

Yusupova Nargizakhon Rustamjon qizi

Andijan State Institute of foreign languages shooter PhD

DEVELOP SPEECH USING QUICK SAYINGS OF STUDENTS WITH SPEECH IMPAIRMENTS

ANNOTATSIYA: Ushbu maqolada avvalambor metod va metodika fani haqida tushuncha, maktab yoshidagi va boshlang'ich sinfda tahsil olayotgan bolalarda kuzatiladigan nutq bilan bog'liq bo'lgan kamchiliklar hamda ularni tez aytishlar yordamoda bartaraf etish haqida so'z yuritilgan.

KALIT SO'ZLAR: metod, nutq nuqsoni, tez aytishlar

ABSTRACT: In this article, first of all, the concept of method and methodological science is discussed, the shortcomings related to speech observed in school-aged and primary school children, and their elimination with the help of tongue twisters.

KEY WORDS: method, speech defect, tongue twisters

The method is actually derived from the Greek word "metodos", meaning "the way of knowledge and research", "theory", "doctrine". The methodology (yun. "methodike") is the science of methods, paths and means of teaching about the sum of methods, methods of doing, carrying out, fulfilling a work, or teaching methods.

The methodology depends on the educational and educational tasks set before the school, determines the tasks and content of teaching the native language, checks the educational process, determines the laws of this process and the scientifically based system of teaching methods.

The discipline of methodology studies the following issues:

1. Determines the tasks and content of training. What to train? answers the question, that is, primary classes determine the programs of the native language course, the content of education, create textbooks and manuals for students, improve them, constantly monitor their effectiveness and compliance.
2. Teaching methods, principles, methods, lesson and its types, practical work of students develop a consistent system of exercises and written work, that is, "how to teach?" will prepare an answer to the question.
3. It addresses issues about the most useful conditions from a scientific point of view in giving students knowledge of their native language and generating skills, namely, "Why should I be taught the same way?" prepares an answer to the question. Studies the most useful materials, bases selected methods, experimentally checks recommendations.

In speech-related deficits observed in children of school age and primary school, there are mainly cases of inability to pronounce sounds correctly, inability to say word syllables together. This condition is classified in the above-mentioned cases in two cases of the child in a state associated with mental tension or with a defect in the apiary of congenital speech (or with defects in the apparatus of speech acquired after birth). Speech caused by a natural or human factor in the first case

in the elimination of its defects, it will be necessary for a qualified educator to work in the search with the psyche of the child. The main goal is to create the necessary conditions for the free thinking of the child, to hear him carefully and to determine the level of thinking. In the second case, in eliminating the shortcomings caused by defects that occur in the speech apparatus, the educator is required to eliminate the problems associated with speech in it by performing separate exercises with the child. When working with children with speech impairments, usually when the child has a defect in the pronunciation of which sound, the work of correcting the defect in it is widely used in logopedic practice by pronouncing the words in which that sound is involved.

The words in which the sound pronounced with a defect is involved in this process are presented to the child in three different ways: that is, the child's speech ability is increased through repeated exercises, selecting the variants of the sound that came at the beginning of the word, in the middle of the word, at the end of the word. In this work, we want to reflect on the correction of speech defects in young children, paying attention to another aspect of this particular direction.

Let's say that in the above Speech Therapy Practice, children are shown items in which words corresponding to the sound they have difficulty pronouncing are involved and required to name them, while the style we have chosen is exactly what sound they have difficulty pronouncing in the speech of children, by choosing fast words suitable for that sound and practicing them

correction of speech defects is the main goal. As everyone knows, the inability to pronounce sounds in speech is manifested in two different cases. In the first case, there are defects associated with vowel sounds, in the second case, cases associated with consonant sounds are considered.

In the process of correcting a defect associated with vowel sounds in speech, it is much more effective for children to practice the following quick utterances:

The Bee did not spare honey from the bear.

Good-natured good-natured child.

When we pay attention to the first fast utterance we witness that the vowel "A" is applied repeatedly, and in the second, the vowel "o" is applied repeatedly. Considering that the release of air from the lungs without any hindrance in the head of the mouth is the main factor in the formation of vowel sounds, the use of these fast utterances to eliminate speech defects of children who have difficulty pronouncing vowel sounds will have a good effect. In the process, it is necessary to seriously pay attention to the state of the child's pronunciation of sounds.

When pronouncing consonant sounds, the air coming out of the lungs is in the oral cavity

the mine runs into a barrier. If certain defects are found in the pronunciation of a consonant sound in children, it is considered important to use fast utterances based on consonant contradictions to correct them. For example: for children who have difficulty pronouncing the consonant "g", it is useful to practice fast saying below:

The flowers of gunafsha bloom when they see blue.

The fact that in this fast utterance, together with the exclamation "g", his zidi exclamation "k" was also involved in the process of pronouncing sounds, although it shows mutual homogeneity in the place of formation of the consonant "g" and "k", but contradicts each other according to the sign of sound and noise. It is this property of sound that provides the basis for ensuring the smoothness of

direct motion in the process of sound formation of the language. If this fast utterance is repeated in an orderly manner on the basis of one system, it will greatly help to fluency the speech of children who have a defect in the consonant “g” or “k”.

Is RA'no offended by Ravshan?

Was he offended by the RA'nah of RA'nah?

this quick saying, Based on the consonant” R”, also works well for children. Because in young children, the state of pronouncing the consonant” R “in the case of” y ” is much more common. In preventing this, too, fast utterances based on the contradiction of the exclamation “r” have a good effect.

Effective use of fast sayings is of great importance in fluency in children's speech. It is very important to fluency the speech of students of school age and studying in the primary class, because in ensuring the activity of mazku children in the affairs of our society on the basis of the current demand, the fluency of their speech is of great importance. Speech – even because it is a means of inter-human communication, it is necessary to give each younger generation speech skills

training in thorough egging is a requirement of the period.

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