

THE MAIN METHODS OF CORRECTING COMMUNICATIVE ACTIVITY IN CHILDREN WITH SPEECH IMPAIRMENT

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Abstract

The article highlights the main methods for correcting communicative activity in children with speech impairment. Effective rules of communication, hearing skills and work activity of a speech pathologist are analyzed.

Keywords: children with speech impairment, communicative activity, correction, rule, skill, interactive games technologist, organizer, consultant, presenter.

INTRODUCTION

Children from a young age are taught to communicate first in the family, and then in educational institutions. One of the ways to teach communication is to form in the way of training. Content is first assigned to such methods as elementary behavior, how to speak to adults, greeting, thanking. The educational significance of communication is that it expands a person's worldview and develops his psyche. That is, all mental processes are formed through communication.

As you know, the process of interactive education is based on communication, that is, communication. Its main element is communication. In this case, it is necessary that the defectologist adhere to several psychological rules when organizing effective communication. In the organization of the communicative process in interactive education, there are psychological rules for its correct organization, the effective development of dialogue, that is, communication, as well as the conduct of hearing and speech at the level of competence[2]. Below we will analyze some psychological aspects of these rules.

Among these rules, the effective listening rule occupies a special place in the organization of interactive education. Effective hearing rules of communication:

- create comfortable conditions for you to hear what the child is saying. help him make it difficult for him to speak to you, create the appropriate conditions for him. turn off the phone. choose a place where no one is going to stop you.
- occupy an active position. the movement of the body is interconnected with the work activity of the brain. if the body moves in moderation, so does the brain. in contrast, brain activity is also impaired.
- focus on children with dysarthria. in this case, it is easy to listen, pay attention. looking aside or on the ground, a dangerous situation arises, our thoughts can haunt our gaze.

establish a visual connection with the interlocutor, but do not stare at him (sometimes he may perceive this as hostility).

- show that you want to hear. it should be known that you are interested. achieve that your posture and gestures keep your interlocutor informed that you are listening. remember that your interlocutor wants to communicate with someone you hear carefully.
- be in stable attention to children with dysarthria. do not draw anything on paper, do not knock with a finger or pen, do not rustle paper. any distracting action - looking at the table, looking at the paper you bring with you-forces attention to be between the speaker and foreign objects [1].
- it is necessary to listen and hear. concentrate on what your interlocutor is talking about. don't let thoughts "get distracted". try to hear carefully to understand the child's opinion.
- logically plan the hearing process. it is difficult for us to remember all that is being said, but it is imperative to remember the main points.
- -be careful to understand the feelings of your interlocutor. it is necessary to emphasize not only the meaning of words, but also the feeling of the interlocutor. keep in mind that people transmit their thoughts and feelings "coded" in accordance with the accepted social norm.
- be observant. observe the speaker's nonverbal signals as emotional communication takes up a large part of communication.
- do not avoid being in charge of communication. since two people participate in the dialogue, it is a dialogue. therefore, the role of children with dysarthria is taken by them alternately. try to show your interlocutor that you really understand and listen to him. this can be achieved with an active feeling, clarifying questions. if you don't tell him about it yourself, your interlocutor may not know what you understand.
- criticize with caution and decency, do not evaluate. criticism is necessarily directed not to the person of your interlocutor, but to his opinion. treat your interlocutor with approval. help him express his thoughts clearly. any negative reaction expressed by you will provoke a feeling of insecurity, a protective reaction in the speaker.

It is quite natural that dialogue appears when an active communicative process is organized. There are also a number of psychological aspects in this process, which are considered from the main elements in the effective organization of interactive education. Hearing skills in the process of dialogue in interactive education:

1. Noverbal hearing

- "Eye to eye" contact;

- posture, body language;

- listening by adding certain sounds (imitation words, loadings) (axa, uu, a-aaa,

hmm...);

- our thoughts and feelings.

2. Mirror reflection

- noverbal hearing;

- repeat his words without "close to the text", using the words and expressions of his partner;

- me ...I heard you say, I understand;
- make sure you understand your interlocutor correctly.

3. Strange expression(summing up what you hear

- nonverbal hearing;
- mirror-like reflection;
- repeating with his own word in a short form what he heard from his partner, that is, from other children with dysarthria;

- repetition of thoughts, feelings, ideas of his partner, not his own;
- make sure you understand your interlocutor correctly;
- make sure you repeat everything that is important to your partner.

4. Merger

- nonverbal hearing;
- mirror-like reflection;
- repeating with his own word in a short form what he heard from his partner
- joining the thoughts and feelings of the partner (understanding without the need to join and accept the thought);

- when I was in your place, I would have felt the same way: it is understandable, such a incident happened to everyone, we all get angry...

5. Incentive (compliments

- praise your partner for his openness and trust;
- thank you for telling me this;
- it is important for me to know your opinion;
- I think about it;
- I like your openness;
- you are completely right, it turns out that I have to think about it [4].

6. Step formula

- When... (describing events);
- I thought...(expression of opinion);
- I felt... (expression of feelings);
- Next time you ...I wanted you to do; if you ..., would help me (get out of the situation with the right offer).

Do the following silently:

- systematize what children with dysarthria speak: important ideas, basic words, dates, names...;
- analyze what you hear, compare with what you know;
- try to hear emotions - often they contradict words;
- be careful to understand the speaker's opinion;
- show spirit to "come" and "go" to your thoughts, concentrate your attention not on your own thoughts, but on the opinion of the speaker.

In the process of interactive education, the role of the defectologist changes dramatically. Defectologist works as a developer of this – training (technologist of Interactive Games), organizer, Consultant (Consultant), facilitator, communicator, psychologist.

Defectologist is a game developer (Game technician) for interactive training. In practice, not all time can be used in ready-made games for training leaders and specialists.

There are a lot of reasons for this:

- the absence of literature related to theoretical data and practical issues, according to custom, in many literature consists of a set of pictures related to theoretical issues, or difficult to understand if one does not know the theory, or describes some technology;
- most authors present their own block-structures or described game scenes in practical production, but do not set themselves the goal that the novice defectologists will be convenient to use;
- well-illustrated games are usually printed on a small scale (circulation) and are not intended for the general public;
- the fact that it is not intended for some students of the same class and is not suitable for some disabled students in the class;
- the fact that the classroom does not fit into the playing conditions.

According to the above, it is easier to develop a personal technology that gives the defectologist the result that he has looked at and expected, than to look for strength, time, conditions and the like. The choice of technology depends on the material that the defectologist must convey to the students and the purpose it sets. A defectologist who can develop, organize and conduct training based on any interactive technology

Defectologist is an interactive game organizer. This function manifests itself in all stages of the game: until the game, during the game and after the game. Since the defectologist will be in the role of organizer, he will be involved in all stages of the game: setting a goal, making decisions, planning, organizing the game process and controlling its path and outcome, if necessary, changing the content of the game.

The game process requires the defectologist to carry out various manifestations of activity: coordination work of Game group activities, intergroup debate and discussion, Management, Assistance and emotional support, analysis of the content of work, control the rules and norms of the work being performed.

In addition, the organizer also has to deal with the rooms in which he will play and relax: equipment for playing, ensuring that there are the required number of jobs on the “playing field”.

After everyone has done the prescribed work, they must return to their previous state, that is, distribute a questionnaire in order to determine the level of satisfaction of children with dysarthria from the game and impressions from the results.

Describing the organizational role of a defectologist, it is worth mentioning that the management of training, especially business Games, is fundamentally different from other activities carried out in the defectologist's activities.

The manager (organizer), business, innovative, aprobational - in search games, should know

how to lead the game not only along with the content and transfer form of the planned game activity, control the game layout, quickly notice unforeseen circumstances and mistakes, and manage problem situations, make adjustments throughout the game. At the same time, it is necessary to know all the roles in the game and the scene well, that is, to take it by heart.

The management of all these processes requires the defectologist to be able to exert organizational skills, activity and resourcefulness, firmness, speed of movement, communicativeness and influence on people.

The defectologist manages, interprets, results, and completes in-Group and Intergroup communication in accordance with the purpose of the training, but also the fact that each participant can say his opinion, his activity.

Below are a few of the Basic Rules for managing students' free communication and controversy:

At the time of the General Debate, use the pronoun "I", not the word "you", "we", "people". For example: "people in this group are a little nervous" "not" "I'm a little nervous" should be said.

It is necessary to refer to the other person not in the third person, but in the first person, directly to himself. For example, "I think Alisher is... wanted to say" instead, "Alisher, I think you're buday... you mean" should be replaced.

Avoid making different theories about what is happening in the group.

Try to stay within the framework of the period at the moment: just make a reference to what you are thinking and feeling now: here and now.

It is very important for students to create an environment that makes them feel comfortable (physically and spiritually) in training, which greatly contributes to their study and development.

Building a reliability environment can be associated with many of the following factors:

- "process area", that is, a comfortable environment (air, light, furniture, video equipment, flipcharts, etc.);
- presentation of the defectologist, which generates first impressions through reliability and likability;
- about organizational work with the group: work schedule, breaks and discussion of the main stages of the game;
- acceptance of the principle of "discretion": if anyone does not want to work in a group, it is not necessary to force and force themselves to justify;
- being able to show the knowledge and practical experience that the group has;
- Organization of "engaging", "irritating", "interesting" exercises and trainings;
- To discuss the results on the basis of "all-in-all", without talking about emotions, impressions and without criticism.

When discussing the results of work games, it is necessary to pay more attention to the result of its activities, the decision made, the analysis of developed programs and projects, the interaction process in communicative exercises. Reflexive analysis, thinking about oneself and one's partner's behavior, is a time-consuming, thought-provoking process. Children

with dysarthria can not only think, but also come to final thoughts and decisions in an independent wish.

When it comes to interactive interaction, the concept of "warmth in communication" is made up of:

- equal rights of communicativity partners;
- lack of conviction;
- absence of "defensive pose";
- intimacy and trust;
- sincerity.

In the process of interactive education, the role of the defectologist changes dramatically, he organizes and manages the process, prepares tasks in advance, draws up questions, and education to groups creates problems, gives various Proverbs during the process, controls time and order. In this case, as a result of the process, children with dysarthria are ensured to master their topic by coming to a joint stop on the topic of training.

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