

Shokirova Diloramkhon Abduvali kizi
PhD in philological sciences, docent
Andijan branch of Kokand University

PREVENTION OF SPEECH DISORDERS IN YOUNG CHILDREN

Abstract:The article considers theoretical and practical aspects of the problem of speech disorder prevention in young children. The causes of speech development delays in early childhood (intrauterine pathology, birth injuries, hereditary factors, unfavorable social and living conditions) are analyzed. The stages of development of children's speech during its normal development are considered. The main directions of correctional work on the prevention of speech disorders in children at "risk group" at an early age are revealed.

Keywords:early age, "risk group", speech development delay, speech development norms, speech disorder prevention, fine motor skills, impressive speech, expressive speech.

Early age in a child's life is the most responsible period. At this time, sensory and motor functions, emotional sphere, orienting-cognitive activity, speech develop, personality traits are laid.

According to world statistics, the number of young children with speech development delay has significantly increased. This category of children has a history of a complicated perinatal period associated with an unfavorable pregnancy and childbirth in the mother. Most often, the neurological status of these children is due to the following diagnoses: minimal-brain dysfunction, perinatal encephalopathy. In this regard, this category of children in modern defectological science is called a "risk group".

The causes of speech delay are understood as the impact of an external or internal harmful factor on the body or their interaction, which determine the specifics of the speech disorder and without which the latter cannot occur.

Children with speech delay belong to the "risk group". Children of the "risk group" are those children who are in a critical situation under the influence of some undesirable factors. Children are usually at risk due to the lack of normal conditions for their full development. Undesirable factors that affect children with developmental disabilities and cause a high probability of their unfavorable socialization are physical disabilities, social and pedagogical neglect, etc.

Children at risk include children with affective disorders, pedagogically neglected children, children with mental retardation, children with intellectual development problems, children with psychopathic behavior, children with speech disorders, children with emotional disorders, and many others.

In connection with the increase in the number of newborns with deficiencies in psychophysical development and belonging to the "risk group", the organization of correctional and socio-psychological assistance, in particular the organization of preventive measures is becoming increasingly important.

In the literature, the issues of the stages of speech development during its normal development are given quite a lot of attention. In the monograph of A.N. Gvozdev, in the works of V.I. Beltyukov, A.A. Leontyev, G.L. Rosengard-Pupko, N.Kh. Shvachkin, D.B. Elkonin and others, the development of speech in children, starting from early childhood, is described in detail. These authors consider and define the stages of speech development from different positions. In his studies, A.N. Gvozdev traces the sequence of the appearance of various phenomena in a child's speech and, on this basis, identifies a

number of periods: the period of different parts of speech; the period of phrases; the period of different types of sentences.

A.A. Leontiev establishes four stages in the development of children's speech: 1st - preparatory (from birth to 1 year); 2nd - pre-preschool (from 1 year to 3 years); 3rd - preschool (from 3 to 7 years); 4th - school (from 7 to 17 years).

The first stage is preparatory. At this stage, preparation for speech acquisition occurs. The initial period of speech ontogenesis, this mystery of the transition from silence to speech, has attracted the attention of many researchers. A child is born, and he marks his appearance with a cry. A cry is the first vocal reaction of a child. Both a cry and a cry of a child activate the activity of the articulatory, vocal, respiratory sections of the speech apparatus. At 1.5-2 months, specific vocal reactions appear - cooing. These include the sounds of grunting, joyful squeals. They can hardly be identified with the sounds of the native language. However, it is possible to single out sounds that resemble vowels (a, o, u, e), the easiest to articulate; labial consonants (p, m, b), caused by the physiological act of sucking, and velar consonants (g, k, kh), associated with the physiological act of swallowing. At 4 months, sound combinations become more complex: new ones appear, such as "gn-agn", "la-ala", "rn", etc. In the process of cooing, the child seems to play with his articulatory apparatus, repeating the same sound several times, enjoying it. If one of the relatives is nearby and begins to "talk" to the baby, the baby listens to the sounds with pleasure and "picks up" them. With normal development of the child, between the 4th and 5th months of life, the next stage of pre-speech development of the child begins - babbling. During this period of babbling sounds, a sign of localization and structuring of the syllable appears. The vocal flow, characteristic of cooing, begins to break down into syllables, and the psychophysiological mechanism of syllabification gradually forms. At 7-8.5 months, children pronounce syllables such as ba-ba, dy-dya, de-da, etc., associating them with certain people around them. Babbling is not a mechanical reproduction of syllable combinations, but their association with certain people, objects, and actions. "Ma-ma" (mama) – says the child, and this applies specifically to the mother. In the process of communicating with adults, the child gradually tries to imitate intonation, tempo, rhythm, melody, and also reproduce the sound elements of the speech of others. At 8.5-9 months, babbling has a modulated character with a variety of intonations. At 9-10 months, the volume of babbling words expands, which the child tries to repeat after adults. The first words appear by the end of the first year of life. There are some differences in the rate of speech development in boys and girls. There are indications that girls begin to speak at 8-9 months of age, and boys at 11-12 months.

The second stage is pre-preschool. During this period, the volume of babble words used by the child expands. This stage is characterized by the child's increased attention to the speech of others, and his speech activity increases. When pronouncing his first words, the child reproduces their general sound appearance, usually to the detriment of the role of individual sounds in it. The development of the phonetic system of language follows the appearance of words as semantic units. Words can express a complete, integral message and in this respect are equal to a sentence. The first words are usually a combination of open, repeating syllables (m, dad, etc.). More complex words can be phonetically distorted while preserving part of the word: the root, the initial or stressed syllable. As the vocabulary grows, phonetic distortions appear more noticeably. This indicates a more rapid development of the lexical and semantic side of speech compared to the phonetic, the formation of which requires the maturation of phonemic perception and speech motor skills. After 1.5 years, the active vocabulary of children grows, the first sentences appear, consisting of amorphous root words: "dad, di (daddy, go)", "Ma, da kh (mommy, give me a pussy)". Thus, during the year and a half, there is a quantitative leap in the expansion of the vocabulary of children. At 1-3 years, the child rearranges, omits, replaces many sounds of the native language with simpler ones in articulation. This is explained by the age-related imperfection of the articulatory apparatus, an insufficient level of perception of phonemes. But

characteristic of this period is a fairly stable reproduction of intonation-rhythmic, melodic contours of words, for example: kasyanav (cosmonaut), piyamida (pyramid), itaya (guitar), titayaska (cheburashka), sinyuska (pig). By the end of the pre-school period, children communicate with each other and others using the structure of a simple extended sentence, using the most basic grammatical categories of speech. At the age of 3, the anatomical maturation of the speech areas of the brain is almost complete. The child masters the main grammatical forms of the native language, accumulates a certain vocabulary.

The pre-school stage is characterized by the most intensive speech development of children. Often, a qualitative leap in the expansion of vocabulary is observed. The child begins to actively use all parts of speech, and word formation skills are gradually formed. At this time, a more differentiated use of words in accordance with their meanings is laid down, and the processes of word inflection are improved.

At the age of 5-6 years, children's statements are quite lengthy, a certain logic of presentation is captured. Often, elements of fantasy appear in their stories, a desire to invent episodes that did not actually happen.

During the preschool period, there is a fairly active development of the phonetic side of speech, the ability to reproduce words of various syllabic structures and sound filling. If any of the children make mistakes, they concern the most difficult, rarely used and most often unfamiliar words. In this case, it is enough to correct the child, give a sample answer and teach him a little to pronounce this word correctly, and he will quickly introduce this new word into independent speech. Thus, by the end of the preschool period, children should have a command of expanded phrasal speech, phonetically, lexically and grammatically correctly designed. During the school period, the improvement of coherent speech continues. Children consciously learn the grammatical rules for the design of free statements, fully master sound analysis and synthesis. Written speech is formed at this stage.

Thus, by the school age, the child has mastered the entire complex system of practical grammar. This level of practical mastery of the language is very high, which allows the child at school age to move on to understanding grammatical patterns when studying the English language.

Actively repeating after an adult, the baby enthusiastically learns more and more new words, sometimes reproducing entire utterances (let's go for a walk, Vanya is crying). And finally, by about two years of age, the first phrases, constructed independently from several words, appear in the child's speech. These first utterances are still very far from perfect; they are dominated by the most well-learned "babble" verbs (boom, jump, drip-drip) in combination with nominations (mom, uncle, child's name). However, their appearance marks the most important step taken in the child's communicative development. The baby now strives to "expand" his statement himself in order to convey information to his interlocutor in a more understandable and, most importantly, speech form.

By the age of three, the child begins to use complex subordinate clauses, questions such as "why?", "when?" appear, and uses almost all parts of speech, prepositions, and conjunctions.

By the age of four, speech is grammatically correct, suffixes and more complex phrases are used.

Further speech development is assessed mainly not by the number of words, but by the ability to answer questions, the presence of initiative in conversation, the construction of logical chains, the ability to compose a story based on a picture, tell about an event, retell a fairy tale.

In specialized literature, issues of diagnostics and correction of deviations in speech development in young children have been covered by many authors: E.F. Arkhipova, E.N. Vinarskaya, O.E. Gromova, N.S. Zhukova, E.M. Mastjukova, E.A. Strebeleva, T.B. Filicheva, and others. Due to the fact that prevention of speech disorders involves a comprehensive approach, researchers identify the following areas of preventive and developmental work with young children: development of visual and auditory perception, emotional reactions, normalization of muscle tone and the work of the articulatory

apparatus, hands and fingers, development of general movements and actions with objects, normalization of breathing, development of understanding of speech and prerequisites for active speech, development of interaction between an adult and a child.

Conclusion. The above confirms the important role of preventing speech disorders in children with delayed speech development "at risk". Early initiation of corrective interventions will contribute to the successful overcoming of speech disorders in preschool age, which will eliminate various problems and difficulties in school education.

References:

1. Arhipova E.F. Logopedicheskaya rabota s det'mi rannego vozrasta. M., 2007.
2. Arxipova E.F. Logopedicheskaya pomoshi detyam rannego vozrasta. - M.: MOZAIKA-SINTEZ, 2015.
3. Gvozdev A.N. Voprosy izucheniya detskoj rechi. M., 1961.
4. Veraksa N.E., Veraksa AN. Razvitie rebenka v doshkolinom detstve. - M., 2006.
5. Gromova O.E. Metodika formirovaniya nachal'nogo detskogo leksikona. M., 2005.
6. Arxipova E.F. Rannaya diagnostika i korreksiya problem razvitiya. Perviy god jizni rebenka. - M.: MOZAIKA-SINTEZ, 2012.
7. Osnovy logopedicheskoy raboty s det'mi / pod obsch. red. G.V. Chirkinoj. M., 2003.