

ANALYSIS OF PEDAGOGICAL AND PSYCHOLOGICAL APPROACHES IN ILLUMINATING THE PROBLEMS OF EDUCATION OF CHILDREN WHOSE SPEECH IS NOT FULLY DEVELOPED

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Abstract

This article consists in the formation of knowledge, skills and competencies through the analysis of pedagogic and psychological approaches to the education of children whose speech is not fully developed. In this sense, the article analyzes the purpose of the education of children whose speech is not fully developed.

Key words: modern education, children of preschool age, education of speech-impaired children, knowledge, skills.

In modern education, special attention is paid to the corrective pedagogic and psychological education processes of children whose speech is not fully developed. The issue of checking and eliminating the general underdevelopment of speech in preschool children (children whose speech is not fully developed) is of great interest today, and it requires a deeper study from a theoretical and practical point of view. The general underdevelopment of speech in children with normal hearing and intellect means such a form of speech analogy in which the formation of all constituent parts of speech is disturbed. (Phonetic-phonemic, lexical and grammatical aspects of speech) distinguishing underdeveloped speech R.E. As Lvina emphasized, there is no single form of the pathology of this defect, but it is caused by different mechanisms and has a structure with different defects and symptoms. As he noted, in the analysis of the structure and causes of this disorder, it is necessary to rely on certain leading components of the speech disorder and its character. In accordance with this rule, a rule is distinguished between children whose speech is not fully developed due to dysarthria, rhinology, and analgesia, and children whose primary speech is not fully developed and whose intellect and normalization are preserved.

The underdevelopment of speech is a scientific concept, which was developed in the speech therapy sector of the former Union PFA Defectology Research Institute and was one of the most effective achievements in the development of speech therapy in our country. In the laboratory of the PFA scientific research institute of defectology, they began to study all types of speech disorders. Great attention has been paid to the development of image-based ways of special education and upbringing of speech-impaired children. In this regard, the clearly expressed pedagogical direction of modern speech therapy is recognized as a separate profession. Children with speech underdevelopment are characterized by significantly low mental activity, lack of motivation for speech communication, they are apathetic, indifferent, quick to weave negative, emotional, passive to the emergence of reactions or, on the contrary, behave they do not know, they will have less productive activity. The lack of formation of psychomotor functions or a significant delay in their development causes a number of difficulties in self-service in children: situations requiring fine voluntary movements (button pressing and x/z). These difficulties are exacerbated by spatial disorientation. In such children, spatial orientation tasks can be performed only by direct request. In addition, spatial gnosis and praxis disorders are observed in children whose speech is not fully developed.

In the process of analyzing the literature, we witnessed that in many countries, especially in preschool children, speech disorders make up a large percentage. These speech defects have different prevalence in different countries. Depending on the child's living conditions, speech defects are manifested in different ways. In the United States alone, there are 200,000 speech-impaired people between the ages of 5-21. According to a number of foreign researchers, 7-8 of each child's speech was not fully developed. Speech underdevelopment is noted in 10-13% of 7-year-old children (of school age). This deficiency is observed in 10-15% of six-year-old children and 5% of 10-14-year-old children.

The reason that causes the most complex speech defect in children, such as the incomplete development of speech: father's mental illness, alcoholism, mother's alcoholism, severe mental health diseases, failure to follow the mother's daily routine

during pregnancy, difficult delivery (premature birth, birth of a child with asphyxia, trauma during childbirth) anemia, rickets, complications of diseases of internal organs, general health weakness, genetic diseases from children in the postpartum period. In addition, working conditions can be observed as a result of bilingualism in the family, pedagogical neglect. Formally expressed speech disorders most often occur when the cortical parts of the brain, especially the forehead and temples, are damaged. In the analysis of speech disorders, it is necessary to take into account that the developing child's brain has great blood-condensing potential, depending on which part of the brain is damaged. When the brain is damaged has a great influence on the structure of the speech deficit and the compensation processes. The nature of the brain development defect in general is related to the time of the damage to the current confirmation. Under the influence of various damages (infections, injuries), the brain is most severely injured during the early embryogenesis. In unfavorable conditions, during the life of the child in the mother's womb, it is observed that the movements of the child are impaired, speech and mind are not fully developed. As a result of these damages, speech is often not fully developed.

In children of preschool age, the lack of speech development can be manifested at different levels. Among these are speech underdevelopment, which includes elements of lexical, grammatical and phonetic-phonemic underdevelopment, from the absence of accepted speech, to the inability to form a long sentence.

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