



WAYS OF FORMING THE READINESS OF CHILDREN WITH UNDERDEVELOPED SPEECH FOR WRITTEN SPEECH

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Article history:	Abstract:
<p>Received: February 20th 2023 Accepted: March 20th 2023 Published: April 26th 2023</p>	<p>Through the article, recommendations on the preparation of children with underdeveloped speech for written speech, the work system and directions aimed at creating the functional basis of written speech, prevention of written speech defects, as well as technologies that allow rapid and effective mastering of written speech are discussed. information can be obtained.</p>
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Nowadays, writing is considered as a complex psychophysiological process that characterizes a special content, complex structure and important ways of its formation. Observing, researching and comparing the functional basis of the written speech of children with underdeveloped speech in the educational process and comparing it with children with normal speech development allows to create a methodical work system for the formation of the functional basis of the reading and writing skills of children belonging to this group. created

Based on our observations, this system of work, which we recommend, will allow children with underdeveloped speech of preschool age to be included in the educational system and become one of its directions, preventing written speech defects in the future and quickly and effectively mastering written speech.

The work system aimed at creating the functional basis of written speech is carried out before the work of teaching the child to read and is carried out in the following direction:

1. Development of oral speech. Development of speech skills and functions necessary for mastering written speech. It covers the development of the entire complex of oral skills:

A) *Formation of understanding of the phonetic-phonemic aspect of speech.* Using games and didactic exercises, to explain to the child that the speech environment surrounding him can be divided not only into meaningful fragments, but into separate sound complexes: words, syllables and sounds. "Find the end of the word", "Which word is hidden?", "Which sound is missing?" such games can be used. By finding pictures of paronymous words, children understand the place of individual sounds in the meaning of words;

B) *Development of listening attention.* For this purpose, games such as "Whose voice?", "What am I playing", "Listen to who is it" are used. Children are taught to understand the meaning of tone.

C) *Improving phonemic perception and forming correct phonemic ideas.* In this direction, children are taught to separate and differentiate sounds and words that are similar to each other according to their sound and pronunciation, along with forming the correct pronunciation. At the same time, work is carried out on words given in different grammatical forms. For example, the boy is asked to show pictures of books and books, and the girl is drawing with a pencil and drawing with a pencil.

D) *Formation of phonemic analysis and synthesis skills.*

2. Development of conservation-spatial perception and visual-image thinking. Based on our research, we found that the development of visual-image and constructive thinking at a high level is of great importance in preventing written speech disorders. This department has the following main directions:

A) *Work on the stage of obtaining a spatial target in the performance of perceptual and constructive tasks.* The child is taught to analyze images and structures in an orderly and consistent manner. It is taught to separate and distinguish the main, primary elements of an image or form, using templates in the first stage of training, in the manner of object behavior, and in subsequent training, only based on thinking.

B) *Working with sensory standards* and acquiring corresponding verbal concepts: basic geometric shapes, sizes, concepts indicating their location in space, etc. For this, the game "Find based on the description", "Find what the artist drew", and games aimed at remembering the abstract structure from a set of different geometric shapes are used.

C) Development of skills of moving and transforming visual images from place to place based on thinking.

3. Formation of visual and graphic skills. Correctional work is carried out in two directions. The first direction focuses on the development of graphomotor skills, and the second direction focuses on mastering graphic symbolization. Corrective work is carried out in the following sequence:

- A) tracing and drawing geometric shapes according to the contour, copying from the sample;
- B) Completion of unfinished paintings;
- C) "Who is more attentive?" game - describe as many details as possible when drawing from nature;
- D) Draw the missing details in the picture (unlike {B}, only some details of the pictures are missing);
- E) Memorize a shape or a combination of several shapes;

F) Writing letters and words using templates. Templates are made from celluloid or Plexiglas for the written font, and the child works through them on automated cinematography, that is, skilled behavior for depicting letters.

4. Development of successive abilities of the child. Exercises that develop the analysis, memorization and re-expression of the temporal sequence of events should be focused on the activities of all (visual, auditory, movement and kinesthetic) analyzers. The following exercises can be used for this purpose:

A) memorizing and repeating the series of movements ("fist-rib-palm" etc.)

B) Re-presentation of rhythms on the basis of auditory and graphic samples. These tasks can be performed in the form of the game "Telegrapher".

C) Memorizing and restating a series of numbers, sounds, letters, and words. The task is complicated by lengthening the rephrasing lines or rephrasing the sample in reverse order.

D) work on re-expressing the days of the week, months, seasons and times in the correct, reverse or optional sequence automatically;

E) exercise "Continuation of the line based on the principle of ordering to be offered";

F) to remember a series of forms that differ in sequence;

J) "What has changed?" game - after the child remembers the test material (sequence of a series of shapes), the teacher shows this sequence with one or more changes and asks what has changed.

5. Development of the ability to concentrate, distribute and transfer attention. In the corrective work in this direction, it is permissible to include exercises focused on both the auditory modality and the visual modality and focus on the development of voluntary control of attention. T. Nehreschild and H.-J. Kossow (1985) suggests the following exercises for this purpose:

A) Tasks aimed at developing attention span - long-term sorting and threading of glasses, "Who is talking to whom on the phone?", "Who is visiting whom?" games like

B) The ability to shift attention - according to the authors, it is effectively developed using "joint counting". In this case, it is required to determine the amount of two different images (symbols) in the picture, ignoring other objects in the picture;

C) In order to develop the ability to voluntarily shift attention, the following tasks are used: reading the alphabet mixed with numbers (a, 1, b, 2, v, 3, etc.), one from 1 to 25 from the red and black numerical Schulte tables. finding numbers of different (red or black) colors, etc.;

D) In order to develop and improve the speed and accuracy of the reaction, a number of forms are shown to the student, and a conditional number is given to each of them. After the student remembers them, it is permissible to write down the forms that appear quickly on the screen in his notebook in the form of conditional numbers given to them.

In conclusion, it can be said that all the above methods and methods are the methods of corrective work to establish the unit of appearance of the indicated functional components in the graphic activity in writing and drawing, to eliminate writing violations by using pictorial means, the content of the direction and is important in the development of methods.

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