

CORRECTIVE LOGOPEDIC WORK SYSTEM FOR ELIMINATING SPEECH DEFECTS IN PRESCHOOL CHILDREN

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ABSTRACT

This article provides recommendations on the corrective speech therapy system for eliminating speech defects in preschool children. The goals and tasks of teaching in groups of children whose speech is not fully developed are explained.

Keywords: correction, lexical-grammatical, interactive methods, speech therapy training, passive and active vocabulary, defectologist, speech therapists, analysis and synthesis.

After the independence of the Republic of Uzbekistan, many social activities aimed at protecting the health of the population, preventing disability and creating favorable pedagogical conditions for the integration of disabled people as equal members of society are being implemented.

Due to independence, as in many areas of our country, a number of decrees and decisions aimed at protecting the social and economic interests of disabled people (regardless of their categories) were adopted.

From this point of view, today's demand places great responsibility on speech therapists, speech therapists, speech therapists and special kindergarten educators in the formation of the personality of children of preschool age.

In today's globalization process, our president Shavkat Mirziyoyev is doing a number of positive things in order to show that Uzbekistan is no less than developed countries, to prove that Man is the highest value in this motherland, which proves our above points. Decrees and Decisions in the field of pre-school education started a new era of the pre-school education system today. The goal of education in groups of children whose speech is not fully developed is to eliminate or compensate for the lack of speech, as well as secondary symptoms caused by underdevelopment. Speech correction, education and training of children are carried out by a speech therapist, teacher, music director in close communication with the child's parents.

The logopedic works carried out in this direction are as follows:

- formation of passive and active vocabulary (words);
- formation of pronunciation skills;
- development of phonetic perception, sound analysis and synthesis skills;
- teaching how to compose words and sentences.

The work order of the speech therapist and the type of training depends on the personal characteristics of the children, as well as the speech correction tasks that are solved in the process of education and upbringing. The following types of training are provided:

- exercises to form fluent speech;
- pronunciation training.

The number of these classes varies depending on the period of education. In the 1st period of education, general classes in a small group on the formation of lexical-grammatical tools of the

language and the development of fluent speech are held five times a week. Work on sound pronunciation is done separately with each child.

In the II period of education, work aimed at forming lexical-grammatical tools of the language and developing fluent speech continues: lexical-grammatical tools of the language are held 5 times a week.

In the III period of education, attention is focused on the independent development of children's fluent speech, activities aimed at developing children's sound analysis and synthesis skills are also activated. Such general works are held 6 times a week; 4 times a week, classes on forming lexical-grammatical tools of the language and developing fluent speech are held, 2 times a week on forming the correct pronunciation of sounds. In this place, the educator of a group of children whose speech is not fully developed performs activities aimed at eliminating the shortcomings of children's speech along with general educational tasks.

The main tasks of the educator in the field of children's speech development:

- 1) expansion and activation of children's vocabulary on the basis of deepening their imagination about the things around them;
- 2) to develop children's ability to apply fluent swimming skills and abilities formed in various situations;
- 3) ensuring that children can freely speak independently, pronounce words correctly, and have a grammatically correct structure of speech (observing sound syllables) in accordance with the logopedic training program.

The teacher's speech should be fluent, understandable, expressive, the speech should be developed, the children should be an example.

The culture of speech is primarily the culture of thinking. First of all, parents should monitor their children's speech culture, pay serious attention to their children's speech, follow the rules of speech etiquette in communication, and improve the child's speech. Each family operates on the basis of the demands of the community. The development of the society is directly related to the level of formation of the socio-economic and spiritual image of the families in its bosom. The family is the most important educational environment for a child, and in this environment, behavior, will, character and worldview, which are considered the most important in the development of a person, are formed. Family relationships not only ensure children's mental and spiritual maturity, but also create a unique activity in parents. Conversations held in the family are particularly noteworthy.

Conversations organized on the topic of etiquette show the need to achieve children's independent use of language tools. There is no doubt that such family conversations will have an effective result in children's daily activities and outings. In accordance with the requirements of the present time, children in the family should develop their vocabulary by pronouncing all sounds and words clearly and clearly according to the standards of literary pronunciation. There are still not enough deficiencies in children's personality formation and speech development in families. Negligence of parents to children, neglecting the culture of speech when speaking leads to the disorder of children's speech in the family. In the family, the system of mutual relations between children is formed at a high level in jointly organized games and walks. In the formation of children's speech culture, interactions with elders and children

in the family and peers play a greater role. Children's ability to control their actions and behavior affects the quality of attention, thought and memory.

Methods of training with parents. If trainings, discussions, tests, tasks, questionnaires, interactive methods for parents are held periodically in preschool educational institutions, especially if the parents are involved in determining the school readiness of 6-7-year-old children. One activity will closely help their children to understand what they are capable of and the responsibility of family members will increase in preparing children for school. It helps in smooth transition and allows to create a healthy child and strong healthy environment. Conducting trainings with the participation of the designer of the preschool educational institution, the educator of the preschool preparation group and the students, as well as their parents and primary school teachers will help to make a correct diagnosis of the child's development.

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