

TECHNOLOGIES FOR ELIMINATING THE SHORTCOMINGS IN THE PRONUNCIATION OF SOUNDS OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

In this article, the child with normal speech development, the technologies for eliminating the deficits in the pronunciation of sounds of elementary school students pronounce all the sounds in speech, use words in their place, logically correct statement of their opinion the periods of speech formation of children with defects in speech, sound pronunciation and articulation are described.

Keywords: Sound pronunciation, speech, cognitive processes, correction, literacy, skills, physical development, thinking.

INTRODUCTION

It is known that a child acquires speech on the basis of social and biological factors, and the violation or lack of one of these factors leads to a speech disorder. A child with a speech disorder of one degree or another is not able to ensure the mental and physical development of children's speech and prepare them for school without the weak, corrective pedagogical influence of those around them.

Speech has two forms - oral and written. Although these are interrelated, each has its own aspects. In oral speech, sounds and words are received through the auditory organs. Therefore, in the development of oral speech of students, we must first identify the reasons for the shortcomings in their speech and find ways to end it. A student who does not know how to speak beautifully, write well, write correctly, and express his thoughts fluently and clearly cannot acquire new knowledge. Some children not only mispronounce sounds, but cannot distinguish them from each other. Such defects in speech create significant difficulties for children in mastering lessons. In such cases, speech therapist training is needed. It is known that the elimination of defects in the speech of elementary school students is the responsibility of students and speech therapists. In order to identify speech defects, it is necessary to listen to the child's speech and study the causes of speech disorders. For this purpose, each child fills out a speech check sheet and determines which sounds he pronounces correctly or incorrectly. Cultivating speech - teaching conscious reading, speaking and writing, imparting knowledge about the language in proportion to the age and understanding of students, increasing their vocabulary, developing attention and interest in the speech of others, aims to instill a love of reading. Speech errors include inappropriately chosen words, incorrectly structured sentences, incorrect use of morphological forms.

It is more difficult to work on such mistakes in elementary grades, because there is a lack of brief theoretical information given in the native language program to correct and prevent

them. It is necessary to know the main types of speech errors in order to carry out planned and regular work on the development of children's speech. The study of such speech errors, as well as the examination of their causes, prepares the ground for correcting and preventing errors.

Logopedic errors:

1. The word necessary for the described event, sometimes the necessary picture, evidence is left out. To understand the reason for such a mistake, it is necessary to observe the mental state of the student at the time of writing the essay. He writes slowly, but he is absorbed in work and thinks quickly, that is, he knows the content of the story, but as a result of fast thinking and slow writing, some places are not reflected in the writing.

2. Logical consistency is broken. For example, cotton yarn is made at the factory. A picker picks cotton in a cotton picker. Such logical errors are easily corrected by students in the process of re-reading and analyzing the text.

Correcting and preventing errors Developing a system for correcting and preventing speech errors based on grouping errors made by students, identifying their types, and studying the causes of each error will be carried out: 1) correction of speech errors in the students' notebook; 2) working in the classroom on speech errors common to students of the class (15-20 minutes of the lesson will be allocated for this and the checked essay and statement will be analyzed, the students will be able to independently find the error and correct it correction is allowed); 3) working on some individual mistakes outside of class, finding, explaining and correcting mistakes; 1 timely correcting speech mistakes made by students in oral and written speech necessary. Let the student learn the correct version of the mistake he made, and if possible, understand the reason for the error.

The most useful way to correct a mistake is for the student to correct the mistake he/she has made, and if the student cannot correct the mistake, the teacher will correct it. . It is important to achieve the intellectual activity of children, that is, not only to understand what the mistake is, but also to correct and explain it, both in an individual conversation with the student and in the process of working as a team in the class. In order to avoid the mistakes that the students may make, it is explained what opportunities this topic will create for them. For example, when studying the topic "Pronouns", if students are explained with examples how to use personal pronouns in place of repeated words, they will follow this when writing an essay or statement. 3 Often elementary school students participate they do not understand the content of the work as a result of their lack of understanding of human behavior, sometimes wrong or superficial understanding. That is why the teacher should formulate the question very thoughtfully, it forces the child to think, to think, to discuss the behavior of the participating persons, the connection of events, to compare them with each other, and to help determine their positive and negative aspects. should be.

The more clearly the reader can describe the actions of the participants in the work, the more he will understand the main content of the story, the more he will retell it independently. Consistent retelling of the content of the read work helps to plan it. In planning, the reader divides the story into parts and identifies the main idea in each part. All this is analytical work. Then they move on to synthetic work, that is, children find titles for parts of the story.

In the process of making a plan under the guidance of the teacher, the students think about what the primary and secondary issues are in each part of the read story, and how to express the idea briefly and clearly.

Working on finding a title, discussing the title found by students as a team, the process of making a plan itself should activate the child's ability to think, instill in him the habit of proving and justifying his opinion. If the plan made in the process of reading and analyzing the work is written on the board, it will help to retell the content of the story consistently. The task of telling a story based on a plan is to master the content in a given sequence. Retelling on the basis of a plan is an independent form of telling the content of the work in relation to teacher questioning. The next stage in mastering the content of the read work is short story telling.

For abbreviated narration, works that are divided into 2-3 parts, these parts are clearly distinguished, and the content is simple, are chosen. Teaching short story telling is organized as follows: the teacher reads the first predetermined part of the story, and together with the students, the most important, main idea is determined. In this, students sometimes use words from the work. If this is difficult for students, they can tell the main idea of the section in their own words. Then the students decide with the teacher what not to talk about in the abbreviated narration of this part, which are secondary or less important points. The same work is done with other parts of the work, and the students retell the work in abbreviated form. It is taught from the 3rd grade to summarize the read work. Selective storytelling is one of the means of developing children's thinking and speech.

In selective narration, the reader: 1) consciously separates a part of the read text, its limits; 2) tells only one event from the story; 3) tells the content of the story only in one plot direction. 4. The method of continuing the read story is widely used in school experience. This method is used in works where the content of the story allows it to continue. In conclusion, it should be noted that in speech development training, especially, great importance is attached to children's reading of works of art and telling stories. Teaching the retelling of works of art and staging them, memorizing the poem imposes a great skill and responsibility on the teacher.

The more vividly the content of the work of art is expressed by the author, the more expressive and meaningful the speeches of the participants are, the more it excites the children, the development of their feelings, the long memory of the events that happen to the heroes of the work, the vocabulary has a positive effect on the enrichment and grammatically correct formation of speech. Children can easily answer the teacher's questions about the work, repeat some words and sentences.

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