

THE EFFECT OF VISUAL ACTIVITY TRAINING ON CHILDREN'S PERCEPTION

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Annotation: The teacher teaches children to perceive the environment, the object, its essence. Through the visual analyzer, children with hearing impairments develop cognitive processes, in which other healthy analyzers also participate and develop: students perceive through skin sensory movement analyzers, fine motor skills. In visual activity, they are first asked to describe the perceived material through oral speech, and then it is possible to know how correctly they perceived it by drawing.

Keywords: teacher, child, knowledge, development, healthy, visual activity, drawing, methodology.

One of the main tasks of the special method of visual activity is to develop the cognitive activity of children with developmental disabilities. Without the active participation of thinking in the development of children, perception, imagination and other cognitive processes will not develop. The student has to perform a number of intellectual operations in visual activity. Thinking about a perceived object, making a drawing in a sequence, comparing a drawing (picture) with an object, comparing feelings of a picture. To perform the task correctly, a number of mental actions are performed: analysis, synthesis, planning, comparison, etc.

Students pay attention to the general size and color of the finished object during the comparison process. In the process of visual activity, the wide use of visual aids of various districts gives positive results in focusing and educating children with developmental disabilities.

Defective children get their basic knowledge through their senses. Hearing-impaired children acquire knowledge mainly through visual analyzers. The sense of sight plays an important role in the formation of knowledge in this category of children as a person.

According to E. P. Neumann, there is an organic connection between deafness and vibration sensations. If the special corrective and compensatory possibilities are not fully used, it is impossible to develop the intuitions of people with hearing loss and their perception based on them.

The sense of touch is of particular importance in perception. It has a complex character, the sense of touch is formed when a person gently touches an object with the help of hand movements. Many characteristics of an object can be felt with the help of palpation, its shape, size, material properties (soft, hard, sharp, flat, etc.) are formed as a result of the feeling of the hand, the shape of the object is formed, the child gets to know the object completely. Thus, perception is such a form of our knowledge that it ensures that we reflect the object we need at the same time with its properties and characteristics among many, diverse objects and phenomena in existence.

Learning color and size relationships plays an important role in the sensory education of hearing-impaired children. When perceiving objects and events, children must know whether an object is larger

or smaller than another. Children should know the right, left, top and bottom sides of the paper when perceiving the surrounding objects and events. Children should be able to imagine reflecting a real environment on paper.

It is very important to teach children to be able to perceive objects made by the hands of adults and show them by drawing. In the process of education, it is important to teach students to observe and feel with hand movements. For the first time, together with the teacher, the subject is observed by hand, during which the children have a special idea about the subject. Holding and watching with hands makes children excited and relaxed. When students trace the outline with their hands, the vision analyzer is also involved with their hand movements. Along with the development of students' perception, such observation develops visual movement, sensory processes and acquires graphic images.

Imagination is a process of higher cognition. Imagination is a reconstructed image of things in the real world. Underlying every vision is a re-creation of previous intuition and perception. The person receiving the events of the object has an idea of the structure of the object, and at this time, the images of the object that affect our analyzer appear. Such images are called imaginary images. A special feature of the imagination of hearing-impaired children is determined by their slow formation of speech and abstract thinking.

In the process of drawing, students will gradually acquire the ability to visualize, remember, shape, size, color, and location of an object in the course of the lesson. During the lesson, it is especially important to teach students to observe and examine (feel) the object with their hands. Observing by holding and feeling with hands creates interest and relief in children. When students observe the outline with their hands, along with hand movements, the vision analyzer is also involved. Along with the development of students' perception, the processes of visual perception develop and they acquire a graphic image of the subject. In pictorial activities, students are mainly taught to understand in their development, for example: they should know big and small, color, location in space. Children should be able to understand what kind of object, which is big, which is small, to be able to tell the position of two objects, i.e. one above, one below, right, left, lighter color, darker color. They will have the above concepts only when they can understand and perceive correctly.

In pictorial activities, students are taught to draw by imagining, but the imagination of such children is different. For example: if an object is first drawn, then the child imagines the graphic image of the drawing without imagining the object itself. Another form of visualization is when the subject is explained in writing, students visualize it as they understand it. Forming the students' imagination presents us with a new form of lesson that is, drawing a picture according to the text. In the process of imagining, on the one hand, children's speech skills are activated. On the other hand, how much speech they have and how they pronounce is controlled.

In visual activity, which is part of the education of mentally retarded students, they are "created an opportunity for self-discipline and harmonious development of their personal characteristics."

In visual activity, the student is required to try to show his ability in every way. Before drawing an object, it is carefully observed and considered. In addition, the spatial location of the shape, structure, color is determined. Before drawing, they are asked to carefully observe the object and point out its similar aspects. When students are directed to draw a target picture, they begin to draw similar, large and small, different, parts of the object, compared to their previous drawings.

Drawing allows children to develop analytical and synthesis thinking functions. The famous Russian pedagogue K. D. Ushinsky made such a demand for teaching students with mental retardation. Abstract - it is necessary to directly teach abstract words, that is, concepts based on familiar words. In

order to develop the child's thinking, it is necessary to form the ability to observe. "Thinking by feeling the shape, paint, color, sound of the thing being drawn" is the main requirement of didactics.

Cognitive activity of children with mental retardation is observed to be grossly impaired.

In addition, specific shortcomings of perception, emotion, and imagination are observed. Directing mentally retarded children to the correct development, differential perception of subjects, is an important task for the auxiliary school.

Acquaintance with visual aids, objects, and their specific features educates children's sensory education. In the process of teaching mentally retarded children, it is possible to eliminate their specific characteristics and shortcomings. Visual activity classes and visual art classes provide effective results for the development of sensory education. Visual activity creates conditions for creativity; the student compares and perceives the size, color, shape, spatial location of the object. Visual analyzer, small hand muscles (motor) sensory analyzers are involved in this. During the lesson, the students' drawing skills develop and they begin to draw clearly, clearly, concretely. If visual activity classes are organized correctly, students' imagination, visual memory, and fantasy will develop. In the process of education, the mastery of knowledge in many of their imaginations is clarified. They will also have a wider knowledge of the world around them. It should also be mentioned that the imagination of aiming and aiming also develops.

Coordination movement, finger muscles, hand movements of many elementary school students are not well developed. With the help of special exercises, the movements of the hands, coordination movements, and the flexibility of the fingers of the hands are corrected.

It is carried out through the quality of the right movement, visual perception, kinesthetic perception, and perception. The earlier the movement of children with mental retardation is eliminated, the higher their writing and drawing will be. There are oligophrenic children of different groups in the class, some of them obey the teacher easily, some are impressionable, do not do what they want, difficult to involve in various activities, there are also children with weak character, such children are interested in science with an individual approach.

Feelings of independence and determination also develop in visual activity. Pedagogical and psychological conditions should be created for mentally retarded students to achieve positive (effective) results in visual activity.

It is important to develop children's perception of a number of aesthetic works in pictorial activities. Perception requires analysis and synthesis of the subject. Children cannot master these independently.

Organization of stages of perception;

- perception of the subject as a whole;
- analyze and consider;
- to determine the structure of the subject, the relationship between large and small senses;
- highlight the color;
- Review the subject again as a whole.

Aesthetic education is teaching children to perceive and correctly understand the relationship to beauty in events, art, nature, people in social and labor relations, in life, to develop their artistic taste, to instill in them a love for beauty. is to train the skills of shooting and bringing beauty to life.

A person's understanding of beauty does not arise suddenly, but it is formed under the influence of society, people, and the environment. Accordingly, the laws of human artistic development are

connected with the laws of social development. Aesthetic education is, first of all, education of artistic feelings and artistic taste in everyone. In the perfect formation of the personality, education of emotions with intelligence, to be more precise, education of intelligence with means of emotions. It is very important to inculcate aesthetic, that is, beauty education. This kind of upbringing, first of all, forms a certain mood by making young people understand and feel the beauty and ugliness in life, and makes them enjoy beauty.

Aesthetic feeling is the formation of aesthetic culture. Aesthetic education has such great power that the plot depicted in the work of art is reworked in the imagination, mood, experiences, and aesthetic feelings of the child, the perceiver, and becomes his own experience, creating new emotions and new human relationships. Great changes occur in the aesthetic, mental-emotional and cultural-spiritual development of children in the process of painting.

In the school for children with developmental disabilities, there are specific tasks of forming and developing aesthetic education, developing children's intellectual and aesthetic sense of painting ability, developing their creative skills.

The first task of aesthetic education is to make hearing-impaired children intelligent, able to see and understand beauty, and feel joy. Studies have shown that hearing-impaired children, like hearing children, strive for bright and beautiful toys and pictures from preschool age.

Due to the poor vocabulary of speech, it becomes difficult for hearing-impaired children to understand. The second task of aesthetic education is to teach the ability to give aesthetic taste and aesthetic assessment. In this task, speech and thinking skills of hearing impaired children are mainly developed. Children should be able to express their thoughts orally. Vocabularies are slow and unintelligible, children's speech is corrected during education. Children's speech is also developed in didactic, moving plot games.

The third task of aesthetic education is to develop children's creative abilities. Children with different abilities can be found in a preschool. Some children draw beautifully, and some have the ability to make. The earlier we can interest the hearing-impaired children in some kind of art, the more the child's aesthetic education and perception will develop. In the process of children's visual activity, making them interested in drawing and engaging in creativity will have the following effect.

Engaging in the art of drawing will increase children's interest in the environment, human social life, flora and fauna, and they will learn to carefully observe the surrounding things.

It is impossible to form the aesthetic intuition, feeling and aesthetic education of children with developmental disabilities without introducing them to high-level rhythms, portraits, national toys, national patterns and other types of art.

Children develop an interest in the art of drawing only when they are interested in and carefully observe high-level pictures, and their relationship to pictures is formed. Children learn to use colors correctly in their own drawings, and students should evaluate each other's drawings. In pictorial activities, pupils' respect for the Motherland and interest in national art are formed and developed.

In art classes, students are taught to treat the pictures drawn by other people with respect, as well as the culture of courtesy.

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