



DEVELOPMENT OF ARTISTIC AND VISUAL ACTIVITIES OF CHILDREN WITH HEARING IMPAIRMENTS

Ne'matullayeva Mushtariy Laziz kizi
Student of Speech Therapy Department,
Kokand State University
Tel: +998947722109

Abstract

This work covers the theoretical and practical aspects of developing visual activity of students with hearing impairments. The study analyzes the psychophysiological characteristics of this category of children, the predominance of visual perception, the impact of visual arts on their cognitive processes and emotional development.

Keywords. Students with hearing impairments, visual activity, special pedagogy, visual perception, visual method, creative development, aesthetic education, fine motor skills.

Introduction

In the modern educational process, the development and adaptation of children with disabilities, in particular students with hearing impairments, to social life is of particular importance. Hearing impairment affects not only the process of speech and communication, but also the development of the child's general cognitive activity. Therefore, the effective use of visual arts in working with this category of students is an important factor in the development of their emotional state, imagination, creative thinking skills, and fine motor skills.

The process of visual activity provides an opportunity for children with hearing impairments to express their thoughts through colors and shapes. The predominance of visual perception requires specific approaches in their creative activities. Therefore, the teacher has the task of not only developing drawing



skills, but also enriching the emotional and aesthetic world of students, teaching them to think independently, and strengthening their self-confidence. Recognizing once again the importance of family upbringing in the education of children with hearing problems of preschool and primary school age, we must emphasize that it is not enough to place such children in an educational institution with all the necessary conditions. Every parent who has a child with hearing problems has a responsible task. That is, it is precisely the efforts of parents to help their child develop that lay the foundation for his or her future life.

The development of visual activity in students with hearing impairments is based on a special pedagogical approach, an increase in visual aids and taking into account the individual needs of students. Although speech communication is limited in these children, visual art is one of the most convenient means for developing imagination, thinking, emotional expression and creative abilities.

1. Development of visual perception

In children with hearing impairments, perception through vision occupies a leading place. Therefore, the following are important in the content of visual activity:

- teaching to perceive and distinguish colors;
- explaining shape, size, position and composition;
- demonstrating, showing object models, using visual cues.

2. Development of fine motor skills and hand movements

The development of fine motor skills in such students is also directly related to their speech development. In visual activities:

- painting, drawing, tearing and pasting, making from plasticine,
 - working with brushes, pencils, felt-tip pens, clay
- develop motor skills and activate the creative process. Parents or all family members involved in raising a child are considered to be the successors of the work of the surdopedagogue while the hearing-impaired child is at home, and under the guidance of these specialists, they prepare the ground for all future work on the education and upbringing of their children. Organized work on the development of the child's spoken speech and the formation of communication



***Modern American Journal of Engineering,
Technology, and Innovation***

ISSN(E): 3067-7939

Volume 2, Issue 4, April, 2026

Website: usajournals.org

***This work is Licensed under CC BY 4.0 a Creative Commons Attribution
4.0 International License.***

(communicative) skills gives effective results if it begins from the first days after the diagnosis and provision of a sound amplifier. In some cases, even if a diagnosis has been made, it is recommended to start working with the child even if the possibility of providing a sound amplifier for various reasons is limited.

Home conditions create various natural conditions for the expansion of a child's vocabulary, the formation of conversational speech, pronunciation and auditory skills, the development of knowledge and concepts.

We considered it appropriate to dwell separately on activities that can be organized with each child at home in a way that is tailored to the interests of preschool children. Such activities, which are intended to be described, have an effective effect on the child's successful adaptation to the school educational process and finding his place in life.

Below we will try to outline a planned system of work that can be carried out with children at home. Organizing education in the family in accordance with the recommended system of work will ensure not only the readiness of your children for school education, but also their early integration into social life. It should be noted that all activities that should be carried out at home are simplified, developed based on the developmental characteristics of the child, as well as the capabilities of adults, and sometimes they can be applied in a slightly simplified or complicated way, depending on the child's achievements.

A child is the cradle of the family, the future of our Motherland. After all, as the founder of our national pedagogy, Abdulla Avloni, said: "Education is a matter of life or death, salvation or destruction, happiness or disaster for us... Who does education? Where is it done? The question arises. The first is home education. This is the duty of the mother. The second is school and madrasah education. This is the duty of the father, teacher, educator and government." That is why the government of our Republic is paying serious attention to this issue. Everyone - teachers, parents, and the community - must work together to ensure that our children grow up spiritually and physically healthy, strong, and progressive citizens of the great future of Uzbekistan.

By children's construction activities, we mean their creation of various play items from various materials (paper, cardboard, wood, plasticine, natural materials, special construction toys and "Lego"), while by their visual activities, we mean



***Modern American Journal of Engineering,
Technology, and Innovation***

ISSN(E): 3067-7939

Volume 2, Issue 4, April, 2026

Website: usajournals.org

***This work is Licensed under CC BY 4.0 a Creative Commons Attribution
4.0 International License.***

artistic activities that serve to ensure the comprehensive development of their personality and active understanding of the world around them.

Since these activities embody both artistic and technical construction, they are a complex process for children with hearing problems.

References

1.E.P.Кузьмичева Razvitie rechevogo sluxa u gluxix –M.: 1993.

2.Novoe v metodax obucheniya gluxix detey. //Pod redaktsiey S.A.Zыkova. – M.: 1998.