

CONVENIENT AND EFFECTIVE METHODS OF OVERCOMING STUDENT SPEECH DEFICIENCIES

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ANNOTATION

This article provides information on ways to overcome students' speech deficiencies and improve speech that are currently relevant.

Keywords: Speech defects, stuttering, inability to express one's opinion freely and correctly, dyslalia (sweetness of the tongue), rhinolalia (speaking with the mouth), school period of speech development.

INTRODUCTION

The development of a child's speech develops under the influence of the language of the adults around him. Man is not born possessing speech. That is why one of the most important and unique characteristics of a person is his ability to speak. The idea expressed through fluent speech is clear, understandable and pleasing. Speech is one of the highest mental functions of man, and its activity is carried out through the brain. Speech organs consist of the mouth, tongue, teeth, nasal cavity, larynx, upper and lower jaws, palate, small tongue, lungs, and alveoli. For human speech to be intelligible and meaningful, the actions of the members of the speech must be clear and accurate. To understand the pronunciation mechanism of speech, it is necessary to know well the structure of the speech apparatus. For a person, speech is a unique and high-level form of communication in which people exchange ideas and interact with each other. Speech communication takes place through language, and language is a system of phonetic, lexical, and grammatical means, respectively. Speech is not an innate ability, but is formed in parallel with the physical and mental development of a person throughout life. An educator who is familiar with the structure of the apparatus can tell how effective it is to work with a student with a speech disorder, and the result is achieved faster. Educators, especially primary school teachers, are more likely to encounter children with speech disorders, such as stuttering, inability to express themselves freely and correctly, slurred speech, and speech problems.

MATERIAL AND METHODS

"Dyslalia (dis - disorientation, disorder; lalia - speech) is a speech defect characterized by mispronunciation of sounds. In dyslalia, children mispronounce sounds in one phonetic group (monomorphic dyslalia) or sounds in different phonetic groups (polymorphic dyslalia)" [1; 53]. In such an environment, the teacher is required to work in collaboration with a speech therapist and parents. In most children, the inability to pronounce certain letters, such as defects in the pronunciation of the letters r-y, s-z, sh-s, or the fact that children speak fluently is considered a common condition passed on by parents. Or they torture a child by cutting the tongue as a

habit inherited from our ancestors. In this case, due to the shortness of the base of the tongue in children, if the child does not pronounce the sound "r" correctly, can not lift the tip of the tongue, it is possible to adjust the elbow using a series of articulatory exercises [4; 28]. To do this, it is necessary to improve the mobility of the articulatory apparatus, perform breathing and exhalation exercises, develop imitation. From the point of view of communication, speech disorders are disorders of this means of communication. In this case, it becomes clear that the relationship between man and society, which is noticeable in the verbal communication, is broken.

RESULTS

Stuttering is a disorder of the tone of the muscles of the speech apparatus and as a result of voluntary pulling [3; 78]. There are 2 types of stuttering depending on the origin:

1. Neurotic stuttering (logonevrosis) - as a result of strong mental experiences of the child, stress, depression, fear, extreme rigidity, right-handed training from slapping, bilingualism in the family, imitation of the stutterer.
2. Neurotic stuttering is an organic injury of the brain, as a result of various tumors in the brain, diseases of the musculoskeletal system.

If the stuttering is not eliminated in time, it will negatively affect the mental development of the child. As a result of the child not being able to express their opinion independently, they are unable to communicate with their peers. Under such conditions, students lose self-confidence, and their verbal activity is quickly blocked due to the abnormal thinking of their peers around them. The student stands out from his peers and is given more loneliness. In this process, the student also develops mental disorders, and communication with a psychologist is necessary.

DISCUSSION

Experts have divided them into several types depending on the underlying causes of human speech defects.

1. Various pathological changes in the developing embryo in the mother's womb;
2. Toxicosis during pregnancy, viral and endocrine diseases, injuries, non-compliance of blood with Rhesus factor;
3. Injury and asphyxia during childbirth;
4. Brain diseases in the first year of child development (meningitis, encephalitis);
5. Brain injuries that occur with concussion;
6. Hereditary factors;
7. Poor social and living conditions. This condition leads to microsocial pedagogical neglect, autonomic dysfunction, disorders of the emotional-volitional environment, and speech development [5; 152].

From the above reasons, it can be seen that the main cause of speech defects in children is hereditary, maternal diseases, severe diseases of infancy, brain injuries, as well as poor social and living conditions. Due to the fact that parents do not pay attention to the changes in the child's psyche and speech defects in it, by the time of adolescence, speech defects in a

person do not disappear, but become stronger. This means that working with an adult learner's speech defects is very difficult to perform or the actions end ineffectively. Therefore, the educator must first be able to psychologically influence children with disabilities, that is, to influence the thoughts, feelings and behavior of children through various means. "Teachers need to organize their lessons in such a way that discoveries can be made, truths can be born, and research can continue. Only then can a curious, free-spirited, orally and written orally literate person be formed "[7; 98]. In the process of education with children with speech defects, children are equipped with the following knowledge, skills and abilities:

- Overcoming speech defects in children and at the same time developing cognitive skills such as perception, memory, thinking, imagination;
- Proper organization of pedagogical work;
- The use of mental operations by the teacher, such as analysis, synthesis, comparison, generalization, methods and techniques applied to students during the lesson [8; 16];
- The use of special methods of speech development, taking into account the individual and mental characteristics of children and their adaptation to life;

During the school period of speech development, children's speech growth and development occurs more consciously than in previous periods. During this period, children learn the analysis of sounds, the grammatical laws of speech. At this age, a new type of speech, written speech, plays a leading role. Mastering written speech helps to structure oral speech, and especially monologue speech, more accurately and broadly [2; 96]. In this process, the teacher should give students creative work on more free topics and avoid putting them into patterns, rather than writing an essay or statement on a given topic. It is also important to ensure that educators encourage the student to speak more in the classroom, even if his or her opinions are incorrect. It is then that the child's mental state awakens self-confidence and he begins to work on himself.

Special conditions are necessary for the development of the child's speech to take place in a timely and correct manner. To do this:

- The child is mentally and physically healthy;
- Have normal mental abilities;
- Normal hearing and vision;
- Have sufficient mental activity;
- Need to talk;
- Have the right speech environment.

Is it natural that the question arises as to how a child's speech defects can be corrected? First of all, it is important to pay attention to this problem in a timely manner. It is also one of the first effective ways to take children with speech problems to a speech therapist. From educators, first of all, to correct the defect of the child's speech:

- Establishment of cooperation between parents and speech therapists;
- Extensive use of didactic games in the classroom;
- Use more mental attack techniques to enhance oral speech;
- Memorize poems almost every day, say quick words;

- Language and jaw exercises with children should be performed daily to eliminate language and speech defects. Below is one such exercise.

Tongue pulling and pulling exercise. In this exercise, the tongue is stretched as far forward as possible with the tongue "raised" (ie, the two edges of the tongue are raised, and a gap is formed between the tongues), and the upper gums, then the palate, are licked and turned deep into the throat. This exercise mainly increases the activity of the hymen connecting the sublingual jaw and allows for the correct pronunciation of sounds such as r-l.

Lip licking exercise. One finger opens the space between the teeth, and the tip of the tongue is "licked" first on one side and then in the opposite direction. All pronunciation organs except the tongue should be relaxed during the exercise.

Faces pushing exercise. The tip of the tongue protrudes from the inside, pushing the faces alternately.

Language translation exercise. With the lips closed, the tip of the tongue rotates around the teeth first in one direction and then in a circle in the opposite direction. The exercise is reminiscent of an attempt to brush your teeth after a meal. Depending on the mastery and ability of the student, the pace of the exercise can be accelerated and slowed down.

Defects in the pronunciation of sounds in a child's speech lead to another step towards the goal of working towards the mirror to achieve the intended goal during the exercise and to ensure accurate execution in order to avoid confusion of the tone of some words. Otherwise, you may not realize that the exercise was done incorrectly and the resulting results may be negative. It is important not to exert too much force while performing the exercises and to stand or sit upright and free, lifting the torso, stretching the chest."furish" situation exercise. The tongue is flat and free, touching the lower teeth on three sides, the jaw is lowered slightly and breathes lightly at the same time: the small tongue spreads slightly and rises upwards, creating a sweet "yawning" position. As with most exercises, this should focus on maintaining complete calm of the pronunciation organs and ensuring a gentle dilation of the airway. This exercise ensures the correct pronunciation of vowel sounds and the prevention of speech defects between teeth.

CONCLUSION

It is possible to teach the reader to pronounce sounds correctly using a variety of methods.

1. The method of imitation. In this case, the teacher clearly looks at the mirror, clearly shows the necessary articulation of the sound, pronounces the sound. The reader, on the other hand, learns the pronunciation of sounds by imitating his actions.
2. Using a mechanical method while pronouncing a similar sound [3; 180].

In short, the normal development of speech in a child allows him to constantly learn new concepts, expand his knowledge and imagination about the environment. Thus, speech, its development is inextricably linked with the development of thinking.

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