

SPEECH DEVELOPMENT OF CHILDREN WITH DYSARTHRIA BASED ON COOPERATIVE EDUCATIONAL TECHNOLOGY

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Abstract

Cooperative education is aimed at organizing the educational process more effectively, and since the improvement of children's literacy begins directly in the preschool education organization, it is explained that it is in the preschool education organization that some elements of cooperative education can be used.

Keywords: education, cooperation, technologies, methodology, information, team, training, speech, assignment, opportunity, applause, music, download.

INTRODUCTION

Cooperative education is aimed at organizing the educational process more effectively, and since the improvement of children's literacy begins directly in the preschool educational organization, it is possible to use some elements of cooperative education in the preschool educational organization.

Currently, we live in an extremely wide information space, it should not be forgotten that the available information is updated every minute. For this reason, if a modern educator or pedagogue assumes the role of a traditional pedagogue as the main source of information for children, then the pedagogue may not be able to cope with the workload. Because humanity has the opportunity to use the Internet, Google, Rambler and Yandex, as well as various search engines and more powerful information sources.

Cooperative education includes:

- work as part of a team (work together, informing each other);
- effective teaching regardless of the level of knowledge, skills and qualifications;
- ensuring the maximum employment of each participant during the educational process;

Of course, in the process of education, during classes, children can effectively perceive and remember information for a few minutes, and then it is necessary to take into account that their attention will naturally gradually wane. Therefore, it is very important to coordinate the educational process by constantly attracting children's attention. Using structures that allow you to move a material or object and focus your attention will help attract children's attention. These structures can be used for team building (Teambuilding) and class building (Classbuilding).

Team building (Teambuilding) is a process in which a group of 4 people with different backgrounds and experiences becomes a cooperative and caring team. Team building is a fun and interesting process that takes time and can be done 2 times a week.

Classbuilding is a process in which a large number of individuals with different backgrounds and experiences gathered in one room become a cooperative and caring team. The process of group formation (building) involves working with the whole class or group. As a fun and time-consuming process, it can be used 1-2 times a week, for educational purposes - more often, depending on the need.

"Signal of Silence"

(High Up! - up! - Raise your hand!)

It is very important to establish peace (silence) in a group or class. It is convenient to use some signal for this. For example, raise your hand.

Placement of desks:

- before the start of the process, it is necessary to prepare a place for children to sit;
- desks are numbered;
- it is necessary to place the desks in the form of sunlight.

TEAMBUILDING

When forming teams:

do not put children together who are never quiet (alone) and are often restless;

- there should be no conflict between them;
- the gender of children should also be taken into account.

Think about how to divide children into teams so that the learning process in the classroom is effective?

For example, we use "MIX PEA SHEA" or "MIX FREEZE GROUP".

MIX PEA SHEA - randomly mix the children in the class with music, form random pairs when the music ends and discuss the topic in short answers or in full. MIX FREEZE GROUP - mixing students with the help of music, when it stops, they freeze and form groups, the number of which depends on the answer to the given question.

"VARIOUS GENERAL ASPECTS"

The educator explains that each participant must first think about himself, for example, what he likes to do, and then the educator must tell everyone this. If participants 2, 3, and 4 also like to do this, then participant 3 writes to the middle, if not everyone agrees, writes under number 1. Then the 2nd participant answers in a circle, etc. Students must be given a certain amount of time for this process.

As a result, each group will have its own list that will bring all participants together. Based on this list, participants need to find a name and form a team - this is an action in which participants must simultaneously unite at some stage and touch some part of the body.

What qualities should a modern educator have?

Choose one word that will give you a description.

What quality do you value most about people?

MIX-PAIR-SHARE

("intervene-find your partner-talk")

The children dance while moving around the room. The educator declares: "couples "children"throw five" (raise their arms and clap their palms against their partner's palms) and Mate, approaching the partner closest to them. Unpaired children raise their arms to find each other. The educator asks a question and gives 3-5 seconds to think. Children share information with their partners using "Timed-Pair-Share" or "RallyRobin".

RALLY ROBIN

The educator puts a problem with several answer options or solutions in the middle and gives time to think. Children take turns finding answers and solutions.

Think about how you can make the other person happy?

We work in pairs with shoulder-to-shoulder partners. Group A members begin.

We thank each other: partners in a group tell your partner who is a shoulder to shoulder: "thank you very much, I will definitely use your advice!"say now another partner next to him will answer: "I really liked your ideas, someday I will use them!"

"TIMED-PAIR-SHARE"

This differs from "Rally Robin" in that since the question requires a long answer, each child is given a certain amount of time to answer.

The educator names the topic, then announces how long each child will share information and gives time to think. After that, he announces who will start the game.

For example:

- those who have the most buttons on their clothes will start;
- whose hair is closer to the ceiling;
- whose palm is larger;
- whose eyes are brighter, etc.

Children thank each other in gratitude:

" Thank you for sharing this information with me", " I enjoyed listening to you!", "Because I liked listening to you...", "By listening to you, I found out..."etc.

In the implementation of structures, it is necessary to pay attention to:

- all participants must be involved in the process;
- the educator can always check how correctly the students respond and ask them to respond aloud after completing the task;
- structures give each child the opportunity to express an opinion and receive gratitude from others, which is of course very important for children;
- in this, children can teach something to each other and learn something themselves.

"Cheers" ("thank you!")

1. "Muscles(fairverches)" < BR >
2. Scope = "row " / 2018
3. "Applause"
4. "High-five!" ("Tash the five!" or "take five").
5. Morning exercise:

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- Hello Friend! (with arms open to the side)
 - Are you now? (with an ear grip)
 - Where Were you? (with shoulder grip)
 - I miss you (with his hands on his chest)
 - You've finally arrived! (with arms open to the side)
- Good! (hugging)

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