



Ways To Identify And Correct Speech Defects In Preschool Children

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ABSTRACT

This article describes ways to identify and correct speech defects in preschool children.

KEYWORDS

Activity, educator, speech therapist, psychologist, process.

INTRODUCTION

It is well known that pre-school education is the first and foremost link in lifelong learning. Preschoolers spend most of their time in kindergarten. One of the main goals and objectives of the preschool education system is to prepare children for quality school education. That is why the educator is required to cultivate many positive qualities, such as intelligence, wisdom and responsibility. As an example of a child's quality preparation for school, his speech is fluent and his vocabulary is highly developed. In order for a child's speech to be fluent and vocabulary to develop at a high level, speech defects need to be identified and corrected in a timely manner. Each child should be constantly monitored by the educator individually and collectively.

How to identify speech defects in a child?

1. In the morning conversation. There will be conversations on various topics, questions and answers, personal opinions and views on the chosen topic will be heard. Problems such as how the child perceives the topic, what he understands, side by side, speech problems in expressing his opinion, misuse of words are identified and corrected in a timely manner.
2. In the process of activity. As you know, activities are a key part of the preschool system. Every activity is aimed at providing the child with a comprehensive quality education. Activities come in a variety of ways: traditional, interactive, team, and more. It is in this process that the gaps in speech are identified as the knowledge acquired in each

activity is reinforced, tasks are completed, and the order in which the task is performed is expressed.

3. During the trip. Upon completion of the activities, field trips will be organized within the organization. During this time, changes in nature are analyzed, and any event or situation is studied. In this process, the child's speech is monitored, deficiencies are observed and eliminated in a timely manner.

4. During the games. As noted by the great pedagogue KD Ushinsky, play is a key part of a child's activity. When he is busy with a certain game, he communicates with his peers and friends, during which time the child's speech is observed along with other actions. When deficiencies in a child's speech are identified, it is imperative that these deficiencies be addressed in a timely manner. To do this, the educator must be extremely resourceful, intelligent, and the teacher's speech must be fluent and extremely rich.

Defects in a child's speech can be remedied in the following ways:

- In the process of working alone with the child. In this case, the educator gives individual conversations with the child on various topics, assignments and tasks appropriate to the child's age. The task is enriched along with the elimination of speech defects during the interpretation.

- Using dictionary work. The educator is taught to pronounce words and sounds correctly while preparing a dictionary on the topic.

- During the holiday mornings and open classes. In doing so, the child memorizes poems and songs, learns expressive pronunciation, and develops speech in the process of acting in small scenes.

- In the process of storytelling. As the child completes tasks such as retelling a particular event, a cartoon he or she has seen, a story he or she has heard, or a story based on a picture, the process of thinking, communication, and speech development are eliminated.

- In addition, the educator conducts conversations with the parents of each child, discusses the level of mastery of the child,

makes demands and suggestions for the child's continued cooperation in the regular work on oral speech.

- Collaboration with MTT speech therapist and psychologist. A speech therapist and a psychologist work with children who have severe speech impediments to determine if these deficiencies are due to their psychological, neurophysiological or other causes, and educators and parents are given the necessary advice and work with the child based on the situation.

When a child goes to school, he or she must have all the knowledge, skills and abilities according to his or her age. This requires preschools to have a modern and quality educational process.

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