

A Modern Approach to Eliminate Written Speech Disorders in Primary School Students

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Abstract – This article describes the phonetic - phonemic speech disorder observed in primary school students. In some cases, speech defects in these children have been studied in ways that are not limited to pronunciation.

Keywords – Break, Stress, Intonation, Speech Deficit, Written, From Mouth To Mouth, Correction, Excuse, Correct, Pronunciation.

Speech is a means of expressing ideas and is expressed orally and in writing. Contemplation takes place through speech, that is why people connect with each other.

If the oral speech goes to the listener through pauses, accents, intonation, and sounds, written speech, the interconnection of letters and words on the basis of a certain regularity, punctuation, various distinctions, grammatically clear and sound expression of sentences.

Another difference between oral speech and written speech is that we hear oral speech, see and read written speech. Written speech is a complex process that requires a lot of work. Syntactically, written speech is the most complete and perfect speech. This speech is the best means of expressing our voluntary opinion. Written speech develops on the basis of oral speech. Verbal speech develops by interacting with people in life, by imitating them, and does not require special reading and learning from the child. Written speech is speech that is designed to visualize sounds, words, and sentences with the help of letters and symbols.[1].

Primary school students are not limited to pronunciation defects, but also have different levels of speech defects in the process of phoneme formation. In these cases, children with

normal mental development and hearing have difficulty acquiring literacy, making many characteristic errors in the writing process, such as distorting the sound structure of the word and substituting letters (dysgraphia).

Characteristic examples of children's writing with pronunciation defects are given below.

Saida: 8 years old. She is in her second year in 2nd grade.

Read text

Spring has come. The snow was melting.

Сувлар оқмоқда. Қушлар учиб келдилар.

The waters are flowing. Birds flew.

Soon the flowers will sprout.

According to the above examples, students change letters in their writing ((кушлар-кусла) birds-birs), various shortcomings in word structure (omitting letters, not writing words to the end), general shortcomings in sound analysis. Thus, in this case, dysgraphia can be considered as a speech defect associated with deficiencies in the development of certain aspects of the child's speech activity.

However, the difficulties in teaching writing related to speech defects should not be replaced by the lack of mastery that results from other causes.

We will discuss this defect in more detail in order to differentiate the written speech defects associated with speech defects observed in the process of teaching literacy in children from others.

However, some pronunciation defects may be accompanied by incomplete development of sound analysis, resulting in insufficient formation of phonemic generalizations and imaginations. In this case, children not only have difficulty in the process of pronunciation, but also make mistakes in distinguishing speech sounds, resulting in difficulties in fully and clearly mastering the sound content of the word.

Despite the variety of pronunciation deficiencies that accompany written speech defects, indicators such as sound substitution, mixing, and constant misuse of sounds in their place are predominate. The child may pronounce the sounds repeatedly after a separate speech therapist, but may replace similar sounds in pronunciation and articulation in independent speech, or say them as similar sounds. For example, Lola 2nd grade. She replaces "s, sh, j" sounds with interdental sound "s" .

Umid 3rd grade. He replaces the sound "s" with the sounds "ch" and "sh", and can pronounce a single word differently in different contexts. For example, a child may say the word airplane at the same time as both "samolyot" and "chamolyot" or "shamolyot". The substitution and mixing of sounds is usually observed in certain cases, when they are more "oppositional," that is, in sounds that differ from one another according to one sign. Hence, the substitution and mixing of sounds is observed in sounds belonging to a certain phonetic group. This can be exemplified by a group of more slippery and noisy, loud and unvoiced, sonar sounds. The mixing of sounds is more pronounced in the pronunciation of "double" sounds "s" and "sh", "r" and "l" and so on. (instead of the words "boshqa" (other) and "mushuk" (cat) "bosqa" and "musuk").

In some cases, mixing and substitution of sounds can be observed in the case of distorted pronunciation of certain sounds, or in the case of dropping a sound and constantly replacing it with another sound. In some children, there are cases when a certain sound or part of a word (syllable) is dropped in pronunciation defects. In some cases, there are redundant sounds in words (noyabr (november) - noyabir, tramvay (tram) - tramvayn). Defects in the syllable structure of the word observed in children mean that they do not have

a clear idea about the sound structure of the word. Sound pronunciation deficiencies can be observed at various levels: from very unintelligible and distorted pronunciation as a result of mispronunciation of many sounds, to intelligible speech with individual errors, and in some cases to vague, ambiguous speech.

When a speech therapist works with children on vocal pronunciation deficiencies in his or her practice, he or she should always keep in mind and take into account that pronunciation deficiencies are often an indication of incomplete phonemic development. This is due to the fact that in preschool education children do not have the necessary educational work aimed at the analysis of individual sounds in speech, the correction of pronunciation defects, the development of phonemic awareness, sound analysis - composition skills, which in turn can lead to difficulties in reading and writing, and difficulties in learning to read at school[3].

It should be noted that some phonemic defects are more stable than sound pronunciation defects. With some children, sound pronunciation deficiencies may not be noticeable by the time they are in school, but they may not be able to fully perform sound analysis of the word.

Although some children do not have enough defects in pronunciation, there is insufficient articulation and ambiguity of sounds in the process of pronunciation of words, difficulties in explaining complex words, incomplete pronunciation of words. Although speech defects in children are somewhat remedied, they continue to underdevelop the phonemic aspect of speech. These children are not ready to observe, compare, and generalize speech.[2].

The observation of written speech defects in children without voice pronunciation defects has led many researchers to view this deficiency as an independent speech defect unrelated to oral speech deficits, and allowed the study of both as unrelated independent defects if sound pronunciation defects and written speech defects were observed to coexist (dysgraphia and lack of pronunciation).

It is also important not to forget about the connection between written speech defects and the shortcomings of the components associated with the development of the phonetic side of speech. Therefore, a speech therapist should examine children to determine the nature of sound pronunciation defects, as well as to determine writing skills and the general level of development of phonemic perception, i.e., to study the characteristics of perceived sounds in speech and sound analysis capabilities. Special attention should be paid to students with written speech defects when conducting classes

at logopedics station. This is clearly manifested in children with phonemic development. If this category of students is not provided with timely assistance in the development of pronunciation and sound analysis, they will fall into the category of students who do not master their native language. Special attention should be paid to students with written speech defects when conducting classes at logopedics station. This is clearly manifested in children with phonemic development. If this category of students is not provided with timely assistance in the development of pronunciation and sound analysis, they will fall into the category of students who do not master their native language.

The methods used in the process of teaching literacy in public schools are not sufficient for the formation of phonemic ideas and the development of clear differentiation in this category of children. In order to overcome the shortcomings of students, it is necessary to use special methods and techniques of work, taking into account the peculiarities of phonemic development.[4]. Usually such conditions are created at the school logopedics station.

During the writing process, only the letters that belong to a certain pair or a group should be replaced and involved in the correction work at logopedics station, even if it does not lead to other significant errors. Usually children come to the logopedics station after one or two years of education. This in turn complicates the work of the speech therapist. If a child with insufficient phonemic development has difficulty performing sound-letter analysis in the process of teaching literacy, he or she will not be able to master grammar and spelling rules. Mastering grammar and spelling rules to distinguish sounds requires a precise analysis of the sound structure of the word.

Actions to prevent written speech deficiencies should begin before the child comes to school. However, it is not always possible for a speech therapist to identify difficulties in the formation of auditory perception and perceptions of the sound structure of speech in preschool and primary school age children. Typically, in such cases, the speech therapist first works on the pronunciation defects in the process of corrective work with children, and after a year or two approaches it as a dysgraph. Even after the pronunciation defects have been rectified, a defect in the sound analysis can be observed. At the same time, carefully organized exercises to develop auditory attention and sound perception allow the child to avoid the difficulties that may occur later.

The interdependence of sound pronunciation and writing shortcomings requires the development of a single system aimed at overcoming a major flaw. However, in speech

therapy practice, work is not always based on a single system. In some cases, pronunciation deficiencies are remedied without regard to written speech defects. In this case, the main focus is on the correct articulation of sounds, and not enough attention is paid to the sound analysis of the word[2].

Therefore, in the corrective logopedic work carried out to eliminate the shortcomings of pronunciation, which are observed in written speech disorders, we found that it is necessary to pay great attention to the following:

1. Sensory functions and psychomotorics development
2. Inter-analyzer interactions, succession functions development
3. Mental functions development
4. Intellectual activity development
5. Develop speech and the ability to analyze and synthesize language units voluntarily.
6. Visual gnosis, visual memory and spatial targeting skills development

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