

CLASSIFICATION OF CHILDREN WITH DEVELOPMENTAL SPEECH DEFECTS AND EDITORIAL - CORRECTION WORKS CARRIED OUT WITH THEM

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ANNOTATION

This article talks about the classification of children with developed speech and the pedagogical and correctional work carried out with them. Information about what actually happened in the speech is given.

Keywords: Defect, correction, mental retardation, deaf pedagogy, typhlopedagogy, oligophrenopedagogy, speech therapy work, analyzers.

RIVOJLANISHIDA NUTQ NUQSONIGA EGA BO'LGAN BOLALAR TASNIFI VA ULAR BILAN OLIB BORILADIGAN PEDAGOGIK - KORREKSION ISHLAR

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ANNOTATSIYA:

Ushbu maqolada rivojlanishida nutq nuqsoniga ega bo'lgan bolalar tasnifi va ular bilan olib boriladigan pedagogik - korreksion ishlar haqida fikrlar yuritilgan. Nutq nuqsonining aslida nima ekanligi to'g'risida ma'lumotlar berilgan.

АННОТАЦИЯ

В данной статье говорится о классификации детей с развитой речью и проводимой с ними педагогической и коррекционной работе. В выступлении дана информация о том, что на самом деле произошло.

Kalit so'z: Nuqson, korreksiya, aqli zaiflik, surdopedagogika, tiflopedagogika, oligofrenopedagogika, logopedik ish, analizatorlar.

Ключевые слова: Дефект, коррекция, умственная отсталость, педагогика глухих, тифлопедагогика, олигофренопедагогика, логопедическая работа, анализаторы.

Defects in the child's development are different, some of them can be completely eliminated, some of them can be corrected, corrected, made unknown, and others can be commensalized. For example, if a child has a severe speech defect, it can be completely eliminated under the influence of properly organized logopedic measures at an early age. If the child's disability is caused by organic defects in the central nervous system (for example, mental retardation is included in the category of such defects), even if it cannot be completely eliminated, but it can be reduced, corrected to an invisible, imperceptible level. possible In the practice of special

edagogy, children in need of special help are observed in such a category that their defects cannot be corrected or corrected, for example, some types of congenital blindness or deafness are among them. In this case, the function of the vision analyzer can be assigned to the sense organs, and the function of the auditory analyzer can be assigned to the vision analyzer, that is, it can be replaced. Visually impaired children use Braille with their fingers, relying on their senses. In this case, the letter is determined by a combination of six dots. Children with hearing problems can use gestures, dactyl speech, and speech with finger movements. As a result of the development of the science of correctional redagogy, the following branches were separated from it as an independent science:

-deaf edagogy (derived from the Latin word *surdus* - deaf, dumb) is a science dealing with the education of children with hearing impairments;

- tifloredagogy (derived from the Greek *tiflos* - blind, deaf) - a science dealing with the education of blind children;

- oligophreno-edagogy (Greek *oligos* - little, *phren* - mind), derived from the words, - the science dealing with the education of mentally weak children;

- logoredia (derived from the Greek words *logos* - word, *radeo* - training) - a science that studies the ways and methods of studying, preventing and eliminating severe visual defects. Differentiated and integrated, inclusive education of children in need of special support is rapidly developing in all directions in all regions of our republic. As stated in the Convention on the Rights of Children of the World, the Law of the Republic of Uzbekistan "On Education", the "National Program of Personnel Training in Uzbekistan" and other normative documents, all children, including children with disabilities in physical or mental development and in need of special assistance, have the right to work, receive education, and find their place in life.

Developmental research involves the analysis of the path of speech impairment and its development. In this case, it is the main task to show the causes of the deficiency as a result of changes in the development process. Disturbance of the main functions of speech definitely has a negative effect on a person's activity, reduces his activity, and causes serious mental problems. For example, the wrong pronunciation of some words puts a person in an uncomfortable situation, makes it difficult for him to deal with the people around him, and he cannot fully express his thoughts when he is confused. Severe types of speech defects (*alalia*, *rhinolalia*, *stuttering*, etc.) prevent learning the school program, later, choosing a profession, sometimes even studying at all, slow down the development of cognitive activity, some have intellectual disabilities causes it to occur. From this point of view, it is extremely necessary to follow the process of studying speech defects in connection with other mental processes.

In cases of blindness, speech defects occur as a result of the combined influence of biological and social factors. 130 The effectiveness of logoredic work depends on the correct identification of the causes, mechanisms, and types of speech defects. In this place, ontogenetic and etioratogenetic factors are of great importance. In studying, identifying and eliminating speech defects, the teacher relies on all didactic resources. In the organization of logoredic work, it is necessary to take into account the characteristics of each child, master knowledge, skills and abilities, make education unique to students, follow the principle of unity of education and upbringing, awareness, activity and The importance of such things as independence is especially great. A speech defect is defined as a deviation from the norms of a certain language

in the science of logorexia. O.V. Rravdina in his book "Logoreziya" characterized logorexic speech defects as follows:

- The speech defect does not disappear by itself, but becomes stronger and stronger as time passes.
- The speech defect does not correspond to the age of Gariruvshi.
- People with speech impediments need logorexic support.
- A severe speech defect has a negative impact not only on a person's speech, but also on his general development. The above-mentioned speech defects differ in their characteristics from speech defects that sometimes appear in children and adults. In young children, it later resolves on its own and disappears. In adults, such events are mainly caused by anger, excitement, and nervousness. They seem to notice their mistakes and try to correct them. Sometimes they may not even notice. But with time, such mistakes will be corrected by themselves. Speech defects can be observed in foreigners and people of other nationalities. As they learn the language, the speech deficits disappear. Speech defects are divided into organic and functional types in the science of logorexia. Organic speech defects are related to defects in the structure of the speech analyzer, which are divided into central or peripheral types depending on which part of the analyzer is damaged. Changes in the structure of the analyzer are not observed in functional speech defects.

CONCLUSION

Improper upbringing, as a result of imitating the speech defects of parents, educators or teachers, or the strengthening of inappropriate reflexes can cause functional speech defects. Functional defects can be caused by imbalance between nervous processes, other defects in analyzer activity. Depending on which part of the speech analyzer has changed, functional speech defects are central or peripheral in nature. The science of logorexia was separated from the work of deaf pedagogy and dyspedagogy and emerged as a separate stream of medical sciences in the second half of the 11th century. Speech defects were mostly corrected by doctors, but the "treatment" did not give good results. Some of the symptoms of speech impairments were studied as disabilities. Due to the fact that there was no information about speech consonants and the systematic structure of speech at that time, the methods of studying, identifying, and eliminating speech defects were also incorrectly defined. Mechanical exercises were mainly used. Today, the science of logorexia is developing on the basis of pedagogical and psychological, medical and linguistic sciences, relying on them.

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