

POSSIBILITIES OF USING COMPUTER TECHNOLOGIES IN THE PROCESS OF CORRECTION LOGOPEDIC WORK APPROACH

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ABSTRACT: The main goal of education in preschool education is to teach each child to receive, analyze (consciously process) large amounts of information in a short period of time and use them in their practical activities. In carrying out this difficult task, it is advisable for teachers to use modern information technologies, including computer technology, in addition to traditional methods. Because the use of computers in the educational process allows you to organize it in a unique way. This is important in corrective speech therapy. There are a number of reasons why there is a need to use computers in primary schools. According to the authors of the study, the use of computer tools can increase the effectiveness of the pedagogical process, individualize the education of children with speech disorders and significantly increase the effectiveness of any other type of developmental activity. (R.F.Abdiev, 1994; V.P.Bespolko, 2002; E.I.Mashbits, 1998; O.I.Kukushkina, 1994 and others).

KEYWORDS: Speech therapy, computer technology, correction, pedagogy.

INTRODUCTION

In recent decades, the number of babies born with physiological and speech disabilities has increased. In later developmental processes, these deficiencies are manifested through the underdevelopment of the speech structure at various levels.

In studies devoted to the study of the problem of correction of general speech deficiency (T.V.Gurovets, S.I.Maevskaya, 1978; L.V.Lopatina, N.V.Serebryakova, 2001; I.I.Mamaychuk, 1990, etc.) it is noted that the process of overcoming incomplete speech has a continuous and complex dynamics. Therefore, taking into account the specifics of incomplete development of

speech in correctional and pedagogical activities, the use of specialized computer technology allows to increase the effectiveness of correctional education. Accelerates the process of preparing preschool children for literacy.

THE MAIN RESULTS AND FINDINGS

It also prevents illiteracy that can occur later and lays the groundwork for children to adapt to the social environment when they reach school age. An analysis of the literature on the problem shows that the use of computer tools for the specialist is not part of the content of correctional education, but a set of additional opportunities to address the shortcomings of child development. So, there are two important issues that need to be addressed before a speech therapist who intends to use computer tools. He should first teach children to use a computer, and then develop a program to positively influence the child's psychophysiological condition and speech. Corrective educational work with children with developmental disabilities requires the use of specialized (adapted) computer programs for diagnosis and development. Recently, a wide range of ways to use new technologies in overcoming speech deficits have been opened up. As a result, computer technology has emerged as an effective means of corrective action.

Computer technology is included as an additional innovative element in the structure of traditional individual speech therapy activities. In the process, a speech therapist who uses computer technology should focus on minimizing the harmful effects of the computer on children.

In the development of individual programs based on computer games of the correctional course: the upper limit of safe one-time training on the computer; the duration and frequency of classes with one child; the level of mental readiness of the student to work on the computer is taken into account.

It is important to choose a computer game that is appropriate for the age and level of the child. Taking into account the principles of developmental education, it is recommended to change computer games from time to time, depending on the pedagogical tasks assigned. It is important to take into account the interests, inclinations and type of nervous activity of the child.

Recommended computer programs in speech therapy activities include a number of aspects such as increasing vocabulary, developing grammatical structures and cognitive functions, and developing connected speech formation. The use of computer programs allows each child to

choose an individual, individual approach to the process of meeting the different levels of learning needs of preschool children. In addition, these programs ensure that correctional activities are relatively free and effective.

In accordance with the sequence and structure of education, the level of play becomes increasingly complex, depending on the individual situation of the child.

In the process of overcoming the speech impediment, it is advisable to pay special attention to computer programs. The lack of development of linguistic components in the speech system as a result of fragmented attention and poorly developed verbal memory in children, manifested in the form of instability and low concentration, requires targeted action to address this problem (II Mamaychuk, 1990; EM Mastjukova, 1973 et al.).

The development of involuntary attention in school and preschool children suggests that it is more effective to refer to the learning material in a bright, interesting and understandable way. In this case, the use of computer technology is especially appropriate. This is because this tool allows you to present information in an attention-grabbing form, allowing the content not only to be remembered quickly and consciously, but also to be stored in memory for a long time. It should be noted that even keyboard simulators, modern text editors (Notepad, WordPad, Microsoft Word), graphic editors (Paint, etc.) are widely used in the effective acquisition of writing skills.

A number of researchers have concluded that the use of computer programs in the learning process is crucial in developing a child's attention and memory, activating thinking ability, consolidating and deepening knowledge of language acquisition, and teaching spelling. In the process of working with simulators and text editors, the lessons should be arranged in such a way that the completion of practical tasks should continue in unison with the repetition of spelling rules, different pronunciation of sounds, work with books, etc.

There are now a very large number of games aimed at the general development of children. Importantly, computer programs bring a sense of play into the educational process, which is very important in the activities of preschool children. After all, the purpose of organizing education using computer technology is not only to give children new knowledge, to strengthen the previous ones, but also to increase the mental and emotional activity of children, to encourage them to effective, creative learning activities. In addition to the general program prepared during the training, it is also very useful to give private assignments. This, of course,

depends on the children's level of mastery and the type of speech defects. It is also possible to create test programs designed to monitor children's knowledge on various topics. You can use the Test Generator program to create test tasks. The convenience of this program is that test lessons on any subject and topic can be created by the teacher. The test takes very little time of the lesson, but allows you to determine the level of mastery of the topic covered.

The use of the Paint graphic editor serves to correct optical dysgraphia in children, to develop spatial balance. For children, doing a graphic task is more fun to do on a computer than on paper. For example, during the transition to the topic "Differences of D and T sounds" children are given task cards.

Words that are dropped	D	T
1. Bax	3-5	2-15
2. Dar	6-4	7-10
3. Gar	15-17	9-11
4. Mar_	2-4	1-16
5. Darax	6-14	6-8
6. Xa	12-13	9-12
7. Xari_	8-9	14-20
8. Hayo_	8-15	17-19
9. Daroma	21-23	16-18
10. Gush	13-26	19-21
11. Obo	12-29	15-19
12. Ozo	27-30	11-28
13. Najo	24-30	26-27
14. Ono	23-24	20-25
15. Sava	16-2	24-26
16. Oma	29-30	15-30

The child selects the answers he / she thinks are correct and sits in front of the computer and connects the given points on the screen according to the selected answers. If the child has completed the task correctly, the hidden picture will be formed correctly. In this way, the child's knowledge of how to distinguish sounds is determined in an interesting way for him. The child sees the mistake with his own eyes, corrects it and shapes the picture from another. The child may also be given an additional task, such as creatively enriching the picture. In addition, the child sees the fruits of his labor and begins to strive for new achievements and goals. In this way, the child develops self-control skills, the ability to achieve spatial targeting, and strengthens motivation for learning activities.

The use of projectors and multimedia tools to enrich the content, improve the quality and increase the effectiveness of speech therapy classes is also justified.

The basis of correctional activity is an individual approach, so the educational process should be organized based on the specifics of the child's speech and personal qualities. Only when this condition is met, the use of speech therapy can give good results.

Along with the use of computer technology in special education, primarily to address the general shortcomings of children with developmental delays (O.I. Kukushkina, 1994, etc.), it is worth noting that the specifics of computer and child communication are also a matter of special concern. Usually, a child who lags behind his peers in development will feel and realize his shortcomings. As a result, he is ashamed of his shortcomings and tries to avoid the team and those around him. It reduces self-confidence. Such worries, on the other hand, can lead to new failures in the child's ability to communicate with others. All of the above pose a great risk of the problem, adversely affecting the overall mental and physiological development of the child. In this case, it is necessary to carry out activities aimed at the formation and development of the child's communicative qualities. Such opportunities are available directly on computer tools (TK Korolevskaya). In the process of interacting with the computer, the child gradually loses the sense of fear that threatens him, such as laughter, embarrassment. In computer-assisted activities, the child learns to overcome difficulties, self-control, and evaluate results.

CONCLUSION

Thus, the use of computer technology in the process of correcting speech defects in children allows to effectively overcome speech defects and teach the child to overcome obstacles to success.

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