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Important Aspects of Teaching Speech Sounds to School Children

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ANNOTATION. In this article, the important aspects of teaching speech sounds to school-aged children are studied and analyzed. In particular, for the development of speech, children are shown the rules for combining different sounds, as well as these sounds in their native language. In addition, specific requirements and implementation mechanisms for the development of speaking skills are revealed to students.

KEYWORDS: speech, pedagogy, psychology, school, student, point sounds, speech defects, pronunciation.

I. INTRODUCTION

The country's development, prospects, well-being, spiritual growth, becoming one of the most developed countries in the world depends on educated, high-intellectual potential young people who embody good qualities in their hearts and minds, mature and perfect in all respects, who serve the fate of the Motherland wholeheartedly, selflessly, bringing up a generation of believers, bringing education to higher levels in terms of quality and content, first of all, assigns an honorable and at the same time responsible task to teachers and educators.

The responsibility of providing early education to the youth of our country has been assumed by preschool educational institutions that are currently operating in our country. The form of imparting knowledge in preschool educational institutions is training. In the course of the training, the child's speech develops, its grammatical and phonetic aspects are polished, and its psychological and intellectual aspects develop along with the increase in linguistic richness.

Children are given educational lessons in preschool educational institutions according to 5 methods. It is no exaggeration to say that the most important of these is "Speech training". Because speech development not only increases the child's vocabulary, but also develops his communication skills, it is considered an important tool for the development of cognitive processes, including the child's thinking.

Currently, higher demands are placed on the speech development of children of preschool age. Meeting these demands requires new research on speech development. Thus, at the current stage of pedagogy, there are conflicts between the requirements for the development of the speech of older children of preschool age and the implementation of these requirements.

II. LITERATURE REVIEW

Along with increasing attention to all stages of the continuous education system in our republic, including its pre-school stage, the percentage of pre-school children's involvement in pre-school educational institutions is decreasing. . After all, as we have mentioned, how effective the stages of continuous education are to a certain extent depends on the quality of preschool education: during this period, the child's outlook and imagination can be formed. Giving it the right content and direction is an actual problem of educational practice in pedagogy [1].

According to the theory of knowledge, with the help of analytic-synthetic work, one goes from observing the language to drawing a general conclusion, to a theoretical definition and rule, and on the basis of these, to oral and written speech communication, correct writing and correct pronunciation. Students enter lively speech communication through practical acquisition of correct pronunciation and correct writing based on elementary theoretical information. They derive elementary theoretical rules by observing and analyzing language materials, and consciously apply the learned and mastered theoretical rules in practice[2].

The behavior, moral qualities, behavior, interests and needs of school-age children are drastically different from those of children of primary age. This, in turn, requires a different approach to the education of children of the first age and preschool age[3].

The main tasks of speech development - raising the sound culture of speech, increasing language richness and activity, developing the grammatical side of speech, teaching communication speech are solved in all preschool

institutions. The formation of the child's communicative speech is closely related to the acquisition of the grammatical structure of the language, the composition of the vocabulary, and the sound aspect[4].

III. MATERIAL AND METHODS

In this study, methods such as expert assessment, comparative analysis, analytical comparison, and logical reasoning were widely used. Also, the researches of foreign and local scientists on this topic were analyzed.

Analysis and results

If you're concerned about your child's speech impediment, you should know how difficult it can be for people who don't know him to understand him.

By the time a child is two years old, any stranger should understand 50-75% of what a child says.

By the time a child is three years old and older, any stranger should be able to understand him almost completely, although the child still does not pronounce some sounds and words like an adult.

Some speech disorders make it difficult for a child to make speech sounds if they have a physical problem (such as a cleft palate). Other children have problems due to deafness or hearing impairment. But in most children, there is no clear reason for the speech disorder.

A speech disorder is different from a delay in speech development. Children with speech impediments may understand words and sentences and construct sentences correctly, while children with speech delays may use fewer words than their age or may not understand what you are trying to say.

Mechanisms of speech disorders. Anatomical-physiological mechanisms of speech. The structure of the speech apparatus. Deficits in speech perception. Primary and secondary speech disorders. Speech-related and non-speech-related manifestations of the defect structure.

Determining speech defects. The main aspects and features of identifying speech defects in children with developmental disabilities at preschool and school age. Systematic and comprehensive examination of the speech of children with speech defects. Methods and methods of learning the speech of speech-impaired children.

Voice disorders. Acoustics of the voice apparatus and the acoustic structure of the voice. Voice pathology, causes and types of voice changes (disorders). Classification of voice disorders. Organic voice disorders, functional voice disorders. Voice disorders. Ways to eliminate voice disorders. Prevention of voice disorders and voice hygiene

Defects in the pronunciation of sounds. Dyslalia. Functional and mechanical, monomorphic and polymorphic, simple and complex dyslalia. Types of dyslalia. Defects in the pronunciation of sounds. Sound pronunciation and speech perception disorders (phonetic, phonemic and phonetic-phonemic). Methods of correcting sound pronunciation disorders. Logopedic work cycles: preparation, putting sound into speech, strengthening (automating) sound in speech, separating sounds (differentiation), introducing sound into speech activity. Tasks and working methods of each era. Eliminate different sigmatism. Elimination of rotatism and lambdatism. Elimination of defects in the pronunciation of tongue-back (k, g, x) and deep tongue-back (k, x) sounds. Rhinolalia. Breakdown mechanism, causes and its determination. Forms of rhinolalia. Open rhinolalia. YOpic rhinolalia. Mixed rhinolalia. Impact of clefts in the palate on the child's physical growth, speech and psyche. Complex, i.e., medical-pedagogical influence on children from Rinola as a part of logopedic work. Basic principles of logopedic work in open rhinolalia. Methodology of logopedic work before and after surgery. Dysarthria. Understanding dysarthria. Causes of dysarthria. Dysarthria as a symptom of poliomyelitis. Classification of dysarthria. The main forms and their signs. Peculiarities of health, mental and speech development of dysarthric children. Periods and principles of work carried out in the elimination of dysarthria. System of logopedic work in elimination of dysarthria.

Education and upbringing of children with phonetic-phonemic speech deficiency (FFN). Concept of FFN. Views and description of different levels of FFN. Speech testing of children with FFN. The content of the work on the elimination of FFN manifested in preschool and school-aged children, the organization and planning of correctional work.

Education and upbringing of speech-impaired children. The understanding of the incomplete development of speech is the classification of NTR children. Levels of underdevelopment of speech and manifestations of ultra. NTR children's speech check. The content and tasks of logopedic work to eliminate any level of underdevelopment of speech.

Deficiencies in written speech. Deficiencies in reading and writing. Causes, forms and degree of written speech disorders. Correlation of reading and writing deficits with speech, hearing, and vision impairments and brain function disorders. Basic operations of writing and reading. Logopedic work system in the elimination of written speech disorders.

Psychophysiological mechanisms of stuttering. Typology of stuttering. Contemporary perspectives on the nature and character of stuttering. Localization and types of swelling. Characteristics of stuttering in people of different ages. The main directions of logopedic work on correcting the speech of a stuttering child and educating his personality.

Importance of psychology in pedagogical activities. Activities and motives. Main types of activity. Areas of motivation. Personality experimental research methods. Management of the pedagogical process. Education and mental development. Pedagogical ability and its types. Requirements for a teacher. Objects and methods of scientific research. Humanization and democratization of education, its integrity, continuity. The main directions of past and modern pedagogy. Advanced pedagogical views. World education system. Integrations in the pedagogical process. Peculiarities of education and training, unity, differentiation, single pedagogical process. The main components of educational theory (didactics): concepts, paradigms. Principles of education. Educational methods, technologies. Types and stages of education. Peculiarities of education in the team, family and self-education. Forms of educational management. Educational and regulatory documents. Peculiarities of the teacher's profession. Communicative ability of the teacher, his tools. Stimulation of scientific and scientific-technical activity, scientific-research competence, methods of analysis of scientific sources: methods of scientific knowledge; induction, deduction, analogy; pedagogical competence, i.e. teaching forms, methods and tools used in the educational process; to know how to ensure the integrity of educational content, methods, means and forms, the purpose, tasks, subject and object of the subject, the role and importance of the subject in production; the dependence of science development on information and communication technologies; the main textbooks, training manuals and electronic literature used; assessment of the provision of horizontal and vertical coherence with other subjects in the curriculum in the development of subject content; having knowledge and ability about the problems of the future development of science and their solutions.

Pupils have specific requirements for the development of speaking skills, a mechanism for implementation. They can be classified and described as follows:

I. Phonetic exercises

1. Careful teaching of the unique sound system of the Uzbek language
2. Special teaching of the specific sounds of the Uzbek language, such as o', q, g', h, i, through oscillographic pictures
3. After the individual pronunciation exercises of the sound, organize pronunciation exercises on the words in which these sounds are involved.

4. Working on word accents.

5. Practice reading in syllables.

II. Lexical exercises.

1. Differentiate homonyms in pronunciation
2. To distinguish paronymous words in pronunciation
3. Using synonyms
4. Exercise of using a phrase instead of a word
5. Exercise of replacing figurative expressions with words.

III. Syntactic exercises

1. Exercise of choosing another sentence that gives the same meaning instead of the sentence
2. Exercise of using introductory words interchangeably
3. Exercise of using auxiliary words interchangeably
4. Exercise of verbal conversion of quotation sentences into appropriate sentences
5. Speaking exercise using simple sentences

IV. Exercises for working on the text

1. Exercise of expressive reading of the text
2. Exercise of a short description of the content of the text
3. Exercise of expressing the content of the text in one sentence
4. Exercise of presentation of the content of the text
5. Exercise of promotion of the content of the text
6. Exercise of reciting the text by heart

These exercise processes, first of all, develop literary pronunciation skills of students, increase their vocabulary, prepare them for speaking, presentation and advocacy. The main educational task that forms the student's speaking skills in the classes is an exercise. Tasks and questions serve to evaluate the achieved results, organize the process and form thinking skills.



IV. CONCLUSIONS

To sum up, the main part of training for students of general secondary education schools should consist of exercises. Also, exercise processes should be systematic, one complementing the other. The system of speech training offered by us is useful not only for general secondary education students, but also for future teachers.

It should be noted that the content of the tasks given for working on the text should be pragmatic in nature, otherwise it will not be of practical importance and will weaken the attention of the student. Each future speaker should first of all work on pronunciation problems in his speech, practice tirelessly. Otherwise, any well-thought-out speech can lose its effectiveness and importance.

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