TECHNOLOGIES FOR THE DEVELOPMENT OF THE LEXICAL-GRAMMATICAL ASPECTS OF THE SPEECH OF CHILDREN WITH SEVERE SPEECH DEFECTS

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Annotation

This article has studied and analyzed psychological, pedagogical and methodological literature on technologies for the development of the lexical and grammatical aspects of speech in children with severe speech defects.

Keywords: technology, lexico-grammatical, methodological, communicative, speech, psychological, didactic, interactive, individual.

INTRODUCTION

Description of technologies for developing the lexical-grammatical aspect of speech of children with severe speech impairment

The concept of educational technologies (pedagogical technologies) is a pedagogical science aimed at designing educational processes and organizing effective educational systems. It is a way, a method, a sequence of steps that ensures solving problems related to education and personal development of the student.

In the psychological-pedagogical dictionary, the concept of "educational technology" is interpreted as a unit that includes the forms, methods, methods, means of presenting social experience to generations, as well as the technical equipment of this process.

In this case, educational technology is defined as a treatment, i.e., a system of certain behaviors, a set of actions for developing and sequentially implementing a pedagogical process that guarantees the result. Didactic technologies serve to clarify the educational methodology. The idea of fully managing the educational process, designing and implementing educational and educational cycles is the basis of educational technology.

Based on the analysis of many scientific literature, we defined the following definitions for the word "Technology":

Technology is a set of methods used in the process of certain work, art.

"Pedagogical technology is a consistent method of creation, implementation and determination of all processes of teaching and knowledge acquisition aimed at alternative forms of education, using technical and human factors and their joint actions" (UNESCO)

"Pedagogical technology as a factor of managing the pedagogical process has the following content: PT - organization of th educational process on the basis of design, features that guarantee its effective result, (pedagogical skill, pedagogical tact, pedagogical style,

pedagogical precision) innovative features of the pedagogue's activity (creativity - creativity , high professionalism - acmeology, analytical and critical approach - reflection) is a systematic category that fully determines the creation and implementation of new forms and methods of education" (S. Yoldosheva).

Here, among many educational technologies, didactic game technologies should be given special attention. In order to activate the students' speech and thinking operations, develop their connected speech and increase the effectiveness of the general educational process, it is appropriate to use game activities in special preschool educational institutions for mentally retarded children in the following cases:

- as independent technologies in order to master topics and concepts covered in the educational process;
- as a certain part or element of a comprehensive technology;
- instead of or as a part of classes held in a preschool educational institution.
- as technologies aimed at cultural holiday homes (games such as "Field of Miracles", "Starry Minute", "Bilimtoylar").

Didactic game technologies in classes include the creation of game methods and situations that create conditions and interest for pupils to engage in learning activities.

The main and most important feature of didactic game technologies is that they are aimed directly at the educational goal and fully correspond to the pedagogical results oriented to the field of learning. It is derived from the words "technology" (from the Greek "techne" - skill, art; "logos" - understanding, teaching) and means "teaching about skill, art". stands for [56]. Technology means the organization of a certain activity skillfully, skillfully, at the level of art. Regardless of the field of use, technologies help to save time, money, labor, and achieve greater efficiency than before. In this case, the operating process is developed with extreme precision, taking into account all factors, even down to the smallest, smallest elements, and the result is based on.

Since the introduction of individual learning technologies into the educational system, dozens of educational technologies such as differentiated, programmatic, developmental, modular, problem-based, project, interactive, collaborative, computer, distance, innovative and independent learning technologies have been introduced. lim technologies were based. Although each of these educational technologies serves a specific purpose with its own characteristics, they also have common aspects. The common aspect is that all of them are directed to the individual, to show his inner potential, to further develop his existing abilities, as mentioned above, to organize the educational process effectively, efficiently and successfully with little effort, money and time. it is manifested in helping to do.

Based on the study and analysis of the nature, content, and didactic possibilities of the mentioned educational technologies, individual, differentiated, developmental, interactive methods are used to eliminate the deficiencies in the oral speech of children with severe speech disabilities in special preschool educational institutions. It was concluded that the effective use of didactic possibilities of learning and game technologies will give good results. At this point, we will focus on the didactic possibilities of these technologies in eliminating

the deficiencies in oral speech of children with severe speech impairment.

According to individual education technologies, the speech therapist works individually with each of the children with severe speech impairment. In order to work individually with students, the speech therapist must first be fully aware of the personality and speech deficit of each of them. This makes it possible to form a methodology that helps to eliminate the shortcomings in their speech, based on the individual characteristics of children of preschool age [1, 2].

Being aware of the information about children with severe speech defects and their speech defects creates conditions for organizing education with children with severe speech defects individually. Initially, the speech therapist should be aware of the objective (external) and subjective (internal) factors that allow for effective organization of individual education with children with severe speech impairment [3,4].

Differentiated educational technologies also occupy an important place among the technologies that help to realize personal potential and develop abilities. A differentiated approach ensures the creation of the necessary pedagogical conditions for their elimination, taking into account the level of vision and speech deficiency of children in special preschool educational institutions. While organizing pedagogical activities on the basis of differentiated educational technologies to eliminate the deficiencies in the speech of children with severe speech defects, the speech therapist should be able to create special educational developments for them, dividing the students into small groups based on the state requirements.

Games play an extremely important role in the life of preschool children. Games serve to educate children spiritually, morally, intellectually, physically and aesthetically by helping them to develop perception, intuition, memory, thinking, and speech. Therefore, special attention was paid to the use of game technologies in conducting research aimed at eliminating the deficiencies in the oral speech of children with severe speech disabilities.

In modern conditions, technologies for the elimination of direct speech defects are effectively used in special educational institutions. Below are some of these technologies and we will provide information about their didactic capabilities.

Sound Pronunciation Technology[1]. The purpose of the technology is to form the skills of correct pronunciation of sounds in children during all communication processes. The pedagogical process aimed at achieving this goal is organized on the basis of preparing speech-moving and speech-hearing analyzers for the perception and correct pronunciation of sounds, achieving the correct pronunciation of individual sounds. Technology is based on the gradual and consistent implementation of pedagogical activities. The technology of sound pronunciation consists of the following steps:

1. Preparatory stage (logopedic massage, achieving specific movements of the articulating organs with the help of articulatory gymnastic exercises, skills that ensure the propagation of sound in air directions, skill formation, finger gymnastic exercises, hand massage, subject- development of finger and hand movements, formation of phonemic processes, processing of base sounds with the help of practical activities (laces, making, development

of finger movements, mosaic, construction-building, knitting).

2. The stage of formation of initial pronunciation skills and skills (harmonizing the actions performed in the preparatory phase with the movements of the organs of articulation, creating the articulation base of the corresponding sound, to express sonorous and sonorous sounds (l, m, n, r, etc.) adding air flow and sound, providing pronunciation of individual sounds), providing automation and differentiation of sound).

3. Formation of communication skills and competencies.

Among these types of technologies, technologies based on researchers such as L.V. Lopatina, N.V. Serebryakova, E.M. Mastyukova, M.V. Ippolitova, I.I. Ermakova are widely popular [8]. Methods of speech formation of children of primary school age and preschool age were developed by F.A.Rau, F.A.Rau, R.E.Levina, A.G.Ippolitova, G.A.Kashe, G.V.Chirkina, O.N.Usanova, O.V.Pravdina, T.V.Filichina and others [1].

A child's correct pronunciation of sounds usually develops at the age of 5. The work of educating children to pronounce correctly is directly related to the gradual development of speech. In preschool institutions, great attention is paid to enriching the vocabulary, mastering the rules of correct pronunciation, and introducing grammatical forms.

L.F. Spirova compared the characteristics of sound analysis of children with auditory and speech disorders. The results of the tests show that even mispronunciation of a single sound has an impact on sound analysis.

L.F. Spirova showed that it is possible to determine the sound analysis ability of preschool children with normal pronunciation by finding the given sound in the word. An easier way to determine the ability to analyze sounds in children is to find a given sound in the word structure or to find a picture of this sound. Later, you can use forms of sound analysis, such as finding a word for a given sound, finding the last consonant in a word.

The analysis of deficiencies in the lexical-grammatical aspects of children's speech led to the general conclusion of N.A.Nikashina's) for the deficiencies of the following sound types:

- absence of sound in speech - inability to pronounce it, replacement of sounds close to each other in terms of articulation and pronunciation;

- replacement of sounds - a sound is pronounced correctly separately, but in words and sentences it is replaced by sounds of the same group;

- sounds are present in speech, but are not articulated clearly.

All the above-mentioned authors admit that the deficiencies in the lexical-grammatical aspect of children's speech and the underdevelopment of phonemic hearing cannot be eliminated without special speech therapy assistance.

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