

**THE ROLE OF THE PRINCIPLE OF EXHIBITIONISM IN THE DEVELOPMENT OF
VOCABULARY WEALTH OF DEAF STUDENTS IN NATIVE LANGUAGE LESSONS**

D.M.Isoqjonova

Teacher of Surdopedagogics and Inclusive Education

Department of Tashkent State Pedagogical University named after Nizami

Annotation: *this article provides methodological recommendations on the importance of using visual perception and visual perception in the educational process of deaf students and the use of the principle of visual perception in native language lessons.*

Keywords: *visual perception, speech material, imagination, speech perception.*

S.A.Zykov, B.D.Korsunskaya, L.P.Noskova, L.A.Golovchis, U.Fayzieva, F.As a result of many years of scientific research and practice conducted by alimkhodjayevas, the compensatory tool that helps to master speech in direct communication has proven to be Dactyl speech. In this case, it should be remembered that mastering speech by hearing, seeing oral and dactylic speech, is psychologically different processes. Because deaf children have limited speech communication, their thinking develops by lagging behind. By means of speech, the possibility of knowing the surrounding world is limited. For this reason, more work is required with deaf children on the formation and generalization of imagination and concepts. The speech and general development of deaf students is carried out on the basis of experience in a particular field of vision and perception. Of course, such a case greatly relieves the educational process. Given that a narrow range of imagination is one of the main difficulties in the development of a deaf child's speech, it is recommended to use visual methods that are inherent in the development of speech in native language lessons. One of the main conditions for working on the speech reserve of deaf children is the lexical meaning of the speech material under study, as well as the feeling of its shakily expression, the real revitalization in the mind of a deaf child. With this in mind, the educational process requires careful work on each material, that is, showing, demonstrating, explaining and interpreting. Below we will cite an example from a special methodological work system on conscious understanding of the topic, the formation of a general understanding of the topic and working with the given text within the framework of the "spring" topic:



In the spring

**Navruz will be celebrated
When is this holiday celebrated?
on March 21.**

**What do birds do?
They fly**

**What do trees do?
Blooms**

**Does the sun rise?
Yes, the sun will rise**

It follows from the content of the above work that brief content information is given about the concepts that were originally related to the topic. This process is carried out in the teacher-student system, that is, a question-and-answer method is used in the coverage of the topic.



At the next stage, a method of work is carried out on the appropriation of material on the topic. Let's consider this on the example of the poem "Spring": Spring has come, flower spring, The white snow has melted.

The birds came flying,

The trees wore necklaces.



Ants spread,

Horned nightingales fly.





Red tulips in the garden



Pick it up guys.



According to the methodical model shown above, pictures are selected in accordance with each concept expressed in the poetic text, which helps deaf students to expand their understanding and imagination about the text being read. In this methodical process, a deaf child can easily learn the studied material not only in writing, but also lexically through visual perception. Visualizes and interrelates information presented in theory.

REFERENCES:

1. Урунова Захро Низамитдиновна. (2022). ТЕХНОЛОГИЯ ИНТЕРАКТИВНОГО ПОДХОДА В ФОРМИРОВАНИИ КОГНИТИВНО-РЕЧЕВЫХ ЗНАНИЙ И УМЕНИЙ У УЧАЩИХСЯ С НАРУШЕНИЯМИ СЛУХА. *European Journal of Interdisciplinary Research and Development*, 9, 122–125.

2. Урунова Захро Низамитдиновна, & Есимбетова Перизат Айбековна. (2023). ЦИФРОВЫЕ ТЕХНОЛОГИИ В СПЕЦИАЛЬНОМ ОБРАЗОВАНИИ. *European Journal of Interdisciplinary Research and Development*, 11, 8–12.

3. Isoqjonova D.M. PECULIARITIES OF SPEECH DEVELOPMENT LAWS IN CHILDREN WITH HEARING IMPAIRMENT //Thematics Journal of Education. – 2022. – Т. 7. – №. 5.

4. Karabaeva D. I. IDEAS AND APPROACHES WHICH HAVE BEEN IMPORTANT IN THE FORMATION AND DEVELOPMENT OF CORRECTION-PEDAGOGICAL ASSISTANCE //European International Journal of Multidisciplinary Research and Management Studies. – 2022. – Т. 2. – №. 04. – С. 359-365.

5. Mamarajabova Z. N. Effective Methods Of Speech Development Of Students With

Poor Hearing In The Process Of Literary Education //CURRENT RESEARCH JOURNAL OF PEDAGOGICS. – 2020. – T. 1. – №. 01. – C. 1-6.

6. Mamarajabova Z. N. EFFECTIVE METHODS OF SPEECH DEVELOPMENT OF DISABLED STUDENTS IN THE PROCESS OF LITERARY EDUCATION //CURRENT RESEARCH JOURNAL OF PEDAGOGICS. – 2021. – T. 2. – №. 10. – C. 43-48.

7. Dilfuzakhon I. THEORETICAL FOUNDATIONS OF THE FORMATION OF COMMUNICATION IN STUDENTS WITH HEARING PROBLEMS //Open Access Repository. – 2023. – T. 4. – №. 2. – C. 108-110.

8. MM K. FACTORS THAT TEACH DEAF CHILDREN TO READ FROM THE LIPS //International Scientific and Current Research Conferences. – 2022. – C. 131-135.

9. Karabayeva D. I. Eshitishida nuqsoni bo'lgan bolalar rivojlanishining o'ziga xos xususiyatlari //Science and Education. – 2022. – T. 3. – №. 11. – C. 891-895.

10. Isokjonova D., Vasilova K. THE USE OF GAME TECHNOLOGIES IN SPEECH TEACHING KIDS WHO HAVE A PROBLEM WITH HEARING //Thematics Journal of Education. – 2021. – T. 6. – №. October.

