

ADAPTIVE-DIDACTIC POSSIBILITIES OF EDUCATIONAL GAMES IN ELIMINATING SPEECH DEFICIENCIES IN BLIND CHILDREN

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Abstract

This article discusses the pedagogical and speech therapy possibilities of correcting speech defects in blind children through educational games. The importance of game activities in speech development, vocabulary expansion, sound pronunciation improvement, auditory and tactile perception development, and communicative activity in visually impaired children is analyzed. The purpose, content, and methodology of specially adapted educational games such as “Paper Nut”, “Dot Race”, “Hide and Say What”, “Echo”, “Rhythm and Voice”, “Don’t Wake the Lolakhon” and “Puzzles” are also described. The systematic use of these games is based on the fact that they serve to comprehensively develop children's fine motor skills, phonemic perception, auditory memory, attention, logical thinking, and independent communication skills.

Keywords: Blind children, speech defects, educational games, speech correction, speech therapy, tactile perception, communicative competence.

Introduction

**KO‘ZI OJIZ BOLALAR NUTQIDAGI KAMCHILIKLARNI BARTARAF
ETISHDA TA‘LIMY O‘YINLARNING ADAPTIVE-DIDAKTIK
IMKONIYATLARI**

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Annotatsiya: Mazkur maqolada ko‘zi ojiz bolalar nutqidagi kamchiliklarni ta’limiy o‘yinlar vositasida korreksiyalashning pedagogik va logopedik imkoniyatlari yoritilgan. Ko‘rish imkoniyati cheklangan bolalarda nutqiy rivojlanish, lug‘at boyligini kengaytirish, tovush talaffuzini takomillashtirish, eshitish va taktil idrokni rivojlantirish hamda kommunikativ faollikni oshirishda o‘yin faoliyatining ahamiyati tahlil qilingan. Shuningdek, “Qog‘ozli yong‘oqcha”, “Nuqtalar poygasi”, “Hidla va nimaligini ayt”, “Aks-sado”, “Ritm va ovoz”, “Lolaxonni uyg‘otma” va “Topishmoqlar” kabi maxsus moslashtirilgan ta’limiy o‘yinlarning maqsadi, mazmuni hamda o‘tkazish metodikasi bayon etilgan. Mazkur o‘yinlardan tizimli foydalanish bolalarning mayda motorikasi, fonematik idroki, eshitish xotirasi, diqqat, mantiqiy fikrlash va mustaqil muloqot ko‘nikmalarini kompleks rivojlantirishga xizmat qilishi asoslangan.

Kalit so‘zlar: ko‘zi ojiz bolalar, nutq kamchiliklari, ta’limiy o‘yinlar, nutq korreksiyasi, logopedik mashg‘ulot, taktil idrok, kommunikativ kompetensiya.

In today's conditions of globalization and innovative development, the development of human capital, the full realization of the intellectual potential of each individual are one of the priorities of state policy. In this regard, ensuring the quality of education of children with special educational needs, including blind children, supporting their speech development and their successful integration into society are among the urgent pedagogical issues.

The factors affecting the development of speech in blind children have a specific nature, which require the organization of corrective and pedagogical work on a scientific basis. Timely identification and effective elimination of speech deficiencies have a direct positive impact not only on the child's communicative competence, but also on his cognitive activity, social adaptation and development as a person.

In recent years, the introduction of modern pedagogical technologies into the educational process, especially the use of educational games as a corrective tool, has gained particular importance. Educational games are an effective methodological tool for increasing children's speech activity, expanding their vocabulary, improving sound pronunciation, and forming independent communication skills. Therefore, improving the methodology for correcting

speech defects in blind children through educational games on a scientific basis is considered one of the current scientific and practical tasks of today.

Play is the most important method for the manifestation of a child's identity and its further formation and improvement. Games play an important role in children's lives and are of particular importance. Games, mainly, occupy a leading place in labor and educational activities. They are constantly inextricably linked with these activities. Games, which constitute the main content of the life of preschool children, activate all the existing features and capabilities of the child. The child moves, communicates, thinks, and at the same time perceives, satisfies his needs, and understands the consequences of his work.

In modern pedagogy, the pedagogical ideas of Y.A. Comenius are important, as well as the ideas of K.D. Ushinsky, A.S. Makarenko, and P.F. Lestgaf.

“Children's play has a centuries-old history,” wrote K.D. Ushinsky. “It is a powerful educational tool developed by man himself, and therefore it expresses the true needs of human nature,” he says. Jan Amos Komensky considers play to be a necessary form of child activity, corresponding to his nature and inclinations. In his opinion, play is a serious mental activity in which all manifestations of a child's abilities are developed, in the game the circle of ideas about being and the world expands and enriches, speech develops. During the game, the child makes friends with peers, he says. Y.A. Komensky considers play as a condition for a joyful childhood and the harmonious development of the child. He advised that adults should be attentive to children's games and guide them wisely. According to P.F. Lestgaf, “Children reflect the impressions they receive from their surroundings in their games,” he says. These activities play an important role in the formation and development of the child. Below are examples of educational games:

“Paper Nut” game

Purpose: to develop fine motor skills, develop auditory perception, expand subject-related imagination, enrich vocabulary.

Equipment: paper towels, small toys and several baskets or boxes.

Game progress: 2 or 3 children sit around a table. They are given pieces of paper. They are asked to smooth out all the pieces of paper by moving them in different directions with their fingers. Then, they are asked to take a toy from a nearby basket and fold the paper over it and roll it between their palms to make a nut. The resulting nuts are exchanged between the children. The children must open

the nut they have found and name the toy inside. (The selected toys should be related to objects that are often used in everyday life so that blind children can recognize them).

“Dot Race” game

Goal: to develop fine motor skills and tactile-skin sensation, to remember the location of dots in the Braille alphabet, to activate speech, to increase quick thinking and attention in children.

Necessary equipment: wooden or plastic blocks and pins for them.

Course of the game: each child is given an empty ball and pins. The speech therapist says the dots of a letter. Children must quickly form these dots on the ball and find out which letter these dots belong to. Then the next letter dots are said. The game continues in this way.

The child who first forms each letter is given one star. At the end of the game, the stars are counted and the winner is determined.

The speech therapist asks the children what word was formed on the ball.

Children pronounce the word by stretching it and dividing it into syllables.

Advantages of the game: improving finger dexterity, quickly learning Braille letters, enriching vocabulary, creating agility and good mood in the child.

“Smell and say what” game

Purpose: Strengthening deep breathing, strengthening the sense of identifying objects by smell.

Equipment: Soap, Perfume, Flower, Apple, Onion, Bread, Lemon peel, Coffee powder, Toothpaste, etc.

Methodological recommendation: The room where the game is held should be free from excessive noise and distracting objects. The selected material should be appropriate for the child's abilities and age.

Game progress: The speech therapist prepares several of the above-mentioned objects on the table for the children. He introduces each one to the children in turn. Then, any one object is taken, given to the children to smell and identify the name. Children take turns taking it in their hands, smelling it deeply and saying that it is an animal. (Objects with a sharp, burning or poisonous smell are not used).

“Echo” game

Goal: to develop high and low voices in children, to teach them to work as a team.

Methodical instructions: to teach children to speak without shouting, in a calm tone, raising or lowering their voice if necessary.

Game progress: children are divided into 2 groups. The first group depicts children lost in the forest, and the children of the second group depict an echo. Children of each group are placed in different corners of the room. Children from the group depicting children lost in the forest call out the names of children from the other group (echo group) out loud: “Au, Malika, Au, Abdullah, Au, Sarvar”. Children depicting echo repeat the same words in a low voice. Then the participants of both groups change places.

Methodological instructions: after calling out the names of their comrades, the children should be silent for a while, allowing the second group to repeat what they said to the echo.

“Rhythm and sound” game

Goal: to hear different rhythms and repeat them. To learn to control the pitch and speed of the sound, to strengthen auditory memory and attention, to develop physical movement and rhythmic coordination.

Equipment: clapping, walking on tiptoes, tapping feet, drum, circle, bell, songs (for beating each other), paper. Each object should be designed for two people. A quiet environment so that sounds can be heard clearly and the child can move freely.

Game progress: The rules of the game are explained to the child: “Today we will play a rhythm and sound game. I will make a rhythm or sound, you must listen carefully and repeat it exactly as I do. Sometimes fast, sometimes slow. Are you ready?” The speech therapist shakes an object several times, the child is asked to listen and repeat the same rhythm. Each correct rhythmic movement is encouraged.

Game “Don't wake up the tulip”

Purpose of the game: To teach children to understand speech and perform the task correctly.

Equipment: Various toys appropriate to the age of the child.

Game progress: The speech therapist puts a sleeping doll on the bed in front of him and says: - Lolakhan walked a lot, got tired. He ate and fell asleep in front of the bed. And we need to put away the toys he played with, but we need to put

away the toys slowly so as not to wake the doll. Come to me, Olim, come to me. Olim, tell Salima in a very low voice which toy you need to put away and put in the box.

Thus, the speech therapist calls all the children in pairs and invites them to put away the toys that have been collected on the table.

Game "Riddles"

Goal: To develop listening comprehension, logical thinking and establishing cause-and-effect relationships. activate existing knowledge and master new concepts, increase speech activity and vocabulary.

Features: Riddles should be appropriate for the child's age and level of development. Initially, simple riddles are selected that describe several specific features. The answers to the riddles should be real objects (apple, ball, car, cat).

Game progress: The rules of the game are explained to the child. "Now we are playing a game of secrets. They are explained that they need to be told a two- or four-line information with a rhyme, think carefully and give the answer, and at the end, the children should be encouraged.

In conclusion, educational games are an effective pedagogical tool in the process of correcting the speech of blind children. Through game activities, children develop speech communication, vocabulary, phonemic perception, auditory and olfactory sensations, fine motor skills, tactile perception, as well as mental processes such as attention and memory in a comprehensive way. When these games are organized taking into account the age and individual capabilities of children, they serve to increase their communicative competence, independent thinking and social adaptation.

In addition, the systematic use of specially adapted educational games such as "Paper Nut", "Smell and Say What It Is", "Echo", "Don't Wake the Lolakhon" is a speech therapy significantly increases the effectiveness of classes. Such games, along with eliminating speech defects, form cognitive activity, sensory development and a positive emotional state in children.

Thus, improving the methodology for correcting speech defects in blind children through educational games is one of the urgent tasks of modern correctional pedagogy and speech therapy, and its systematic implementation in practice will serve to improve the quality and effectiveness of the correctional and educational process.

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