

METHODOLOGY FOR PREPARING FUTURE LOGIC THERAPISTS TO WORK ON ALALIYA SPEECH DEFECTS

Vohobova Munirakhan Sadyrinovna
Namangan State Pedagogical Institute
Faculty of Pedagogy Pedagogy and Psychology
Department Special Pedagogy Teacher of the Course

Abstract

In this article, the characteristics of children with alalic speech defects and the speech therapy work system carried out with them and the methodology of preparing future speech therapists to work on alalic speech defects are highlighted.

Keywords: alalia, speech, speech therapist, communicative speech, motor alalia, disabled, differentiation, vocabulary

Introduction

In our country, legal norms on the modernization of the content and forms of higher education have been introduced in a reasonable manner. In addition, the organizational and legal framework for optimizing programs designed to provide quality education to children with disabilities has been improved. Within the framework of the mission "to strengthen the interaction of disabled persons with their families, society and the state, to create the necessary conditions for them to be in a comfortable environment, to freely use city passenger transport, social and other infrastructure facilities", scientific research and targeted measures are being implemented. This requires equipping future special pedagogues with modern methods of working with speech-impaired children in order to prepare them for professional activities, and improving the model of creating an educational environment in which the harmony of theory and practice is ensured, as well as its information and methodological support. is enough.

The problem of formation and development of speech imitation in children with motor alalia has not lost its importance to this day. Future speech therapists in the work on alalia speech defect, development of children's imitation of speech, development of active vocabulary, although it is determined by the main task of corrective education, the development of a consistent correction system based on modern ideas about speech activity today is one of the urgent issues. This shows the need for further improvement of correctional speech therapy work with children with motor alalia. It is observed that children with motor alalia have a limited vocabulary, a tendency to use gestures and amorphous words. One of the obvious signs of the speech of these children is a significant difference in the volume of passive and active vocabulary than usual. Preschool children with motor alalia understand the meaning of many words; their passive vocabulary is

within normal limits. However, the use of words in oral speech, the active use of the existing vocabulary creates great difficulties. In children with motor alalia, the formation of expressive speech is hindered by a violation of the analytical and synthetic activity of the speech-action analyzer. These disorders can occur for a variety of reasons, including:

- a) kinesthetic oral apraxia, that is, difficulties in the formation and strengthening of articulatory structures, and later motor differentiation of sounds;
- b) difficulty in transitioning from one action to another;
- c) difficulties in mastering this sequence of actions (its motor scheme) to pronounce the word, etc.

First of all, children with motor alalia are slow to speak, the peculiarities of their active vocabulary are explained by the instability of the sound images of words, the difficulty of remembering them and maintaining the syllable line. Children's poor active vocabulary is manifested in the inability to choose familiar words from the dictionary and the inability to correctly use familiar words in speech. Thus, most of the impairments in speech imitation characteristic of children with alalia are related to the process of word retrieval rather than to the concepts behind the words. Children, as a rule, have correct concepts, but find it difficult to find words to express the concepts. In the studies of L.A. Danilova, it is stated that children with motor alalia "do not have normal connected speech. S.N. Shakhovskaya "the absence of speech sentences in children with alalia, their desire to avoid connected speech", difficulty in constructing sentences in retelling, speech L.V. Melikhova notes the agrammatic nature of the sentences of children with alalia at the same time, long pauses in oral speech, the inability to control the form and its content at the same time, uncertainty and difficulties in expressing thoughts. N.N. Traugott emphasized the narrow situational nature of the vocabulary of children, which is manifested in the fact that they do not immediately use the words they have learned with a slight change, they even stop using words that are familiar to them and are spoken in other situations.

N.S. Zhukova believes that the big differences between normal and speech-disordered children are observed in the activation of predicative vocabulary (verbs, adjectives). Preschool children with motor alalia have difficulties in naming many adjectives used in the speech of their normally developing peers. Preschool children's oral vocabulary is dominated by words that express actions that the child performs or observes every day. It is much more difficult for them to acquire generalized, abstract words, words denoting status, evaluation, adjectives, symbols, etc. A characteristic feature of the vocabulary of children with motor alalia is the incorrect use of words, and this is expressed, in most cases, in verbal paraphasias. In the speech of children with motor alalia, the manifestation of unclear or incorrect use of words is different. Sometimes children use words too broadly. Others show a very narrow understanding of the meaning of the word. Sometimes children with generally underdeveloped speech use the word only in an abstract situation, and when speaking in other situations, the word is not included in the context. Thus, the understanding and use of the word will still be situational. Its meaning and sound structure are not sufficiently clarified, so it is constantly in the process of search.

Targeted work on imitating speech and enriching active vocabulary is important in the general system of logopedic work with children with motor paralysis. This is determined, first of all, by the leading role in the education of children of preschool age. Children with motor alalia gradually gain the ability to freely use familiar words and begin to use them without restrictions in all situations. This often leads to refusal to name words, understanding the meaning of them, constant search. At the same time, the child himself knows his mistake, but often cannot name the appropriate word. Some errors sometimes appear cumulatively, for example, substitution with another word is observed along with substitution using sign language. At the same time, if there are difficulties in finding a word, children's "detailed" answers often show various errors in a continuous sequence: for example, first the word is replaced by another word, then replaced by verbal description, sound imitation, gesture, etc. Children's limited vocabulary mainly reflects things and events that are directly perceived through the senses. At this stage of speech development, words for verbal expression of abstract relations of reality are almost non-existent for children. Thus, in children with motor alalia, the lack of formation of active vocabulary is manifested in a harmonious way with a violation of the motivation to communicate, the activity of various components of activity. A lack of desire to communicate is associated with and exacerbates communication difficulties.

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