

FEATURES OF SPEECH ACTIVITY IN CHILDREN WITH SPEECH DEVELOPMENT DISORDERS

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ABSTRACT

The article discusses the features of speech activity of children with incomplete speech development, increasingly complex forms of speech pathology in children with incomplete speech development: alalia, aphasia, as well as rhinolalia, dysarthria, stuttering, speech errors in children with delayed speech development, as well as ways to eliminate the problems of children with incomplete speech development.

Keywords: Speech, pronunciation of sounds, phonetic-phonemic, lexical-grammatical, alalia, aphasia, as well as rhinolalia, dysarthria, stuttering.

INTRODUCTION

The problem of speech underdevelopment was first theoretically substantiated by R.E. Levina. Speech underdevelopment is understood as speech underdevelopment in phonetic, phonemic, lexical and grammatical aspects even in people with a normal level of intelligence. In children whose speech development is not fully developed, pronunciation of sounds, their auditory differentiation are impaired to one degree or another, and the skills of mastering the morpheme system are insufficiently acquired. Vocabulary lags behind age norms both in quantity and quality; coherent speech is insufficiently developed. (V.K. Vorobyeva, B.M. Grinshpun, V.P. Glukhova, R.E. Levina, G.B. Filicheva, G.V. Chirkina).

Speech underdevelopment is observed in children with increasingly complex forms of speech pathology: alalia, aphasia, as well as rhinolalia, dysarthria, stuttering - when there is a lack of vocabulary, defects in the grammatical structure of speech and phonetic-phonemic development at the same time. Such children have limited speech experience and underdeveloped language skills. The need for verbal communication is not satisfied to a sufficient degree. Conversational speech is poor, laconic, inextricably linked to a specific situation and becomes meaningless outside of it. Coherent monologue speech is either absent or develops with great difficulty and is characterized by qualitative originality. Despite the various types of defects, such children have the same symptoms indicating a disorder of the speech activity system. One of the most important signs is a relatively late development of speech; the first words appear at the age of 3-4 years, and sometimes at 5 years. The grammar of speech is distorted, the phonetic structure is unclear. At first glance, the understanding of what is said to him is considered almost good, but expressive speech lags behind, which is a much more obvious indicator. The speech of such children is incomprehensible.

The child has insufficient speech activity, which, as he grows older, if no special training is provided, decreases sharply. However, children are very critical of their own shortcomings. Inadequate speech activity negatively affects the formation of the sensory, intellectual and affective-volitional spheres of children. Attention is not stable enough, the possibilities of its

control are limited. Although the content, logical memory of children is relatively preserved, their verbal memory is weakened, and the efficiency of recall is reduced. They forget complex instructions, the sequence of tasks and elements. Very lazy children have low memory activity, which is complemented by limited opportunities for the development of cognitive activity.

The connection between speech disorders and other aspects of mental development determines specific features of thinking. Although children have general conditions for mastering age-appropriate mental operations, the development of verbal-logical thinking lags behind, and without special training such children have difficulty mastering analysis-synthesis, comparison and generalization. They are characterized by general physical weakness and slow development of locomotor (motor) functions, as well as some delay in the development of movements. They are expressed in poor control of movements, uncertainty in performing standard movements, decreased speed and dexterity. The greatest difficulties are revealed when performing actions according to verbal instructions. Children with incomplete speech development lag behind normally developed children in distance, time and thinking when performing a task. They violate the sequence of movements and omit parts that make up the sequence. For example: passing the ball from hand to hand, passing over a short distance, changing hands and hitting the ball on the ground, jumping on the left and right legs, performing rhythmic movements to music.

A correct assessment of non-speech processes is necessary to identify the patterns of speech development in children with incomplete speech development and, at the same time, to determine the possibilities of their compensation. Children with incomplete speech development should be distinguished from children with similar speech development lags behind. It should be borne in mind that in children with incomplete speech development, understanding of everyday speech, emotional selective attitude to the environment develop within normal limits. The loss of the connection between speech and mental development can serve as one of the diagnostic signs.

This sign is manifested in the fact that the mental development of such children usually lags behind speech development. What distinguishes them is their critical attitude to speech defects. The initial pathology of speech prevents the normal functioning of speech intelligence, delaying the formation of mental abilities that are still preserved to a certain extent. However, with the emergence of spoken speech and, in particular, the disappearance of speech difficulties, their intellectual development approaches the norm.

In order to differentiate speech underdevelopment from speech delay, it is necessary to conduct a deep analysis and analyze the child's speech skills. In the anamnesis, it is often impossible to identify gross disorders of the central nervous system, which determines the significant preservation of motor functions, mental abilities and behavior in general. These include the presence of only mild birth trauma, persistent somatic diseases in the first years of the child's life, the influence of an unfavorable speech environment, errors in education, communication deficit, factors that slow down the normal course of speech development. In such cases, the dynamics of the restoration of speech disorders first of all attracts attention.

Speech errors in children with delayed speech development are considered random compared to children whose speech is not fully developed. Such children lag behind the norm in the development of speech skills and are prone to make errors typical of children younger than

them. Despite certain limitations (in particular, in the range of sounds) from age norms, children's speech performs its communicative functions, and in some cases is a regulator of expressive behavior. They clearly express a desire for spontaneous development and the use of formed speech skills in free communication, which allows them to compensate for speech deficiencies before entering school.

In her research, R.E. Levina developed materials that allow going beyond the concept of abnormal states of child development based on a number of provisions describing the manifestations of specific speech defects and reflecting the state of language tools and communicative processes. Based on the study of the stage-by-stage dynamic structure of abnormal speech development, specific patterns that determine the transition from a lower to a higher level of development were also identified. Each level is characterized by a certain proportion of manifestations of primary and secondary defects that delay the formation of the corresponding speech components. The transition from one level to another is determined by the emergence of new language capabilities, an increase in speech activity, a change in the causal foundations of speech and the formation of additional capabilities that increase its subject-semantic content. The rate of individual progression of the child is determined by the severity of the primary defect and its manifestations.

Introducing preschool children to the shape, size and colour of objects, developing their skills for correctly perceiving these properties is related to the field of sensory education. The more correctly the issue of this education is resolved, the more successful will be not only the mental, but also the aesthetic, physical and even moral education of children. That is, the child as a whole develops effectively.

R.E. Levina identifies three levels of incomplete speech development: from a complete lack of means of speech communication to a complete speech disorder with elements of phonetic-phonemic and lexical-grammatical underdevelopment.

The first degree of speech underdevelopment is characterized by the absence of speech. Such children are nonverbal children. The vocabulary of such children aged 4–6 years is poor and indefinite. Imitation of speech sounds is limited to a complex of sounds. Characteristic features are the indistinct designations of objects and events, the multiplicity of meanings of words: "tu tu" means a car, plane, boat; "taq" - fell, dropped, broke, spoiled. These children have a much richer passive vocabulary than their active one, but their understanding of speech is reduced, and they do not understand the meaning of many words. There is no stability in the pronunciation of sounds, sounds replace each other, phonemic acquisition is impaired. For children with this level of speech underdevelopment, tasks for sound analysis will be incomprehensible.

The 2nd degree of speech underdevelopment is characterized by the initial widespread use of the usual. Children can use simple sentences, have a certain vocabulary. They can distinguish the names of objects, phenomena, individual signs. However, in such children, the gross underdevelopment of speech is clearly expressed. They use sentences consisting of two or three words. The vocabulary is less than the norm corresponding to this age. There is a lack of knowledge of generalizing words. There are difficulties in using words denoting actions, signs, they do not know the name of the object and other signs. They confuse the forms of agreement, cannot match the number of the verb with the number of the noun. The phonetic aspect of

speech lags behind the norm corresponding to this age. Children with such a deficiency change the position of syllables, shorten the sound that follows consonants.

The 3rd degree of speech underdevelopment is characterized by elements of lexical, grammatical and phonetic-phonemic underdevelopment in speech. Children, having speech, can communicate with people, but they do this with the participation of parents, with the help of their specific explanations. It is very difficult for such children to communicate freely. The inability to distinguish sounds from each other when pronouncing them, replacing groups of sounds with sounds that are easier to articulate, and in some cases, distorting the pronunciation of sounds are characteristic of these children. The vocabulary also lags behind, and the analysis of vocabulary richness shows the specificity of lexical cases. During the examination, persistent grammatical errors are observed, such as not pronouncing sentences and words in sentences to the end. In most cases, they do not understand how the meaning of a word changes with the addition of an additional word.

Speech underdevelopment is a special form of speech development, in which the child has no mental or auditory defects, but the formation of all components of the speech system is impaired. Children with the first level of speech development are characterized by a limited active vocabulary and insufficient differentiation of perception of the surrounding world. Therefore, children cannot navigate in space (they confuse left-right, up-down, back-front), confuse time (they cannot determine the time of day and seasons). They have difficulty distinguishing colors, and they cannot determine sizes and shapes by handling them (manipulating). Children at the second level of speech development are limited to naming directly perceived objects, ignoring their properties. There is also a delay in the use of descriptive words describing the shape, color and material of objects. They, like children at the first stage of speech development, have difficulty determining sizes and space.

Children with the third level of speech development have a wide range of expressive speech, but elements of lexical-grammatical and phonetic-phonemic underdevelopment are observed in it. Although children at this level of speech development communicate with others, for this they need to be accompanied by their parents, who will comment on their speech. Free communication creates great difficulties for such children. The fact that an adult does not understand the child's speech certainly has a negative impact on the child. Even those sounds that children can pronounce correctly do not sound clearly enough in their speech.

The speech of such children is characterized by undifferentiated pronunciation of sounds (consonants, affricates and sonorants), in which one sound replaces two or more sounds at once. For example, a child may not be able to pronounce the sound "s" very clearly, but he or she will substitute several sounds for it: the sound "s" ("syamalyot" instead of "samolyot"), the sound "sh" ("syapka" instead of "shapka"), the sound "z" ("sanchil" instead of "zanjir"), the sound "ch" ("botya" instead of "bog'cha").

At the same time, children at this stage use all word classes, correctly use simple grammatical forms, and strive to form subordinate and connected sentences ("Aka ko'tya tiki, musuk odi, uga kedi" – Akam ko'chaga chiqdi, mushuk tutib oldi, uni uyga olib keldi).

The child's pronunciation skills improve (it becomes possible to distinguish between correctly and incorrectly pronounced sounds in his speech, to determine the nature of their distortion), children begin to pronounce words with different syllables and sound structures better.

Children usually have no difficulty in naming objects, actions, signs, qualities and situations that are familiar to them from their life experience. They can tell stories about their family, themselves and friends, events in the world around them, and can compose short stories on topics that interest them.

However, as a result of a careful study of all aspects of the speech state, it becomes clear that in children's speech, signs of underdevelopment can be found in each component of the language system (lexicon, phonetics, grammar). In oral communication, children tend to avoid words and phrases that are difficult for them. However, when children are faced with conditions in which they are forced to use words and grammatical categories that are difficult for them, the shortcomings in their speech development become clear.

Although children with incomplete speech development use common phrases in their speech, they have greater difficulties than their normally developed peers in constructing independent sentences. In particular, errors occur in constructing compound sentences involving conjunctions and connecting words ("uka yigadi, ki yikidi" – Ukam yig'lab yubordi, chunki yiqildi). When constructing a story based on a picture, children often correctly name the characters and the action itself, but they do not include the names of the objects used by the character in the sentence.

Despite the significant increase in vocabulary, if you carefully observe the extent to which the child understands the lexical meanings of words, you can discover a number of characteristic shortcomings in his speech: the child does not understand the meaning of a number of words at all or understands it unclearly, uses one word instead of another, etc.

The lack of practical skills in using word formation techniques limits the ways of enriching the vocabulary and does not allow the child to identify the morphological elements of the word. This is especially true for food products, materials, plants, etc. There are many errors in the formation of relative adjectives with related meanings.

Thus, children at the third level of speech development not only name objects and phenomena, but also determine their properties (shape, color, size). However, they can easily name only those forms of behavior, character traits, qualities and situations that are familiar to them from their own life experience. Difficulties in determining space and time also arise here.

Based on the above, the following conclusions can be made.

Children at the second level of speech development limit themselves to listing objects and phenomena that they directly perceive, ignoring their properties (color, shape, size); They also cannot navigate in time and space; Objects that are similar in shape, function, or other characteristics can be named with one word. Children at the third level of speech development usually do not experience difficulties in naming objects, actions, features, qualities, and situations that are familiar to them from life experience, but do not use difficult words and phrases in their speech; They also have difficulty navigating in time and space.

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