



The importance of speech therapy technology in the education of children with speech disabilities

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ABSTRACT

The elimination of underdevelopment is relevant in modern speech therapy is one of the problems. This is of great practical importance: the speech is complete early detection of underdeveloped children and timely correction work to prevent and eliminate children's backwardness in learning their mother tongue important in maturation. There is a number of research areas in this area conditioned by factors.

Keywords:

Articulation, Adaptation, Speech motor activity, Differentiation, Innervations, Complex, Compensation, Correction, Fine motor skills, Massage, Guidelines, Breather.

Children with incomplete speech without special pedagogical and psychological support. Sometimes, even at the age of 7, they are not ready for school. Preschool children whose speech is not fully developed at an early age do not develop their memory is one of the main problems in school preparation. The speech is complete the mental state of the child to the underdevelopment of the memory of underdeveloped children developmental delay, neglect, pedagogical neglect or child may be the cause of poor health. Memory development in children important. Because the speech of children is not fully developed is not considered ready for school because of poor memory, he is not able to master the material well in school. The speech is complete an expert psychologist in the development of memory in underdeveloped children. The role of speech therapists is important. Properly selected psychological speech through methods and a well-organized system of speech therapy we can shape the memory of underdeveloped children. Parents with pre-school children with incomplete speech and educators, psychologists, who are engaged in their upbringing to establish a system of speech

therapy at an early age to eliminate the defect, the quality and efficiency of the learning process can be further enhanced.

Numerous scholarly works to describe the primary underdevelopment of speech. There are hearing impairments, intellectual disabilities, and so on It does not depend on external factors and has its own origin. However, so far there is no generally accepted definition, but its essence and cross-sections on the mechanism vary. From an etiopathogenetic point of view, speech-impaired children are diverse groups. In some cases, this condition is often genetic has a constitutional nature. Usually in such children the clinical picture of the defect is characterized by severe psychopathological symptoms does not have psychoorganic symptoms. In other cases, signs of damage, that is, psychoorganic and other psychopathological symptoms are most pronounced. In recent decades, the Anglo-American scientific literature has published "specific language impairment" - the term SLI (language impairment) possible. Therefore, language-specific disorder (SLI) is a disorder of the speech system whether it is a slow development (i.e. a state of immaturity) or its

pathology development, the question arises. In Western literature, this problem is addressed there are two different views. A group of researchers is specific to the language developmental delay (SLI), but logic and language capabilities analyzed as normal development in terms of the laws of formation (Leonard L Miller 1979). Speech on the conclusions of the authors formation of language acquisition in underdeveloped children at all stages of language it is done slowly and simultaneously. Children are treated for different speech disorders, stuttering, problems pronouncing words, trouble with pitch, volume or quality of speech, and having a limited understanding of words and their meaning. Some children have problems putting words together or use language in an inappropriate way. Others have memory and attention disorders. Some children have problems swallowing, chewing, coughing and refusing food. Additionally, speech therapy may be necessary for a child who has experienced speech impairment due to an illness or injury. There are a variety of reasons why a child may need speech therapy. If you notice that your child is not on par with their peers or developmental milestones for their age, ongoing or intensive speech therapy sessions may be beneficial to your child.

During speech therapy, many children have complete speech. It is possible to eliminate the underdevelopment, but in some cases it is the process was not effective enough, which led to the development of speech IV required level separation. TB Filicheva described the IV level of speech development as follows - the lexical-grammatical and phonetic-phonemic underdevelopment of speech is striking broad sentence speech with elements not expressed in a way. Speech therapy groups for children with speech impediments has distortions of the lexical-grammatical aspects of speech, verbal children with different levels of development are accepted. Acquiring arbitrary forms of memory involves several steps takes. In the first stage, the child has to memorize and, without mastering the appropriate methods yet begins to define only the function of recollection. Assessment and treatment of children's

communication problems involve cooperative efforts with others such as parents, audiologists, psychologists, social workers, classroom teachers, special education teachers, guidance counselors, physicians, dentists, and nurses. Speech-language pathologists work with diagnostic and educational evaluation teams to provide comprehensive language and speech assessments for children.

Services to students with communication problems may be provided in individual or small group sessions, in classrooms or when teaming with teachers or in a consultative model with teachers and parents. Speech-language pathologists integrate students' communication goals with academic and social goals.

The task of memorization is set earlier, because first of all the child is confronted with a situation in which he has perceived or they are asked to remember what they did. The memory of a 3-4 year old child is the center that determines the remaining mental processes function. Thinking for a child at this age means remembering, that is, relying on previous experience. Because of the very good memory, the child is in general acquires the ability to move within the cross section. If the child first if he was at the disposal of a particular situation, now his thinking is beginning to reach the level of demonstrative-action thinking. The child is simple in the middle of events begins to establish cause-and-effect relationships. The child has the ability to somehow explain and regulate the world around him and aspiration appears. It should be noted that at this age the child the memory is involuntary: it is the goal of memorizing something in front of it does not specify. At this age, the right side of the brain, which responds to visual and emotional memory it is light and natural to remember as systems in the hemispheres predominate will pass. The logical sections of the left hemisphere are still poorly formed.

Speech therapist or speech-language pathologists are trained personnel who work with children having speech-related disorders. They also provide screening, consultation, assessment, diagnosis, treatment, management and counseling services for children with

special needs. Speech therapy plays an important role towards the holistic development in a child with autism spectrum disorder. It improves overall communication, enhances social skills, enables to cope up better with the society and function in day-to-day life. It should be started as early as diagnosis is made. Speech therapist does much more than simply teaching a child to correctly pronounce words. In fact, a speech therapist working with an autistic child may work on a wide range of skills including:

1. Speech articulation: by oromotor exercises of lip and facial muscles, the way a child moves mouth while saying certain words and sounds.
2. Communication: This includes teaching gestural communication, or training with PECS (picture exchange cards), electronic talking devices, and other non-verbal communication tools.
3. Comprehension: The speech therapist engages the child in a functional language activities that involve cognition and social interaction.
4. Speech pragmatics: Use of speech to build social relationships.
5. Conversation skills: Self Talk, parallel talk, sentence elongation, situational talk
6. Conceptual skills: Big and small concept, left & right concept, color concept, body parts concepts, yes and no concept.

Emotional memory is now formed and helps the child to know the world. Later, it is emotional memory that promotes the formation of intuition (A.R.Luria). In the system of speech therapy, the memory of children with incomplete speech Corrective work on development includes 3 stages: diagnostic, correctional-developmental, analytical (monitoring). These stages are pre-school speech therapist, psychologist and educator working in the educational institution interaction. Speech is not fully developed implementation of tasks of psychological and pedagogical assistance to children - full speech speech therapist and psychologist working with underdeveloped children and correction by incorporating psychological aspects into the educator's work the development process

requires an expansion of the responsibilities of the participants.

Diagnostic stage. The aim of the work is the speech of children who are not fully developed and cognitive activity, and, alternatively, developed in the first 2-3 weeks of September based on the developed complex diagnostic methods is an in-depth inspection. The role of the educator is experimental. The study of the knowledge, skills and abilities of the children in the group. The results of a comprehensive psychological and pedagogical examination are the basis for a system of individual correctional and developmental programs. This is a system individual-typological of children as a separate direction in the structure. The development of auditory-speech memory is distinguished by taking into account the features costs. Inspections are carried out in a quiet environment, 15-20 minutes, taking into account the individual capabilities of children speech therapist in order to create a natural, familiar environment for the child in the room, performed in the presence of a speech therapist. During a speech therapy examination the degree to which the content of the text is understood, its integrity and coherence, The use of language tools is of particular interest to the amount of speech output attention was paid. Examine the children for different aspects of the linked statement - to be able to compose a story with elements of individual creativity to determine the possibility of Familiar literary text for children, the content of the plot situation perceived through vision, as well as their own life, the ability to convey impressions and personal opinions was identified.

Mental and the type of work assigned in the performance of tasks that require willpower there is a transition to a relatively normal, previously occupied type of work. In some children inability to independently control the results of the activities of others, as well as personally observed. These children think of personal answers during the lesson. While studying, they learn about their personal mistakes, they do not notice the mistakes of their peers, dividing the dialogues into "roles" they do not pronounce the words "their" in a

timely manner while reading, sometimes both read the word at the same time. In preparation for lessons these children resort to mechanical methods of performing tasks, they prefer to memorize rather than to understand what they are reading. O.A. Slinko (1987) Preschool speech is not fully developed in children personal development and the formation of interpersonal relationships in them. When studying the characteristics of a child whose speech is not fully developed. The degree of expression of the speech defect affects the formation of speech and speech lack peer due to lack of communication tools emphasizes that it can be a major cause of negative attitudes. Speech and language therapy can help to improve and support the communication and swallowing of an individual with learning difficulties. The speech and language therapist will explore different options of communication to help maximise the individual's ability to communicate to their full potential.

Speech-impaired children are more communicative and a number of research works on the state of game activity GV Chirkina (1996). The results of this study are verbal and enriches the notion of the interdependence of communicative skills. Poverty and non-differentiation of vocabulary, to the very essence of speech development, such as the specificity of the connected statement features prevent full communication. This decreased need for communication as a result of difficulties, dialogic and lack of formation of monologue speech forms, to make communication lack of interest in communication, inability to target. Behavioral characteristics such as negativism are observed. Preschool children's speech activity is not fully developed low level of development: poor plot, procedural nature of the game character, sluggishness of speech activity attracts special attention. For many of these children, different neurological characterized by high excitability associated with symptoms therefore, uncontrolled games are sometimes very common takes on an unorganized tone. One of the most commonly experienced speech disorders is stuttering. Other speech disorders include apraxia and dysarthria. Apraxia is a

motor speech disorder caused by damage to the parts of the brain related to speaking.

The activity of speech people in modern psychology, pedagogical science is historically interpreted as a form of communication in the process. Speech voluntary management and control of human activity, which is unique to man. It is an important condition for the emergence of higher mental functions is language is a system of signs through which a person can express his feelings, thoughts, encodes the experience. Language serves as a primary means of communication and thinking and the storage and transmission of data, including from generation to generation is a means of transmission. Speech activities include work, play, study, a variety of activities such as communicative and cognitive activities, including mnestic species and "serve" them. Speech is in the mental development of the child plays an important role.

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