



## CORRECTION OF SPEECH DEFECTS IN PRESCHOOL CHILDREN

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<p><b>Received:</b> 26<sup>th</sup> August 2021 <b>Accepted:</b> 24<sup>th</sup> September 2021 <b>Published:</b> 30<sup>th</sup> October 2021</p>	<p>Speech is the most important mental function inherent only in humans. Speech is not an innate ability, but develops in the process of ontogenesis (the individual development of the organism from the moment of its inception to the end of life) in parallel with the physical and mental development of the child and serves as an indicator of his general development. The full-fledged harmonious development of a child is impossible without the education of his correct speech. Such speech should not only be correctly formed in terms of the choice of words (vocabulary), grammar (word formation, inflection), but clear and flawless in terms of sound pronunciation. Mastering the correct pronunciation of speech sounds is one of the very important links in the development of a child's speech</p>
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The child learns the pronunciation norms of the native language gradually (at the beginning, he replaces difficult sounds with simpler ones, rearranges them, reduces the number of syllables in a word, etc.), ends the process of developing sound pronunciation by the age of 5, when the child can correctly pronounce all the sounds. However, the successful formation of the sound-pronunciation side of speech does not always occur. For many children, defects in sound pronunciation, having arisen and entrenched in childhood, are overcome with great difficulty in subsequent years and can persist for life.

Deficiencies in speaking can be the cause of writing errors. 16.7% of future first-graders have prerequisites for articulatory-acoustic dysgraphia (partial specific violation of the writing process). Children with speech impairments cannot spontaneously take the ontogenetic path of speech development; they need special corrective action. The work in the speech therapy center is structured as follows: from the beginning of September, for 2 weeks, diagnostics of the speech of children is carried out, with from the second half of September to May, children's speech is corrected. The graduation of children is carried out throughout the school year as their speech defects are eliminated. Also, during the entire academic year, consultations are carried out at the request of parents.

Children with the following speech disorders are enrolled in a speech therapy center: - phonetic speech underdevelopment (violation of articulation of individual or several sounds, sound combinations or whole groups of sounds), - phonetic-phonemic speech underdevelopment and (FFNR) - violation of the processes of formation of the pronunciation system of the native language in children with various speech disorders due to defects in the perception and pronunciation of phonemes, - general underdevelopment of level IV speech (with OHP level IV, children experience specific difficulties in pronunciation and repetition of words with a complex syllable composition, have a low level of phonemic perception, make mistakes in word formation and inflection, the vocabulary is quite diverse, but children do not always know and understand exactly the meaning of rarely encountered words, antonyms and synonyms, proverbs and sayings, etc., in independent speech, children experience difficulties in the logical presentation of events, often miss the main thing and "get stuck" on secondary details, repeat what was said earlier).

First of all, children of preparatory groups for school (6 years old) and schoolchildren are enrolled in classes. Children 5 years of age are enrolled in a speech center if the child has several groups of sounds or oral violations that are sharply inappropriate to the age norm, as well as the seats become vacant. The system of work in the speech center is built taking into account the individual psychological characteristics of each child, corrective action is aimed at eliminating the causes that caused speech disorders and the prevention of speech disorders in pupils. The main form of work in the speech center is individual correction lessons. This is due to the following reasons: - the need to take into account the schedule general developmental classes; - different structure of pronunciation defects in children of the same age group; - different levels of formation of cognitive processes in children with similar speech defects; - individual pace of material assimilation; - the need for simultaneous correction of several sounds. The work on the formation of correct pronunciation in children is structured as follows:

Development of auditory attention, phonemic perception of the formed sound. Articulating I'm gymnastics. Sound production. Sound automation. Differentiation of the generated sound and the mixed sound in pronunciation.

The duration of correctional and developmental work is largely due to the individual characteristics of children. Speech therapy is carried out by various methods, among which visual, verbal and practical are conventionally distinguished. Visual methods are aimed at enriching the content of speech, verbal - at teaching retelling, conversation, story without reliance on visuals.

Practical methods are used in the formation of speech skills through the widespread use of special exercises and games. Practical methods include the modeling method. The modeling method is one of the promising directions for improving the process of correctional and developmental education and is actively used in the speech center. The use of proxies and visual models develops the mental abilities of children. A child who owns forms and visual modeling, it becomes possible to apply substitutes and visual models in the mind, to imagine with their help what adults are talking about, to foresee the possible results of their own actions. The introduction of visual models allows you to more purposefully consolidate skills in the process of correctional education.

Children who attended a speech center are able to isolate sounds in words, determine their sequence, and distinguish between vowels and consonants. On the subject: methodical development, presentations and notes Monitoring of speech disorders of preschoolers in the conditions of the preschool speech center (speech therapist teacher Dobrynina E.G.) I would like to share with my colleagues a convenient and accessible type of monitoring for preschool children in a speech center. A system of parameters for assessing speech and non-speech functions is presented,

It is known that preschool age is a decisive stage in the formation of the foundation of a child's physical and mental health. During this period, there is an intensive development of organs and the formation of functional systems of the body. The steady trend of deterioration in the health of preschoolers that has emerged over the past 10 years dictates the need to search for mechanisms to change this situation. Currently, we, teachers, should pay special attention to the issue of educating the younger generation.

We have been tasked not only to educate future citizens of our society healthy, comprehensively developed, but also to take care of improving their cultural development, one of the elements of which is correct, beautiful speech. Good speech is the most important condition for the full development of children. The richer and more correct a child's speech is, the easier it is for him to express his thoughts, the wider his possibilities in cognition of the surrounding reality, the more meaningful and more complete the relationship with peers and adults, the more actively his mental development is carried out.

The process of the formation of speech in children largely depends on how well the various systems of the body work harmoniously, on the structural features of the speech organs, on the level of development of the psyche. Speech therapy practice shows that every year the number of children with dysarthria, an erased form of dysarthria, motor, sensory alalia, stuttering, rhinolalia is increasing. Preschool educational institutions are called create the basis for the further development of the child and provide the most favorable conditions for the formation of his health, harmonious physical, mental and mental development. The decisive criteria for the quality of preschool education are its health-preserving and health-strengthening orientation. In this regard, in recent years, health-preserving practice has been widely used among speech therapists. The purpose of applying health-saving technologies is to maintain and strengthened physical and mental health of preschoolers.

In recent years, there has been a steady trend towards a significant decrease in health indicators and the rate of development of preschool children, as a result of which the number of children with speech development disorders (phonetic and phonemic speech underdevelopment, dysarthria, general speech underdevelopment, dyslalia) is steadily increasing. In this regard, at present, such pedagogical technologies are becoming more and more in demand, which, in addition to the pedagogical effect, presuppose the preservation of health children. There was a need to use health-preserving technologies aimed at studying the individual capabilities of the child's body, teaching methods of mental and physical self-regulation.

It has been proven that the full development of all means of speech and its main functions during preschool childhood is a guarantee of the preservation of the neuropsychic health of children, the successful formation of educational activity when included in systematic education, etc. Therefore, I consider the use elements of health preservation are an integral part in solving correctional problems. Target Creation of a system of correctional work for the successful development of speech in preschool children, the full development of the spiritual, moral, physical health of children and comprehensive preparation for successful schooling with the use of elements of health-saving technologies. The main tasks of remedial education are:

- 1) Contribute to the fullest possible disclosure of general and speech the possibilities of children in line with the developmental pedagogy of health improvement;
- 2) Create in a preschool educational institution a subject-spatial environment of psychological, pedagogical and speech therapy support of a preschooler;
- 3) Promote the successful socialization of children through the development of communication skills and abilities;
- 4) Formation of correct pronunciation (education of articulation skills, sound pronunciation, syllabic structure and phonemic perception);
- 5) Preparation for teaching literacy, mastering the elements and certificates;
- 6) Development of coherent speech skills;
- 7) Preservation and strengthening of children's health.

8) The use of elements of health-saving technologies in the correction of speech disorders. The program is designed for children aged 5 to 7 years. The implementation period is from 1 to 2 years. Expected results

1. Understanding of speech. Awareness of the meaning of addressed speech, the development of stability of attention to the speech of others; the ability to listen to answers, instructions from adults, understanding the meaning of educational and practical tasks; control and correction of errors in the speech of comrades and their own; understanding of changing words using prefixes, suffixes and inflections, understanding the shades of meanings of single-root and polysemous words, the peculiarities of lexical and grammatical structures reflecting causal, temporal, spatial and other connections and relationships.

2. The grammatical structure of speech. Coordination of adjectives with nouns in gender, number, case, nouns with numerals; change of words by numbers, gender, persons; the correct use of prepositions in speech.

3. Sound reproduction. Speech is clear and distinct, an increase in interest in the sound design of words, in the search for rhymes.

4. Phonemic perception. Sufficiently good development of phonemic hearing: differentiation of words with oppositional sounds; righted establishing the presence of a given sound in a word, highlighting the position of a sound in a word, establishing the order and number of sounds in a word, selecting words for a given sound; distinction of the tempo of speech, timbre and volume of the voice.

5. Maintaining and improving the health indicators of preschoolers (health group, health index).

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