

METHODS FOR ELIMINATING SPEECH DEFECTS IN CHILDREN OF JUNIOR SCHOOL AGE

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ANNOTATION

The period of junior school age of children is from the age of 7 to the age of 11 years of study in primary classes. The childhood period in the kindergarten age is over. Before coming to school, the child will be physically and psychologically ready to receive education, in other words, to fulfill the various requirements imposed on the side of the most important period of his life, that is, the school period, according to the following. The vocabulary room of the 7 young child is also rich enough and the amount of concepts mavhum is much higher. The child understands what he hears, wide enough. As it turned out from the research of specialists, well-organized education develops the thinking of children from the age of 6 to the age of 7 years. They will be able to draw up and eat simple exercises and issues. The feeling of duty and responsibility in them begins to wane. A 7-year-old child will have experience in managing his / her emotions, all of which are acceptable to the principles of obhektiv that the child is ready in terms of school psychology, one of the important conditions in the preparation for school education is all that he / she said above. In the organization of pedagogical work in primary classes, it is necessary to take into account the level of social development of anatomical physiological characteristics of children of small school age. In this article, we will focus on the methods for eliminating speech defects in children of junior school age.

Keywords: Logoped, school, children of small school age, speech defects, elimination, training, development, engagement.

INTRODUCTION

In the early years of school education, interests, in particular interest in cognition, admiration-interest in knowing the surrounding world, thirst for greater knowledge and intellektual curiosity develop very significantly. And in the process, as soon as the children begin to recognize vocabulary, spelling, they also begin to show their shortcomings in speech. At this time, the logopedic skill of the tutor is also sometimes required. The Boisi educator should try to correx them in time without ignoring the shortcomings in the speech of the children. The direct influence of the following on children's speech was determined by pedodgog scientists:

Understanding. Children of small school age differ in the purity of their perception. The perception of the students differs from the fact that they are given specific knowledge as a spectator.

Attention. The main characteristics of the attention of students of junior school age are in their voluntary weakness. At a small school age, attention will be limited to the ability to adapt and manage it with willpower.

Memory. It develops in two directions with the effect of memory education in junior school age students. Word logic is the speed of understanding and remembering the memory and its connotation, the possibilities of regulation.

Culture of speech – is a reflection of social culture, culture of personality society. The culture of speech is necessary for both written and oral forms – both forms of the literary language. Attention to the culture of speech is one of the human qualities that is required to consciously master not only from teachers, but also from every citizen. Its acquisition depends on the cultural level and knowledge of each teacher and individual. In the pedagogical skill of the teacher, the culture of speech is the norm that determines not only its spiritual and moral richness, but also its knowledge, thinking, scientific worldview, thinking and contemplation. The culture of the teacher's speech is not a process of formation and finalization at once, it is improved and polished over the years with pedagogical skills, during professional activity, as a result of the turn of experienced teachers. The speech ability of the teacher is formed on the basis of cultural, professional, pedagogical requirements. Its development depends only on the enthusiasm of the teacher. Thanks to this ability, the teacher's speech culture is also formed. The following teacher's tools inherent in the culture of speech should not be forgotten by the educator:

1. The culture of speech is a component of the moral and moral perfection of the teacher. After all, speech is a vivid and reliable evidence that shows the level of culture that our nation has achieved, demonstrating respect for our native language.
2. The culture of speech distinguishes teachers with their spiritual and cultural level, as well as with their excellent knowledge of literature, in a certain sense from other professions.
3. The ultimate goal of the culture of speech is the spiritual upbringing of a harmonious generation with a free mind, regardless of what profession it grows.
4. Speech culture – this first of all creates speaking skills and speaking skills in teachers. This skill is improved in pedagogical activity, the qualification for special labor and exercise evazi is improved, as well as the ability and skill are formed due to the achieved success.
5. The culture of speech is achieved on the basis of perfect acquisition of the Uzbek literary language. To do this, the teacher must know the laws of the literary language, constantly read the works of art literature, memorize poems and read them expressively, monitor radio and television broadcasts.
6. Another manifestation of mastering the culture of speech is a colloquial imitation, which young teachers can learn on the basis of an enviable attitude and imitation of the spoken art of the mentor, who is better, more beautiful, meaningful and impactful than himself.

The good development of speech in children of small school age is complex, systematic speech is manifested in the form of both phonetic-phonematic, and lexical-grammatical language components. There are three levels of complete development of speech:

- The form of language tools in child Speech (children without speech);
- Phonetics-phonematics and development of lexical-grammatical gist;
- There is an elementary paired speech bulsada, in which lexical-grammatical errors.

The 1-th level of speech well-developed in children of small school age is characterized by the completeness of speech. Dictionary wealth of such children aged 4-6 years becomes inadequate, ambiguous, incomprehensible. For such children, it is characteristic not to distinguish between the differences of thing and mistress, words have many meanings. This will be more than the passive dictionary asset of children. There will be no stagnation in the pronunciation of sounds, the sounds will be replaced by each other, phonemic training will be violated. Logoped's joint work with parents is an integral part of the entire pedagogical process.

Methods for eliminating shortcomings in the speech of small school-age children:

1. Motivation-the optimization of activity is solved by the formation of positive motivation of children towards writing and the regulation of speech, which helps to understand the activity.
2. The traditional sphere of Logopedics is the correction of the speech activity of schoolchildren, general speech is poorly developed – elimination of shortcomings oral speech is an increase in phonemic awareness, correction, enhancement of voice, improvement of the grammatic formula of speech and speech, consistent speech and oral and cognitive activity.
3. Work individually with speech impairments in children of junior school age.
4. Teaching to speak aloud during a book reading.
5. The reader will have to repeat the words beginning with the letter, which is difficult to say, over and over again. These methods, according to the research of scientists, basically give good results in the process of teamwork.

Speech is characteristic for children aged 7-9 years who do not develop from the phonetic-phonematic side, the phonetic-phonematic perception completes the process of formation. The disadvantages of speech are not limited to incorrect pronunciation of sounds, but also to insufficient differentiation of sounds and the difficulty in analyzing the word from the side of the sound. Bunda is observed in the speech of the child in the presence of undifferentiated sounds, the replacement of sounds, the inability to correctly apply them in speech, the violation of pronunciation of many sounds, as well as insufficient differentiation according to the hearing of sounds. At the same time, in the speech of some children, defects characteristic of the lexical grammatic structure of the language are observed. Thus, the following pronunciation defects are observed in the oral speech of children entering the phonetic-phonemic group of development:

- a) Change of sounds to sounds that are easy to articulate;
- b) The replacement of sounds by sounds that have an articulatory point of view, a close to each other;
- d) Breaking pronunciation of one or more sounds;
- e) The fact that some sounds in the pronunciation of the child are solid;

f) There are also such cases as the absence of one or more hives, that is, a violation of phonetic perception.

At the 2-th level of good development of speech in children of small school age, children can use simple phrases, acquire a certain vocabulary. They can distinguish the name of things, mistress, characters. But in such children it becomes obvious that speech develops at a rough level. For such children, it is difficult to enter into a free-form speech connection, in which they are autonomous in the presence of parents (educators) with the help of certain interpretations. It is difficult to use words that denote the characterchiliklar is observed, they do not know the name, color, size, shape and other signs of the subject. They confuse their agreed forms, they can not adapt Fe and the horse in the thigh.

At the 3-th level of good speech development in children of junior school age, the development of lexical-grammatical and phonetic-phonetic features is observed in children's speech. Children can connect independent communication with those around them. But when pronouncing sounds, one can not distinguish them from each other, dividing the group of sounds into sounds, from articulation to easier sounds in some cases, breaking and pronunciation of sounds is typical for these children.

Stuttering in children is a violation of the pace of speech as a result of involuntary contraction of the speech muscles. This circumstance indicates a violation of the communicative (interpersonal) functions of speech. It is interpreted as an organic and functional change of the central nervous system. At present, the causes of stuttering can be divided into two groups: hereditary, caused by predisposition, and causative (impulse). To the causes of predisposition - neuropathic disorders of parents, nerve and infectious diseases that relax or disrupt the functioning of the central nervous system. The second reason is a constitutional predisposition (a disease of the vegetative nervous system and a very high delicacy of nerve activity, which can cause mental damage to it).

CONCLUSION

It is possible to use methods that are applied to adults in teaching them, even since perception in small children is a complete formation of attention, memory, thought and speech. As a result of the good development of these properties, the speech of children also develops gradually. But the reason for the shortcomings in speech can be some difficulty in the process of attending school lessons in children. Bunda, for example, the inability to get the money to deliver their thoughts, the fact that they are often touched in the process of speaking, also reduces the confidence in themselves, which can also negatively affect the future of children. Small school age children can achieve psychological development through their shared relationship with the people around them, their parents and especially the teacher. For a child to go to 3-4 classes, the importance of his relationship with his comrades also increases. From this relationship, adults can use it for educational purposes. Children at this age can spend hours alone with their hobbies, and on this basis they are formed by the qualities of diligence and independence. This is why it is important that personal motivations in the labor activity of first-graders become clear namayon. If in children's speech a variety of shortcomings are detected, then of

course it is necessary to apply to the logoped in time or to undergo training for correction by the educator. And this will help to eliminate defects in children's speech.

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