

CORRECTIVE LOGARITHMIC WORK STEPS WITH CHILDREN WITH IMPAIRED PRONUNCIATION OF SOUNDS

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Abstract:

In this article, the task of logopedic rhythms and correction of speech defects. Information on the elimination of speech and movement defects using logarithmic means is given.

Keywords: Logopedic rhythms, didactic materials, didactic houses, articulatory apparatus, Phonetic-phonemic speech deficiency.

Introduction

The purpose of logopedic rhythmic is to equip children with the skills of using musical rhythms in the development and education of the personality, the characteristics and uniqueness of the harmony of music, rhythm and movement in order to correct the deficiencies in children's speech.

In logopedic rhythmic, the variety and specific aspects of speech deficits in children; Being able to justify the ways of eliminating speech and movement defects by means of logarithmic means: being able to choose didactic materials and didactic games for logopedic rhythmic classes, the main link of therapeutic rhythmicity, the tool of influence in correction-education is considered.

1 - stage preparation period. During this period, exercises related to the organ of speech hearing, focused on the correct reception of phonemes, developing articulatory motor skills and breathing exercises are taught.

2 - the period of the Basque sound pastonovka. During this period, sounds begin to fade into speech. In addition, attention is also paid to the development of general motor skills related to facial expressions. To teach the children to perform all the exercises (lip, tongue, jaw exercises) consciously to the sound of music, to carry out all the exercises in a rhythmic manner, precise movements and count it is necessary to transfer in the form

3 - the period of automation of basic sounds. During this period, exercises that develop the articulatory apparatus, movements and intonation are used. The topic is chosen by the speech therapist depending on which letter is broken in the child's pronunciation.

4 - the stage of differentiation of sounds, consolidation of sounds in single and multi-syllable syllables. With or without music, the work is performed on the basis of various plays, bridge

role plays, and dialogues. The theme of the game is aimed at distinguishing different sounds from each other.

Education of children with speech defects in preschool educational institutions is organized according to the kindergarten educational program. Children with phonetic-phonemic speech deficits must master the amount of knowledge, skills and competencies intended for school preparation groups of public preschool educational institutions.

Children brought to groups of phonetically-phonemically undeveloped children should master the basic tasks, skills and competencies necessary for successful education in a general education school within 10 months.

In order to determine the requirements for the development of some aspects of speech activity, the following special works are carried out:

- formation of pronunciation skills;
- development of phonemic perception;
- development of sound analysis and synthesis skills.

The purpose of remedial education is to correct general and speech defects in children and to develop correct, clear and fluent speech along with vocabulary and independent speech in accordance with the child's age by using special speech therapy methods and methods aimed at developing children's speech activity.

The following works are carried out on the corrected speech material:

- attracting attention of children to the morphological structure of the word and the change of words and developing the connection of words in a sentence;
- to educate children to correctly compose simple common and compound sentences, to use sentences of different constructions in independent speech;
- development of independent speech;
- vocabulary enrichment;
- teaching literacy based on pronunciation correction;
- development of voluntary attention and memory.

2. Below we will get acquainted with the logopedic work system recommended by M. Ayupova (1992) to eliminate the underdevelopment of phonetic-phonemic speech.

The system of correctional work carried out to eliminate the underdevelopment of phonetic-phonemic speech is conditionally divided into 3 periods. Each of them differs in terms of content and size and is also related to each other. The previous period of corrective speech therapy work prepares children to master the content of the work in the next period.

Content of logopedic work carried out in the first period of correctional work.

The first period of corrective work to eliminate underdevelopment of phonetic-phonemic speech can also be called the preparatory period. The work carried out during this period includes the following: development of the mobility of the articulatory apparatus; identify correctly pronounced sounds; putting sounds into speech; development of auditory perception, differentiation of sounds; work on separating sounds from words and syllables. In the formation of the sound side of speech, not only the formation of the efferent link of articulatory motor skills, but also speech sensations-kinesthesias are important. N. I. Jinkin

noted that the lack of a return reaction stopped the accumulation of experience for the exercise of the movement of the nutritive organs. The increase in return reactions (kinesthesia) accelerates and facilitates the acquisition of speech.

In order to develop movement-kinesthetic connections, special exercises are performed that determine the position of the articulatory organs during sound pronunciation. In the process of performing exercises, children's attention is always focused on kinesthetic sensations.

The formation of the kinesthetic basis of articulatory movements is carried out in the process of performing various exercises, determining the position of the lips, separating the narrow and wide tip of the tongue, etc.

Logopedic work on the formation of the mobility of the articulatory apparatus includes:

1. Static exercises aimed at increasing the volume of movements for the development of articulatory motor skills, developing the mobility, strength, precise movement of the organs of the articulatory apparatus, and the ability to keep the articulatory organ in the desired position.
2. Exercises that develop dynamic coordination during simultaneous and sequential actions.
3. The articulator is carried out in the process of developing the statics of movements, repetition and recovery of movements.

The development of articulatory movements is carried out in the form of a game ("Sweet jam", football), taking into account the nature and degree of motor impairment. Exercises that develop articulatory motor skills take into account the impact on the kinetic and kinesthetic basis of movement, including the static and dynamic coordination of movements, the formation and complication of various levels of movements.

The development of articulatory motor skills is important for correcting defects in sound pronunciation. The main task of this work is to improve the perception and mobility of articulatory organs; consists in improving the voluntary movements of the tongue and lips. Development of motor skills is carried out in the form of articulatory gymnastics. Its purpose is to process each element of articulatory movements.

Development of motor skills of the speech apparatus and education of correct articulation include:

- static and dynamic exercises;
- development of the mobility of the articulatory apparatus, accuracy of movements;
- loss of tension in the muscles of the speech apparatus.
- education of the normal tempo of movements.

One of the main tasks of the first period is putting sounds into speech, correcting the broken articulatory systems in children.

Putting sounds into speech is carried out during individual training, with 10-15 minutes allocated to each child. In each specific case, the methods of putting sounds into speech are chosen. When choosing them, attention should be paid to the child's personality, pronunciation deficits, speech characteristics.

When planning the work on putting the sound into speech, it is necessary to take into account the speech therapy work and the sequence of the rules of putting the sound into

speech. The main focus is on the conscious strengthening of sound articulation, and children should be able to show and tell the position of the tongue, lips, and teeth. Children focus more on the articulation of sounds. Correction methods are selected taking into account the structure and function of the articulatory apparatus.

4. Content of logopedic work carried out in the II period of correctional work.

In the II period of correctional education, putting sounds into speech is continued, strengthening the sounds put into speech in speech; develop auditory perception; formation of sound analysis and synthesis: a) finding the place of sound in a word (at the beginning, in the middle, at the end of a word); b) determining the number and sequence of sounds in words; logopedic work is carried out to enrich and develop the lexical-grammatical aspect of speech.

During this period, the work of putting sounds into speech was continued. Consolidation of sounds in speech is transferred after children can pronounce sounds correctly and clearly.

Various types of work are used to strengthen sounds in speech: repeating syllables, syllable combinations, words, sentences with the required sound from the speech therapist; independent pronunciation of words based on pictures; come up with a word for the given sound; retelling the read text, quickly saying riddles containing the required sound, telling proverbs, small texts and poems.

Work on the differentiation of sounds is one of the main tasks of the II period. Logopedic work is carried out based on vision, hearing, tactile vibrational and kinesthetic control.

Development of phonemic awareness is the main task of corrective work with children.

Work on the development of phonemic perception is carried out in connection with the formation of sound analysis.

The following exercises are used to develop phonemic awareness:

- separation of non-speech sounds;
- distinguishing certain sounds from a series of sounds (acoustic and articulatory signs are close to each other);
- distinguishing a certain sound from the composition of the word (sounds that are close and distant in terms of sound composition);
- invent a word for the given sound;
- return a series of syllables that differ by one sound;
- choosing a picture for a given sound;
- to strengthen the sounds learned from words that are pronounced correctly in speech;
- being able to hear individual sounds in words. These and other tasks are repeated on purpose during training. It is recommended to conduct educational activities in the form of games. Each game has different tasks ie; It is conducted with the aim of strengthening the correct pronunciation of sounds in words, sentences and independent speech.

Games serve to strengthen and identify sounds in speech, develop phonemic perception. During the training, it is recommended to use games such as "What's the sound of the gunner", "Where is the sound coming from", "Find the sound in the word", "Who can find more words", "Remember the pictures".

Sound analysis and synthesis exercises based on clear kinesthetic and auditory senses help to master speech sounds, develop independent control skills over one's own pronunciation, and prevent dysgraphia and dyslexia.

The algorithm of actions performed by children is gradually formed and strengthened, first under the guidance of a speech therapist, and then the child is taught to independently monitor his ability to analyze and synthesize words, syllables, and sounds, and to evaluate his work.

One of the important tasks of remedial education is training on the differentiation of oppositional and correct pronunciation of sounds. Different methods of differentiating sounds with similar articulatory and acoustic characteristics are used in these exercises. Activities that develop children's attention, memory, thinking operations (analysis, synthesis, comparison, generalization), control and self-control, and independence are carried out in the classes.

In the activities conducted with the teacher, children's vocabulary is expanded, speech and narrative speech are developed at the same time as they form ideas about objects and events around them and organize them into one system, introduce them to natural and social phenomena.

Thus, children's speech is developed with different years, but it has one goal - to eliminate the shortcomings of children's speech development in the process of education and training and to prepare them to acquire skills and qualifications at school.

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