

THE IMPORTANCE OF MODERN PEDAGOGICAL TECHNOLOGIES TO CORRECT THE SPEECH OF PRESCHOOLERS

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ABSTRACT

The aim of the present article is to discuss the conditions for effective development of coherent descriptive speech in preschool children with speech underdevelopment problems.

Keywords: text, descriptive speech, awareness of the peculiarities of the descriptive type of speech, structure of description, methodology for teaching description.

INTRODUCTION

Today, one of the main requirements of the State Educational Standard of Preschool Education is to ensure the speech development in children, which means mastering them of free, coherent dialogue and monologic speech skills as a means of communication with adults and peers. The indicators of successful speech development are skills to build different types of coherent statements. This requirement fully applies to children with minor speech delays. However, in modern speech therapy, the development of coherent speech is made dependent on the elimination of the shortcomings of unformed language structures and involves the use of reproductive techniques, including mainly constant repetitions of speech patterns. Children are simply asked to copy stereotypical schemes when making their own statements, but the attention is not paid to the process of formulating rules and peculiarities of description texts, the understanding of which is very important to be prepared for school. Thus, it is significantly important to revise well-established techniques to learn oral monologue speech when teaching children with serious speech disorders.

MATERIALS AND METHODS

The methodological framework of the research is based on the theory of speech activity and the theory of developmental education, as well as the systematic analysis of the peculiarities of verbal communication skills in children and modern ideas of correctional pedagogy about the structure of speech defects. In the course of the research, empirical research methods and a pedagogical experiment were employed.

RESULTS

Children aged 5–6 years old ($n = 60$) with the logopedic report “general underdevelopment of speech of the 3rd–4th levels” took part in the experimental research. It was proved that it is necessary to teach preschool children with speech disorders not only to speak by analogy and model structures, but also to formulate detailed meaningful descriptive statements. The entry test demonstrated that most respondents have insufficient formation of coherent descriptive speech: 40% – medium level, 38% – low level. More than half of preschool children in the

experimental group (53,6%) improved their results through the targeted and comprehensive correctional work, in the course of which they learned practical description skills. While working on description skills, children learned how to highlight and compare essential features of a subject, to combine individual phrases into a consistent message. The priority areas were identified in each speech task to ensure the greatest impact of its performance. The conducted classes influenced not only speech, but also cognitive development of children. Also, the classes stimulated children's speech and thought activities, contributed to the activation of visual, auditory and tactile perception, memory, attention and observation.

DISCUSSION

The research materials provide a new direction to determine the technologies for the development of coherent speech in children of senior preschool age with speech underdevelopment. With every coming year more and more children suffer from speech problems, making their parents visit various specialists (pediatrician, neurologist, speech therapist, defectologist), who use their diagnostic techniques to detect speech disorders. The absence of a unified classification system and diagnostics leads to the late correction of speech disorders. For many parents, some of the sweetest memories of their children are the funny words they used as toddlers. If somebody is wondering whether or not you should correct toddler's language, speech experts would actually rather they didn't. Instead, they want parents to be a good language role model. "Toddlers use simple language to express themselves," says Schwarz. "It's our job as parents to help them learn more 'adult-like' speech." [1]

"Acknowledge what your children said but avoid telling them that they said something wrong," said Nicole Well, a speech therapist at CHOC Children's, in an interview with Romper. "Instead, model words correctly for them. Some sounds they try to make may be pronounced incorrectly due to age-appropriate articulation errors." [2]

There are plenty of things or pedagogical technologies that can do at home to help their child with language development, says Schwarz. These include practicing active listening with your preschoolers and then responding to what he or she says, using variety of vocabulary, reading together, limiting screen time, and taking them to interact with other children.

It is also suggested that interacting with a child naturally. Instead of questioning them on what they know, listening to what they know, and expanding upon it is recommended. Of course, every child will hit their milestones at different times, because every child is different. Burstein says there are some signs your child's speech may need to be evaluated by a doctor or speech expert, so just be on the lookout for those. Otherwise, let them be little. [3]

Remember that your preschooler may not produce all speech sounds correctly and know that, oftentimes, that's okay! Many speech sounds are considered "later-developing" (e.g., /r/, /s/, /l/, "th", etc.) and often are not mastered by children until well into elementary school. There are several invented pedagogical technologies that are commonly used to correct them easily:

- Mystery Card Reveal -- Cover a speech sound picture/flashcard with a blanket/tissue/etc. and slowly draw the blanket back bit by bit while your child guesses what may be depicted.
- Speech Sound Memory card game -- played the same way as the traditional children's Memory game but with flashcards aimed at your child's target speech sound(s).

- Speech Sound Bowling -- Place a card under each toy bowling pin (or coffee can/plastic bottle/etc). Take turns bowling and saying the target word under the pin or pins knocked down.
- Bean Bag Toss -- Lay speech cards out on the floor. Take turns tossing a bean bag and saying each target word as it is "hit" and turned over -- can also be done in TicTacToe pattern or fashion.
- On The Wall -- Tape target sound cards up on a wall/cabinet in a grid format. Take turns throwing a bean bag at the grid and saying each word as it is "hit."

Con conversationally repeat back child's speech sound errors, modeling correct articulation of the sounds in error. For example, if you hear your child say, "that pider was so big!", you could respond by saying, "You're right, that spider was huge!", adding a little emphasis to the correct sp- start to the word "spider." Whenever possible, try to secure your child's attention and have him/her look at your face when you're speaking. Even without their being explicitly directed to do so, children can often pick up a variety of important indirect cues about how you use your mouth to produce various speech sounds just from natural conversational contexts.

Using time at the grocery store to work on receptive/expressive vocabulary skills. Giving a child a clue about an item on shopping list, steering him/her in the right direction, and seeing if he/she can figure out which item you've described is a great way.

Choosing certain parts of day to use "self-talk" when interacting with child. By talking out loud about what you're doing as you're loading the dishwasher, making lunches for the next day, making weekend plans help children hear the language that's commonly associated with various activities/routines. This not only helps develop receptive/expressive vocabulary skills, it also provides children with models of correct grammar, word order, etc.

Expanding upon the child's utterances by rephrasing his/her utterance to involve more complex language, more advanced vocabulary, etc. For example, if your child says "daddy go work", you could respond by saying, "You're right. Daddy went to work today."

Reading together as much as somebody possibly can. Letting child pick his/her favorite is helpful as well. Repetition of familiar stories helps children learn language patterns and vocabulary terms related to certain contexts/situations. Encouraging children to "read" along with parents by frequently pausing to let him/her fill in familiar words/phrases or by telling you his/her own version of the story based on the pictures in the book. Joint book reading is also a great way to help your child develop basic listening skills and increase attention.

Using TV/DVD time to work on predicting and describing. During the show, ask your child what he/she thinks will happen next; or you can ask your child to pretend to be a character in the show and tell you a story about what's happening in the show or what will happen in the next episode.

Time in the car can be time to work on a variety of speech/language skills, such as labeling, direction/position concepts, wh-questions, etc. Ask your child to label different parts of the car, such as the windshield, radio, seatbelts, etc., and talk about the function of each object. You can also work on comparison terms by talking about which cars are going faster/slower, which cars look newer/older, which trucks are bigger/smaller, etc.

Mealtime is the perfect time to work on following directions and direction/position concepts. Depending on your child's age/skill level, you can have ask him/her help you set the table, using 1- and 2-step commands, such as "get the forks from the drawer", "first put the plates on the table and then go get the napkins", etc. Or you can focus on direction/position concepts (e.g., in, on, under, etc.) while setting the table with your child. For example, you could ask your child to place the spoons next to the plates, the forks on top of the napkins, the salad bowl in the center of the table, etc.

Use a slow, steady rate of speech when speaking to your child. Try to insert some extended pauses at natural breaks, such as where a period or comma would fall if the utterance were to be written down.

Increase the time you wait to respond to your child's comments/questions. Doing so will help reduce the overall rate of conversational exchange and will help your child feel more comfortable speaking with a reduced rate.

Do not "jump in" and try to complete your child's sentences for him/her when he/she is in a moment of dysfluency.

Try to reduce the number of questions you directly pose to your child. Instead, try making comments that serve as "lead ins" into topics (e.g., instead of asking "what did you do at school today?", you could say "Mrs. Smith's newsletter said this was the 1st week of the butterfly unit..." or "I really love the picture you made in art class today!" and then wait to see how your child responds.

When possible, stop what you're doing and give your child your full attention when he/she is talking to you. Also, try to reduce background noise/distractions or interruptions from others. Children often show spikes in dysfluency when they're trying to "compete" for speaking time, whether against interruptions from others, background noise from television shows, etc.

Try to avoid asking your child to "perform" in front of others (e.g., asking him to recite the ABCs during a neighborhood party, asking her to read her "Star of the Week" poster aloud at a family dinner, etc.

Whenever possible, select toys without batteries. Toys without batteries require children to provide their own sound effects/animal sounds/etc. If your child has a favorite toy that has batteries, you can always take them out -- you don't want the toy farm making the animal noises, you want your child providing the noises. Of course there are some exceptions and there are plenty of great toys out there that require batteries -- just don't forget about the battery-free options, as well! Make sure your child has access to "basic" or "traditional" toys (e.g., wooden or cardboard blocks, Legos, play kitchen/food, trains/train tracks, Mr. Potato head, Play-Doh/cookie cutters, dress-up clothes, etc. These toys tend to be more "open-ended", meaning they don't necessarily have a defined start, middle, & end. They provide children a lot of freedom in how they choose to use such toys and often lend themselves to more creative play than board games, video games, etc.

Try to not worry too much about gender when selecting toys for your child. There truly should not be any "girl toys" or "boy toys" -- if your son gravitates towards baby dolls and the tea party set, go with it! If your daughter really enjoys building train tracks or playing with super heroes, encourage it!

CONCLUSION

As we have seen above through the researches been done by speech experts, there are several pedagogical and modern methods to lessen the degree of speech disorders in preschoolers. There are plenty of things or pedagogical technologies that can do at home to help their child with language development. These include practicing active listening with your preschoolers and then responding to what he or she says, using variety of vocabulary, reading together, limiting screen time, and taking them to interact with other children.

Mystery Card Reveal, Speech Sound Memory card game, Speech Sound Bowling, Bean Bag Toss, On The Wall can be considered as the salient examples of interactive activities that parents can do to avoid some gaps in the speeches of their children.

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