

Development of Visual Activity of Students with Hearing Impairment—as an Object of Research in Special Pedagogy

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Abstract: *scientific research is carried out in World educational and scientific research institutions to improve the theoretical and practical aspects of special education pedagogy and psychology, and to improve the content, components, assignment system and technologies of pictorial activity. Special attention is also paid to scientific research related to the orientation of visual activity technologies, models, and the next type of education – to successful education in the elementary grades.*

Keywords: *Pictorial activity, cognitive activity, spatial purpose, auditory perception, childhood periods, plot, volume, object, proportion, palette, artistic assignment, drawing technique, speech, rehabilitation, correction.*

1. Introduction

In the world educational system, special technologies for the formation of creative individuality, visual activity of a child with hearing impairment are being introduced into practice. In the formation of competencies related to creative imaging in children with hearing impairment in this regard, systematic practical work is being carried out on the implementation of the results of the organization of artistic technical abilities of children in the field of visual observability, control of hand movements, development of drawing techniques and methods, visual activity in the context of real art.

In our republic, in recent years, the regulatory framework for the reform of special education, the implementation of changes and updates related to the field of education and training of a specialized school is being created. "Improving the quality of education in schools, bringing the knowledge and qualifications of pedagogical personnel to an international level, adapting the secondary education system to the requirements of the time, updating textbooks in general secondary educational institutions, ensuring commitment social guarantees for the population, strengthening the social protection of underprivileged strata" were set as priorities. This expands the possibilities of conducting scientific research on improving the technologies for the formation of reading skills in students of specialized educational institutions.

2. The main results and findings

Visual activity is an activity that allows students with hearing impairments to practically express vital, unique, new and many possibilities, as one of the important prerequisites for the full-fledged social development of children's special school with limited hearing activity, which gives the child the opportunity to actively explore the world around him and become

part of this world himself. The formation of skills of hearing impaired students in the field of visual activity is manifested as an important condition for expressing their vision of the environment. German scientist R.Muller analyzes the issue of the possibilities for the development of visual activity, concluding that for this, children must constantly acquire knowledge, skills, talents in harmony[4, 56 p.]. To this harmony is the ability that the author knows how to describe what children see. Recognizes the features of describing events in the outside world as a factor in the development of observability of children or the development of memory of the peculiarities of this subject. On this basis, the qualities of striving to imagine what should be painted in children are formed. R.Mueller believes that it is not enough to develop the ability to describe the above-mentioned components. He also says that children should learn and learn hand movements, learn to control them. Knowing the techniques and methods of drawing and being able to apply them should help children use expressive means. This path, which would become almost a good example for studying and learning about visual activities, was also recognized by Regel, a German pedagogical scientist. It shows three sides of the problem of artistic representation[2] whole being, showing reality, imagining; showing one whole, integrity of the created (drawing) picture, imagining; correctly interpreting the function of the artistic-technical means, differentiating from each other according to their application. German scientist R.Mayne considers children's visual activities from the perspective of real art, by introducing a visual movement into it, he argues that they develop in a process of purposeful activity [3, 56 p].

V.S.According to Mukhina, the general course of development of children's painting can be expressed as follows. However, due to the mark-leaving nature of the pen (or brush), this directed activity soon acquired a special character, which is aimed at finding the opportunity to draw various drawings and fill the area of the sheet of paper. The child begins to master the function of the character, which is one of the most basic mental abilities of a person[1, 54 p]: In response to scientists opposed to teaching drawing techniques in teaching children, R.G.Kazakova writes: "Some people say that children are finished artists. If we look at this point, I think they do not need to be trained at all. The abandoned child stands at a certain moment and stops at subjects and drawings that are clear, beloved for themselves, do not move forward. On the other hand they will not have graphic literacy". Developing the idea that children should be trained for something, he emphasizes that the leader should help children acquire the peculiarities of various materials, master the skills of working with them. For example, a child's hand should be given a moustache, paint, work with them and how to mix paints, apply on paper, of course, a specialist who knows his technique should be practical and interpret the process[8, 99 p].

K.Maxover believes that painting as a graphic activity occurs in children for a year and a half. Y.A.Yekzhanova, Y.I.Ignatev, A.A.Melik-Pashayev, I.A.Likova, T.G.Kazakova admits that until this age, the child will enjoy the opportunity to act, condemning, only with a new material for him, condemnation for the child at this stage is considered a motor game. During this period (after a year), the child is interested in the world of objects and methods of working with them. This is a priority type of baby's attitude towards the outside world. With pictorial material, the child's actions as one of the characteristic manifestations of this activity, the leading type of activity in this age period, in which the child can realize this need, is manipulative, and then subject-related activity.

Rhythmic Organization of movements attraction the first pictures of children remain characteristic with the randomness of movements that gradually obey the rhythm of the medium. Y.A.Yekzhanova considered the preconceived stage of painting to be a procedural period, a period of mastering actions in which the activity is expressed to an extent that it has no purpose, outcome and content, or to an insignificant extent. However, without an adult, a

child cannot master the specific methods of using pictorial material. They are invented, have been chosen by mankind for hundreds of years and are passed down from generation to generation. Only through joint activities can adults convey these actions, and the child can master them. In this case, the motive of infant activity is pictorial material, the method of its use. And communication with adults is a means of carrying out such a justified activity. L.A.Wenger, G.G.Grigorieva, Lit.I.According to Ignatiev, the child's hand involuntarily moves back and forth, repeated continuous hoshes are drawn. The direction and shape of the blood vessels is often determined by the random position of the hand. The movement of this hand is the period of "hoshiyas" that make up the rhythm[5]. In the second year of life, the movements that children have previously mastered improve. Separate lines also have a different character: they are round, break at an angle, zigzags, cut lines appear. The constant repetition of homogeneous movements serves to take a place that stands out against the background of the Leaf. This is the period of folds (partially rounded, partially broken lines).

With the enrichment of the child's life experience, he begins to associate the folds with real things in the process of drawing them on paper. The transition from a pre-tavsir stage to an image involves two clearly separate stages: first, the recognition of an object in the Applied line and drawings, then-an intensive image. However, the condition for the primary "reading" of one's own image is the ability to read images of a child to adult images. Y.I.Ignatiyev shows that the child's ability to read someone else's picture is the most important condition for his readiness for pictorial activity[1, 17p]. The more he sees, knows, and the brighter these impressions are, the more chances there are for a holistic image to appear. Introducing a child to the world around him is the basis for an imaginary reading of his game pictures. With the help of adults, the child discovers the functions of objects. The logic of hands obeys the logic of objects[4, 54p]. The action becomes more realistic. It is very important that the movements are gradually generalized, that is, the baby uses them in changed conditions. In the process of subject-mediated activity, the child learns the material world, collects the experience of performing actions with them, which determines the essence of holistic images[1]. G.G.Grigorieva, Lit.A.Flerina concludes that in the content of children's visual activity, the child's interest in this age-specific material world is manifested [7].

The readiness of the child for the first image is logically associated not only with the development of his personality, but also with the development of hand and eye activity. For a logical image, the child must have an image of what is being depicted. As a prerequisite for creating complete images, tevarak is considered-the perception of the surrounding objects, he himself is interested and encouraged to paint with the need to imitate adults, communicate with them and get their approval. The main motivation for activity in children of this age is the "discovery" they create: in the picture, on paper, can describe anything. Therefore, gradually, the main driving motive of painting becomes the child's desire to describe things, phenomena, impressions that are interesting to him. This shows the children's need to reanimate what excited them, interested them. It is necessary to comprehensively support this trend that is emerging in the actions of children, encourage them, continue to show their interest in drawings, study them.

The brighter and more emotional these impressions are, the more the basis for the emergence of new ideas in children. T.G.Kazakova, N.P.Sakulina defines the idea as the future drawing of the child and the methods of its creation. The first ideas of children are not yet a plan in the full sense of the word, but only a topic that he forms with the word ("I draw a house"). The original idea would be meaningfully poor, vague[9, 199 p].

V.S.Mukhina, N.P.Sakulina's opinion that at this stage of the development of visual activity, adults should continue to introduce the child to the world of things, natural phenomena, people and their actions, is important for our study. Only when perception is emotional, the child wants

to show his vivid impressions in pictorial activities and games. So, if children's lives are full of interesting, vivid impressions, they strive to tell about it in drawing, modeling, and in this case, the topics of the image will be diverse[8, 198]. By the end of the third year of life, the child shows interest in visual activity, realizes that he can embody any content in drawing. Provided that the visual material is used regularly, it acquires a simple technique of working with pencils, brushes, paints, clay. The child's movements with the material will be very free, courageous, confident. G.G.Grigorieva writes that it is important not to miss the sensory period for the development of the operational-technical side of visual activity (the child will be oriented towards the material world). In order for children not to lose interest in drawing later, it is recommended to introduce them in the style of play with the simplest and most convenient ways of depicting them, to teach the use of pictorial materials[7, 68 p.].

During this period, the visual activity and the leading motive of the game are the same – the need to “experience the significant aspects of reality itself”, there will be a need to once again return to surprised, interested, shocking things, phenomena, events, events that in ordinary life made the baby happy. the relationship” Child-subject“,” Child-Adult ” represents the content of the integration of the subject and Idea-idea of visual activity. V.S.Mukhina notes that a new stage in the development of children's painting, which is rapidly increasing in the assimilation of aesthetic and moral criteria that characterize the culture of society, begins at about 5 years of age, and also envisages the assimilation of the attitude towards the image by means.

Children's paintings begin to represent the “Union”of the various components of the experience, and painting represents in itself the diverse experience of the child's connection with the outside world. At the same time, the mastery of real pictorial forms is becoming increasingly important in pictorial activity. Elements of artistic creation appear in it, which are characterized not only by the creation and embodiment of an idea in which certain content is presented, but also by the use of pictorial means to convey this content with maximum expressiveness. However, it is still important to form specific motives of pictorial activity, to stimulate attention to the effective side of the activity, its level of expressiveness, to direct the child to the result[4, 54 p]. It is important for the child to understand that the perception drawn by other people depends on the quality of the image, which requires a clear, expressive depiction of it. Based on effective motives, children learn to define the appropriate purpose of the activity-the image of a particular object. At the same time, it is important that they act independently. Later, activity becomes a way of self-expression and self-development of the child.

Thus, pictorial activity is an important condition for the yahlit process of the mental development of the child. The fine art for every child is light, understandable, which is considered one of its features. Painting equipment varies: pencil, brush, paint, chalk, paper, even with a stick, can be painted on sand. visual activity is one of the most convenient means by which a child manifests himself. Children draw what they think, what catches them attention, live in these pictures, express their relationship. In the process of painting or other pictorial activities, however, not only human organs are used, but also auxiliary tools – materials or size objects for painting, work tools and tools. For example, to give clay or plasticine the desired shape using a stick , paint on a paintbrush, trim the paper using scissors. These materials and weapons serve as intermediaries for various complex works, therefore, it is important to improve the technical skills of children in the lesson of Fine Arts.

The acquisition of necessary actions and actions (especially general and minor actions) is an important tool in the general development of children with hearing impairments, which is important in the formation of such qualities as awareness, elegance and creativity that are needed in life. The researchers observed that the more the child moves delicately with the hand, especially with the fingers, the faster and better his speech and thinking develop. It is known

that pictorial activity is inextricably linked with kinesthetic perception and the mechanism of visual-motor coordination of the subtle movement of the fingers. Visual arts training makes it possible for a child to draw, paint, make wide and varied images with the help of cut pieces of paper, appliques from gauze, sticks and pieces of wire, as well as other materials. In this case, the exact movement of the small muscles of the arm develops on the basis of regular exercise. At the same time, the training of visual activity requires students to competently plan discipline and organization, the process and the sequence of its execution. The more complex the artistic assignment, the deeper it is required to be planned, in which it is planned in advance what to do before, and what to do next, since one wrong action made should not distort the task to be performed. It is also necessary to properly use Work Tools and materials. In addition, the time of the result of the work performed during the pictorial activity is extended, it is directly connected with preparatory operations, approximate actions, which require children to have patience, saramjony, the ability to put their attention together, bring the picture or product to the end. In the lessons of Fine Arts, observation skills are formed in students, the methods of checking the object to be established are improved. Students with hearing impairment of a small school age acquire special perceptual skills-the skills of being able to comprehensively see objects, be able to compare the general shape, proportions, parts of the object, determine its location in space, find light relationships, and see the unity of its properties necessary to identify other signs.

3. Conclusion

Classes of visual activity help children to form clear and holistic perceptions of objects and phenomena in the surrounding world, the description of objects requires a clear separation of the existing sign, shape, object, State in space and other signs of objects in the mind. Readers not only reflect what they see, but also reflect the tassurotes they receive on the basis of real ghost phenomena and objects in paintings, making compositions, new works in their new appliques. These are carried out using the activity of imagination, the basis of which is the qualification of processing and changing imagination. Pictorial activity is a type of artistic training, in which the child creates not only reproductive activity, but also himself. Drawing is a creative work that teaches the child to think and analyze, measure and compare, create and visualize.

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