

Features of Sound Pronunciation Disorder in Pre-School Age Uzbek Children

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Abstract - *The speech disorder in the education of pre-school age children as one of the main issues in Logopaedics require a thorough study and a complex work for its elimination. Since the same phenomenon is observed in pre-school age Uzbek children, the complex correctional and logopaedic program has been worked out and introduced to pre-school education so that they could easily avoid incomprehension in the early social life.*

Keywords - *logopaedics, pronunciation disorder, resonant, whistling, hissing, velar, deep velar, voiced, unvoiced sounds.*

Issues of pre-school age children education with speech disorder in modern conditions of the reorganization of the socio-political and economic spheres require deep and detailed research aimed at improving the effectiveness of children's adaptation to various living conditions. The most important features are the questions of the readiness of preschoolers to learn, to master the program in their native language, since the problem is connected with the early social adaptation of these children.

According to modern ideas about the structure of the defect for children with phonetic and phonemic underdevelopment the combination of pronunciation disorders and perception of the native language phonemes is typical. A distinctive feature of disorders is the incompleteness of the processes of the sounds pronunciation and perception formation that differ in subtle articulation signs.

So, the phonetic and phonemic underdevelopment of speech is the disorder of the formation processes of the native language pronunciation system in children with various disorders, due to defects in perception and pronunciation of phonemes.

The researches on the study of speech defects on the material of many national languages (Russian, Estonian,

Kyrgyz, Kazakh, Ukrainian, Georgian, Moldavian, etc.) confirm the conclusion that the definition of private methods of correctional and logopaedic work must take into account the specifics of the native language.

The sounds of the Uzbek language are not similar to the sounds of the Russian language. Especially significant differences exist between the vowels of these languages. Letters designate different sounds in Russian and Uzbek languages. There is an Uzbek vowel sound, denoted by a special letter - the sound "ŷ". At the same time, there is no letter "Ы" in the Uzbek alphabet and there is no consonant sound "Ц". But there are special consonant sounds denoted by special letters like "Қ", "Ғ", "Х", that do not exist in Russian.

The sounds "Қ", "Ғ" characterize specific features of the phonetics of the Uzbek language. In the Uzbek language, the consonant sound "Қ" at the place of formation is deep velar, according to the way of formation is explosive, unvoiced. When the sound "Қ" is produced, the back of the tongue strongly rests against the soft palate, and then abruptly separates. The Uzbek sound "Ғ" at the place of formation is deep velar, by the way of formation is voiced and noisy due to the participation of the voice. When it is pronounced, the back of the tongue approaches the back of

the soft palate and the compressed air is pushed out with force.

The study by Boucher et al. showed that children with autism disorder had perceptual processing difficulties for matching familiar voice and faces compared with a mixed group of children with language-delay. The same study also found that the children with autism disorder were impaired relative to typically developing children on an affect matching task of emotional sounds and emotional facial expressions presented on photographs. Oshima et al. investigated prosody characteristics of Japanese children with high functioning autism (HFA) and controls using a test which included facial expressions and context information conveyed with positive and negative words [22]. The number of correct answers given by children with HFA was significantly lower with regard to understanding of irony and jokes (incompatibility between literal meaning and emotion words) compared to the controls that were typically developing children.

The aim of this study was therefore to investigate the characteristics of both understanding and expression of prosody in children with ASD by using six types of words in three categories: 1) "matched-words" being a) positive prosody and positive linguistic meaning, and b) negative prosody and negative linguistic meaning, 2) "mismatched-words" being a) positive prosody and negative linguistic meaning, and b) negative prosody and positive linguistic meaning, 3) "neutral-words" being a) positive prosody and neutral linguistic meaning, and b) negative prosody and neutral linguistic meaning.

We analyzed the sound pronunciation disorders of the pre-school age Uzbeks on the basis of the generally accepted regulations in the speech therapy, i.e. the classification of speech disorders according to sound groups (resonant, whistling, hissing, velar, voiced and unvoiced, and an additional group of sounds – deep velar, typical of the Uzbek language). Thanks to this analysis of speech disorders, we were able to compare our data with the data available in special studies conducted in Russian, Ukrainian and other languages.

Studies of the phonetic side of speech in senior pre-school age children revealed a high prevalence of disturbances in sound pronunciation: out of 270 examined children, defects in the pronunciation of sounds were noted in 112 (41.5%) children. At the same time, disorders of the sound pronunciation of the resonant sounds "P" (60.7%) and "L" (5.4%), hissing (38.4%), whistling (32.1%), velar (25%), and deep velar (7.1%) are more common.

The most common among the 5 year-old Uzbek children was the pronunciation disorder of four groups of sounds (whistling, hissing, the sound "P", velar). In all cases, there was the disorder in the pronunciation of the groups with hissing sounds and the sound "P". Among other groups of sounds, velar and deep velar sounds were more often breached. The sound "L" pronunciation disorder among Uzbek children is less frequent than among Russian children.

Analysis of the materials obtained during the experimental study of the state of sound pronunciation and phonemic perception of the pre-school age Uzbek children allowed us to identify a number of common phenomena for the Russian and Uzbek languages and to highlight some specific features:

- In Uzbek children, as in children who speak other languages, disorders of sound pronunciation and phonemic perception have been observed. The data coincide with the opinion of a number of researchers, which indicates the presence of a general pattern in the nature of speech disorders in children speaking different languages;

- in senior pre-school age Uzbek children, the lack of sound pronunciation prevails in two or three groups of sounds, mainly the resonant sound "P", hissing and whistling. Replacements, distortions, insufficient automation of sounds and, rarely, lack of sounds are observed;

- a large number of replacements of hissing, whistling sounds can be explained by the difficulties of acoustic or motor differentiation of sounds, the difficulties of auditory differentiation of these sounds. Acoustic proximity of sounds influences greatly on the process of the mastering of the sound pronunciation and phonemic perception of Uzbek children.

Experimental teaching of the Uzbek children in special groups of the kindergarten has revealed that correctional and logopaedic work on elimination of phonetic and phonemic disorders is effective in the condition of its complex and differentiated approach. The content, stages and methodology of the correctional and logopaedic work are defined according to the language factor, peculiarities of the defect display. The analysis of data of teaching experiment presents the basis to indicate the efficiency of the worked out system of correctional and logopaedic work on elimination of phonetic and phonemic defects in pre-school age Uzbek children.

Logopaedic influence promoted the correction of phonetic and phonemic underdevelopment in children, the creation of optimal conditions for their preparation to school education and mastering the program in native Uzbek language.

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