



The Technological Basis for Teaching Literacy to Children Whose Speech is Not Fully Developed

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Abstract: Refers to the speech of children whose speech is not fully developed it was thought about the study of effective methods of teaching specific subjects, ways to teach them to the basket.

Keywords: speech, children, result, vocabulary, sound.

As you know, the defect in the Entelect in speech and other important areas in children with life experience, there will be little experience of communication. As a result with the child's household, those in kindergarten, those on the street, those around his attitude and communication becomes more difficult. Speech defects make the child free of his fkr hinders expression. Communicating with those around you as an equal partner it gets harder.

"In the elimination of speech underdevelopment in preschool childrenon the topic" the basis of correctional pedagogical work " was engaged L. G.Mominova (1992-th year) in his work Uzbek full of speech in childrencauses that cause underdevelopment, their prevention, correction gives an idea of how to organize the pedagogical work process andit is scientific that a speech defect negatively affects the further development of childrenproved from the side.

The most complex speech, such as incomplete speech development in children the reason that causes the defect: the presence of mental disorders from the father, alcoholism, alcoholism in the mother, mental, severe health diseases of the mother failure to follow the daily routine during pregnancy, severe childbirth (rapid birth of a child with asphyxia) complications of anemia, rickets, diseases of internal orgins, general health genetic diseases from children in the period after birth.

In addition, social conditions include bilingualism in the family, pedagogical skills can also be observed as a result of neglect. Formal speech the most common disorders are the cortex of the brain, especially the forehead and temples occurs when the parts of the joint are damaged. When analyzing speech disorders the brain of a developing child depending on which place of the brain is damaged it is necessary to take into account the presence of large blood condenser options.

When the brain is damaged to the structure of speech failure and has a great influence on compensation processes. To the fact that at the present time, many people generally know that the character of a brain development defect is damaged will relate to the time. Effects of various kinds of damage (infections, lesions) under the first embryogenesis to man, the brain are most severely injured.

Actions during life inside the child's mother's belly under unpleasant conditions speech and intelligence are full of the whole mind as a whole in the event of violations it is observed that it does not develop. As a result of these lesions, in most cases it is observed that speech does not develop completely.

In preschool children, the complete underdevelopment of speech can manifest itself to varying degrees. Among them is the lack of speech development, which goes from the inability to compose a spreading sentence, in which elements of complete lexical grammatical and phonetic - phonemic underdevelopment are expressed, from the absence of accepted speech.

The I degree of complete underdevelopment of his speech is characterized by the absence of this speech. Such children are children without speech, the vocabulary of such children 4-6 years old will be poor, ambiguous. His speech is limited to imitation of sound, a complex of sounds. A characteristic feature will be the fact that words have many meanings, which are expressed without defenselessness of things and phenomena. This means that the passive vocabulary of children will be much richer than the active vocabulary, in which the ability to interpret speech will be much reduced. Professor P.E. At the leadership of Levina, the results of a study conducted in the speech therapy sector of the diphtology show that the understanding of children's speech in this category will be attenuated. They are caused by a familiar situation.

"Put the book in a portfolio" correctly understand the instructions, in competitive situations" put the book on a pen" in tasks, when performing them, sharp mistakes appear.

Speech is characterized by the fact that children of the II level of complete underdevelopment have the first widely used simple speech. Children have a relative vocabulary wealth, use certain simple hypotheses. They can name the subjects, employees separately. But gross speech defects can be observed in them. Vocabulary is much lower than that of peers, ignorance of generalizing words (furniture, clothing, fruits, etc.) is observed.

Difficulties are observed in the use of words denoting a low sign of movement, they do not know how to designate the name, shape, size, color and other signs of the subject, the verb cannot adapt the number to the noun number. In relation to the age norm, the pronunciation of sounds, phonemic perception is low. Children replace syllables, reduce sound when consonants come in series. Children make a number of grammatical errors when composing a sentence:

I. Nouns are used in the prime conjugation, verbs in the form of a third person in the singular or plural number of the present tense.

II. They change their form of arrival (we went by car, instead, we went by car).

III. They cannot improve adjectives and verbs by the number of nouns.

IV. They cannot improve the number of verbs by the number of nouns.

In phrasal speech, spoken in children whose speech belongs to the III degree of complete underdevelopment, elements of lexical-grammatical and phonetic-phonemic underdevelopment are provoked. Children, having speech, will be able to communicate with people, but will be able to understand this in a certain way in the presence of people close to them (parenting educators). These children cannot communicate freely. They make sounds distorted and pronounced. Vocabulary is also low compared to the mental level of age. As a result of the checks, it turned out that children are observed errors in not speaking sentences and words in their sentences to the end. They do not come down to the fact that with the addition of suffixes, the meaning of the word changes.

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