

TEACHING AND EDUCATION OF CHILDREN WITH PHONETIC-PHONEMATIC SPEECH DISORDERS

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ABSTRACT

This phonetic-phonemic development of speech in children is a result of defects in the process of pronunciation and sound perception, a violation of the formation of the sound production system of the native language. Phonemic perception is formed very early as a sensory function.

INTRODUCTION

Children with speech defects include impaired functions as a result of acquired or congenital organic lesions of the speech sensor organs.

Speech is a complicated dialectic process. Speech is from mushohadan to abstract tafakkurga va undan praxisga-haqiqatni nuqsning, obektiv reallikni nuqsning dialektik yo'lidir. Inson and the environment are constantly in contact, and it is realized through the analyzers of sight, hearing, skin, taste, smell, speech, and movement. The English analyzer is one of the most important organs of the human body, and its main function is to understand speech. To'laqonli hearing speech formation omili sanaladi. Nutq edari esa human being's o'z- logical thinking, general and spiritual development sodir bo'ladi. Things and events in the material world are reflected in our eyes, they are expressed in the form of words, and they are reflected in the medium of events. Inson o'zi ko'rgan va'sirlangan va'sirlangan buum va fenomeni with the help of words, he has the ability to understand and express his impressions of the content in the form of images, thoughts, concepts, imaginations. In any case, speech is the leading tool to be reflected in the situation. Also, u tafakkur arungari, in the process of communication, fikrni izramlash, to express something, anglatish va ta'sir show arungari bo'lib ham serves. Fiklash ability will determine the level of development of inson tafakkurining due to the fact that it is not possible to develop zamirida. As a result of a speech disorder, a person's inability to speak and being isolated from the society for this reason creates a number of problems for him to find his place in social life.

The correct education of the development of speech deficiency is carried out in sports, work and daily activities, as well as in drawing classes. Children hold objects with their hands and draw pictures using visual aids. These work activities include all types of painting. Before drawing each simple object, a preparatory stage is carried out to develop attention, vision, speech and movement processes in children. The main task is focused on carrying out the

action together with the speech. Various didactic toys (pyramids, matryoshka, balls), construction constructors, didactic games (choose by color, find name by picture, "Geometric Lotto") are used for corrective purposes. In the case of such a speech deficiency, the phonetic-phonemic aspect of speech based on perception and pronunciation defects is the first priority. At the same time, some children may be lagging behind in their lexical-grammatical development. A characteristic feature of children of this category is the incompleteness of the process of formation of sounds, which differ according to their articulatory or acoustic characteristics. In this case, the presence of undifferentiated sounds in the child's speech, replacement of sounds, failure to use them in speech, distorted pronunciation of many sounds, as well as insufficient differentiation of sounds according to hearing are observed. During the investigation of speech perception, scientists (V. Anan'ev, 1955, 1960; V. I. Beltyukov, 1958; A. N. Gvozdev, 1961) came to the conclusion that the first phonemic hearing in children occurs very early with normal speech development. The authors say that the child's auditory analyzer function can distinguish acoustically contrasting sounds at the beginning of its early development, developed phonemic hearing not only helps the child to acquire complete speech, but also forms the skills of being able to communicate easily in his mother tongue. Lack of speech in preschool children may be caused by underdevelopment of fine motor skills or disorders of the speech apparatus. Education of children with speech defects in pre-school educational institutions is organized according to the kindergarten education program. should master. Children brought to groups of children with phonetically underdeveloped speech must master the basic tasks, skills and competencies necessary for successful education in a general education school within 10 months. In order to determine the demand for the development of certain aspects of speech activity, the following special activities are carried out:

- formation of pronunciation skills;
- development of phonemic perception;
- development of sound analysis and synthesis skills.

The purpose of remedial education is to correct general and speech defects in children and to develop a child's speech activity through the use of special speech therapy methods and methods, along with vocabulary and independent speech according to the child's age. ri, to educate clear, fluent speech. The following works are carried out on the corrected speech material:

- to draw attention to the morphological structure of words and the change of words in children, and to develop the connection of words in sentences;
- training in children the skills of forming simple common and compound sentences, using sentences of different constructions in independent speech;
- development of independent speech:
- vocabulary enrichment:

The first period of corrective work to eliminate the underdevelopment of phonetic-phonemic speech can also be called the preparatory period. The work carried out during this period includes the following: development of the mobility of the articulatory apparatus; to identify correctly pronounced sounds; putting sounds into speech; development of auditory perception, work on differentiation of sounds, separation of sounds from words and syllables. In the II period of the correction training, putting sounds into speech is continued, strengthening the

sounds put into speech in speech; develop auditory perception; formation of sound analysis and synthesis:

a) Finding the place of a sound in a word (at the beginning, in the middle, at the end of the word);

b) Determining the number and sequence of sounds in words; logopedic work is carried out to enrich and develop the lexical-grammatical aspect of speech. The previous period of corrective speech therapy work prepares children to master the content of the work in the next period.

In conclusion, it should be noted that the correct formation of children's phonetic and phonemic speech helps the rapid development of students' speech.

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