

FUNCTIONAL BASIS OF READING IN PRESCHOOL CHILDREN 4-5 YEARS OLD WITH GENERAL SPEECH UNDERDEVELOPMENT

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Annotation:

The publication is devoted to the problem of early learning to read for children with speech impairments. The positive influence of early reading on the formation of a functional basis for reading in preschoolers with general speech underdevelopment is considered. The article discusses new approaches to early teaching of reading to preschoolers with speech impairments. The influence of teaching basic reading skills on the state of the functional foundations of reading in preschoolers 4-5 years old with general underdevelopment of speech is analyzed.

Keywords: functional basis of reading, neuropsychology, neuropsychophysiology, phonetics-phonemics, praxis, general underdevelopment, techniques.

INTRODUCTION

Modern neuropsychology considers the joint work of several parts of the brain (posterior frontal, inferior parietal, temporal, occipital parts of the cortex of the left hemisphere), each of which makes its own specific contribution, as the brain basis for the implementation of the reading process. To carry out the reading process, the preservation and interaction of the visual, acoustic and kinesthetic analyzers is necessary, the joint work of which is the psychophysiological basis of the reading process.

To study the state of readiness for reading in children with general speech underdevelopment in the fifth year of life, an experimental study of the functional foundations of reading was carried out and the following tasks were set for its implementation:

- to test a methodology for studying the functional foundations of reading in children 4-5 years old with SLI and normal speech development.
- identification of homogeneous groups in the formation of the foundations of functional reading in preschool children with speech pathology;
- based on the data obtained, determine different levels of readiness of TNR children for learning in the fifth year of life.

Analysis of the data obtained showed that the state of the functional reading base in preschool children with general speech underdevelopment differs significantly from normal indicators.

Thus, we can note a certain imbalance in the functional base of reading, where the indicators of a neuropsychological examination are close to normal, and the speech therapist's indicators show that speech is not sufficiently developed. The degree to which components of the functional base of reading are formed into groups, such as visual-object and speech memory, dynamic and constructive praxis, allows us to adequately assess the level of children's readiness for reading.

The formation of reading skills at the initial stage is possible only with sufficient development of the following functions: phonemic perception, phonemic analysis, visual analysis, visual mnesis, optical-spatial representations. The developed methodology for assessing readiness to learn basic reading skills allows us to determine the starting point of the beginning of learning to read; a category of preschool children of the fifth year of life with general underdevelopment of speech and lack of readiness for early learning to read was identified and described;

- groups of children in the fifth year of life with general speech underdevelopment have been identified, for whom early learning to read is recommended as an effective means for the development of phonemic processes; for whom early learning to read is not recommended, as it can lead to dyslexia;

- a differentiated methodology for developing initial reading skills for children with different levels of readiness to learn to read in the fifth year of life has been developed, scientifically substantiated and experimentally tested;

- the effectiveness of the proposed methodology has been proven, which is manifested in improving the development of the functional basis of reading in preschoolers, in the balance of the processes that make up the functional basis of reading.

It is shown that the result of teaching early reading is not only the technical reading skills acquired by children, but also the mastery of conscious phonemic analysis skills, which is a manifestation of metalinguistic consciousness.

It is fundamentally important that the teaching was based on the analytical-synthetic method of K.D. Ushinsky, significantly improved at the present stage by D.B. Elkonin, L.E. Zhurova and others. The analytical-synthetic method of teaching reading, in contrast to the global method, promotes development of phonemic processes and is one of the ways to form phonological analysis and synthesis.

The educational experiment was structurally composed of three interconnected stages - preparatory, main and final.

The purpose of the preparatory stage classes was to develop basic sound analysis skills using special graphic symbols of vowel sounds.

Training at the main stage included:

- formation of the skill of sound and letter designation. One of the most important operations that determine the success of the formation of the technical side of reading is the correct, stable and quick correlation of letters with sounds. The sequence of introducing letters corresponded to the development of the sound-pronunciation side of children's speech;

- developing the skill of reading syllables and words. The complication of the proposed material was carried out in two directions simultaneously: complication of semantic meaning from simple everyday to generalized concepts; adherence to strict consistency in reproducing the syllabic structure of a word.

Timely start of special work aimed at preventing reading disorders takes less time and is most effective. It allows you to form a functional basis for reading and thereby prevent possible learning difficulties or significantly reduce them.

Prevention of reading disorders in preschool children with general speech underdevelopment is one of the current areas of correctional work in the education system. Modern requirements for the effectiveness of literacy teaching are becoming higher from year to year. This is due to the constantly increasing role of reading in modern conditions as an activity that provides general educational training for a person, stimulates the development of the entire intellectual sphere of his activity, organizes behavior, and improves personality. The results of a control study of readiness for learning to read show a positive dynamics in the development of higher mental functions that are part of the functional basis of reading, as well as an improvement in the development of the reading skill itself.

In this regard, the development of methods for early prediction of difficulties in reading acquisition is of particular importance. The trend towards the verbalization of education, the ever-increasing inadequate demands of teachers for preschoolers entering school lead to the fact that the timing of children learning to read is shifted to an earlier age. In this regard, having highlighted the main parameters of the functional basis of reading, developed a special system for examining preschoolers of 4 years old, which allows us to determine the level of readiness for learning to read.

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