,

environmental education - the most important, in our opinion, in the aspect of speech development is filling the vocabulary of preschoolers with vocabulary and phraseology reflecting and forming ideas and concepts about the surrounding world based on sensory perception. Therefore, when planning classes on CCA, it is necessary to clearly understand the specifics of this task — to fix in the word the main properties, signs of an object or phenomenon perceived by preschoolers with developmental disabilities with their preserved sensory organs.

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