



Methodology of Examination and Analysis of the Speech of Children with Not Completely Developed Speech Based on Creative Approaches

Yulduz Sobirovna Sidikova

BukhSUPI school education 2 – stage graduate student

MuhammadKadir Zakirovich Kadirov

BukhSU Faculty of Economics and Tourism 2nd stage student

Abstract: *In this article, on the basis of creative approaches, the method of checking and analyzing the speech of children whose speech is not fully developed, the correct understanding of the speech defect and its effective impact on it, a more correct and short way to eliminate it. In order to choose the most important issues such as knowing how to determine the nature of speech disorders, their depth and level, learning how these defects affect the speech system, important aspects were purposefully analyzed.*

Keywords: *n utq, animal children, creative, articulating apparatus, Phonemic perception, phonetic-phonemic lexical-grammatical development of speech, phonemic perception.*

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Speech is a complex form of human mental activity that is structured in terms of its social structure. Anatomical study of the child's speech shows that it is of great importance in the development of the child's soul. On the one hand, speech is aimed at the use of all types of child activity along with other mental processes at different stages of its development. On the other hand, the emergence and development of speech restructures all mental processes, and as a result, speech performs an organizational and binding function in relation to all mental processes. Therefore, it is natural that great importance is still attached to the study of children's speech.

Correctly understand the speech defect and effectively affect it, to know how to determine the nature of speech disorders, their depth and level in order to choose more correct and short ways to eliminate it, how these defects affect the speech system. It is necessary to know how to learn to hide. During the examination, the level of development of the child's hearing, thinking and speech is checked.

It is known that children (especially animal children) have speech defects. Despite the external similarity of the defects, in different forms of the anomaly, their mechanism is different, in some cases the speech disorder is primary, and sometimes it is secondary. Determining the mechanisms underlying speech disorders, classifying speech disorders, and determining the level of their expression is the main task of speech study and research. The theoretical approach to the study of speech is covered in the works of great psychologists and speech therapists (L. S. Svetkova 1988 vh).

Oral speech are presented in special literature. The general meaning of these literatures is that the phonetic-phonemic lexical-grammatical development of the child's speech is analyzed based on the information obtained based on the study of the details at different stages, as well as the possibility of children's ability to use fluent speech is considered. For this purpose, an interview is conducted with the child and various speech tasks are given (NM Sereprova, NS Zhukova, EM Mastyukova, 1973-y, LF Spirova, AV Yastrebova 1960-y)

recent years, the direction that takes into account not only the formation of children's speech tools, but also the maturity of speech tasks has been developed, especially in speech therapy (RE Levina 1961-y, GV Cherkina 1985-y LF Spirova 1985-y).

speech is not fully developed is based on this direction, taking into account modern information on learning speech in neuropsychology (LS Svetkova, Ahutina, NM Tillayeva 1981-y, Svetkova 1988-y).

is designed to analyze speech disorders qualitatively and quantitatively . This makes it possible to classify speech disorders according to their character and level of expression. In addition, it can be used to assess the degree to which speech development is symptomatic and thought. In the period of childhood, speech communication, oral speech becomes very important for a person.

Thus, the tasks specified in the methodology allow to distinguish the central ring of speech disorder, because they examine the defects of different stages (sound, word, sentence, text), each speech defect is manifested at different levels. According to the classification of underdeveloped speech , there are 3 levels. The researches of R. E. Levina , Kakashe, G.V.Chirina, A.K.Markova, O.M. Usanova and others show that the child's speech defect at each level is a quality specification. In accordance with this, each of the tasks will be structured from simple to complex. Accordingly, the tasks recommended in the methodology are arranged from simple to complex.

The tasks of naming objects, simple words with more complex sound structure, which are often used, and words with more complex sound structure, which are rarely used in children's speech, are used. Depending on the degree of expression of the speech defect, difficulties in the child's speech are manifested either in simple or moderately complex words (traffic light, policeman, ready). On the one hand, physiological aspects of speech, and on the other hand, semantic aspects (words with close meaning) are reflected in the assignments.

The following aspects of development were identified during the speech examination:

1. Connected independent speech.
2. Vocabulary wealth.
3. Grammatical correctness of speech.
4. Pronunciation of sounds, syllable structure and phonemic perception.

In addition, the preservation of the mobility of the articulating apparatus is carried out by the examination of the general and small muscles of the hand. Speech examination begins with a conversation aimed at determining the child's general knowledge, that he has connected speech. The topic of the conversation should be well known to an ordinary child, because children should be able to understand and answer correctly.

For example:

- What is your name?
- How old are you?
- What is your mother's name?

- A sister (brother)?
- What is his name?

If the child answers each question with one word, it is necessary to take several answers from him and ask additional questions that require a broader answer from the child. Such a conversation allows to assess the child's ability to speak, hear, think, that is, quickly and correctly answer to the question of parents' help, how he will comply with the difficulties that have arisen. As a result of the interview, the 1st impression of the child and the level of speech development is formed. Materials for the study of internal and external speech of children's speech and non-speech motility, specific aspects of their behavior, as well as tasks for examining children with general underdevelopment of speech, information on general underdevelopment of speech and other problems (G.B.Filecheva 1985y, O.N.Usanova 1970, G.V.Cherkina, A.V.Yastrebova, L.R.Muminova, M.Yu. Ayupova) was developed taking into account the results of the examination. Let's see the fulfillment of these requirements in the creation of specific tasks.

Articulation apparatus inspection methodology.

The method of examination of the articulatory apparatus is mainly to determine the defects expressed in the structure of the articulatory organs, which are the cause of the defects in the pronunciation of sounds. When checking the structure of the articulating apparatus:

Lip: (thick, upper lip crack) to ;

Tongue: (macrology, thinness of the tongue, shortness of the tongue at the base of the tongue) ;

Jaw: (progeny, prognathia) to;

Tooth: (absence , open space, side open) to;

Hard palate: (high, flat, narrow).

the mobility of the articulating apparatus is checked.

Lip - to make laugh, to laugh;

Tongue - **licking the lower and upper lips, sticking the tongue into** the mouth alternately , keeping the tongue in a narrow and wide position;

Jaw - opening the mouth wide, moving the lower jaw to the right, left.

Criteria for assessing the mobility of the articulation apparatus:

- Actions are saved;
- The presence of shortcomings in the performance of actions;
- Inability to perform actions;

Non-speech motor behavior.

The speech therapist offers the children the rules of the word and the imitation of the following tasks:

- 2-legged running, jumping;
stop with a warning to run, jump ;
on one leg, then on the 2nd leg based on the count;
- roll the ball on the floor while sitting down ;
- Tie the ribbon as a "knot" and then as a "bow " .

As a result of examining the child's motor skills, the speech therapist will have the following information ; will have information about coordination of legs and hands, sense of body balance, development of small hand joints and mobility.

The method of checking the pronunciation of sounds.

The state of pronunciation of sounds is checked based on the following procedure generally accepted in speech therapy practice. The child is shown a picture of objects , in which the sound to be tested must appear in different places of the word (at the beginning, middle, end of the word) in the words representing the objects in the picture.

Earring recipients (s,z,ts)

Shippers (Sh, J , Ch)

Sensors (R.L.Ng)

Tongue back, deep tongue back sounds (k,g ,h,x,q,g')

Jarangli (b,v ,d,m)

Pictures of specially selected items representing the words with the sounds being checked serve as materials for checking. Absence of sounds depending on the nature of defects in the pronunciation of sounds; replace sounds; that the sounds are not stable in speech, and that they pronounce the sounds by distorting them. The selected pictures should be suitable for the life and outlook of children of preschool age (6 years old).

Vocabulary check methodology

The study of children's speech in ontogenesis shows that the level of speech development is determined by the formation of lexical tools and the size of the vocabulary. Studying vocabulary is very important, because behind it is how the child expresses objective events with words, and to what extent the meaning expressed by these words is generalized. How to express the child's environment with words allows to draw conclusions about the level of formation of meanings and their differentiation in the child's speech. This determines the size and quality of the dictionary . Tasks to express an object or an image in words allow to evaluate the separation of the necessary signs in the object, summarizing the words and adding a system of relations. A number of words are included in this assignment . They are included in the following subjects : frequent occurrence of words in children's speech;

- word length in terms of number of syllables:
- The first group of these words includes household words related to the child's practical activity and family game situations: moon, dad, house, car, kotok, and doll.

Group 2. Children are household words in more descriptive imagery, these words are used less in spoken speech: plate, scarf, bus, lollipop.

The 3rd group includes words that are very rare in the speech of six-year-old children : words such as hayklal, robe, bottle, sofa.

The method of checking the grammatical form of the speech

all words, nouns and verbs have the most informative value. It is these words that form the semantic basis of the sentence. An important meaning is assigned to them. These words appear first in normal and abnormally developing children during the ontogenesis of speech. Not knowing them in time prevents the formation of a full-fledged speech transaction. Therefore, tasks on naming objects and actions are included in the methodology of speech learning . In order to carry out speech

communication, the ability to express an opinion must be present. This process is the main unit of speech. It is done using sentences. A group of words forming part of a sentence forms a unit of meaning. Disruption in the development of speech is clearly seen in children's difficulties in constructing sentences and using the sentence in the process of speech communication. The structure of the sentence is more complicated than the previous ones, because the speech function is not sufficiently developed and the child should use the means of speech freely. The task is aimed at determining the following:

- words into sentences:
- feature of word formation and (sentence) formation
- Word combinations.

At this stage of the work, the child is offered pictures with uncomplicated plots :

1. The words in the correct order (possessive, passive object, participle). Anwar drew a picture.
2. helpers :Alisher and Umida are going to school.
3. Additional sentences:

words in the task that are perfectly related to the children's practical activities.

The procedure for completing the task is as follows: the task "what to draw a picture for the child, make a sentence based on the picture" is given.

List of sentences :

- The girl is washing dishes.
- The girl is cleaning the dishes.
- The cat is sitting in the water .
- is sitting under the table .
- The girl runs to the bear.
- Children are playing ball .
- The boy enters the house.
- The child is leaving the house

the inspection, the inspector should not only monitor the children, but also help them if necessary .

Methodology of checking phonemic perception

The study of phonemic hearing is aimed at determining the possibility of distinguishing speech sounds by complex signal symbols. Full understanding of speech is ensured by the formation of phonemic hearing. Taking into account the importance of the development of this aspect of the speech, corresponding assignments are included in the methodology. These tasks are relevant in the study of children's speech, because the operation of sound analysis for the formation of phonemic hearing is usually impaired not only in children with speech disorders, but also in normal children .

The quiz was programmed taking into account a number of experiments. They are complicated by the degree of opposition. This thing is given to the child in a certain order to familiarize him with special sounds and syllables .

1. With high contrast (raising the hand to the sound sh) b, k, sh, t, r, sh, g, sh, d, ba, ka, sha, ta, (song in a closed syllable)

2. With moderate resistance sh (for) f, sh, x, f, sh, k, Pa, sha, qa, fa.

3. Minimum resistance

S, sh, j, sh, z, j, x, sh. Sa, sha, ja, sha, za.

Sound analysis method of content verification

When a child reaches the age of 6, they can easily explain to other people any situations, things, events, and events that fall within the scope of their vocabulary, daily life and interests. The vocabulary of a 6-year-old child consists of nouns, verbs, pronouns, adjectives, numbers, and conjunctions. Will be

But the ability to analyze and compose the sound content of a word is not formed independently. We use familiar words and pictures for children to learn the skills of sound analysis and composition. Learning activities are conducted individually . It is possible to check the following abilities of children.

- Identifying the sound at the beginning of the word ;
- Determining the desired sound in a word ;
- The sound to determine its place in the word (what sound is the 3rd in the word);
- Determine the sequence of sounds in words ;
- Determining the number of sounds in a word ;
- a word for a given sound ;
- Finding a picture for a given sound;
- Words into syllables.

Connected not only with the disruption of certain parts of the brain, which causes the weakening of all speech functions. Perhaps it is also reflected in the general state of his intellect .

Psychologist AG Luria (1962y) stated that when examining the impressive speech of children whose speech is not fully developed, it is necessary to take into account its interrelationship with the expressive side. A brief review of the literature on the problem of underdeveloped speech in preschool children shed light on the issues of correct pronunciation of sounds in the speech of these children, enrichment of vocabulary, development of the grammatical side of speech, and the reasons for their origin. However, there are not enough special literatures on preparing and teaching literacy of Uzbek children whose speech is not fully developed.

Believe that it is possible and necessary to eliminate these defects in children belonging to this category before they go to school.

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