



SMALL GROUPS OF LOGOPEDICS WITH CHILDREN WHOSE SPEECH IS NOT COMPLETELY DEVELOPED

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Abstract: Hereditary factors play a special role in the occurrence of speech disorders, including speech underdevelopment. In such cases, a speech defect can occur even under the influence of seemingly insignificant harmful factors.

Keywords: children whose speech is not fully developed, speech therapy, speech , pronunciation of sounds.

The problem of underdevelopment of speech was first theoretically substantiated by R.E.Levina. It is said that speech with normal intelligence is underdeveloped in phonetic-phonemic, lexical-grammatical aspects

In children whose speech is not fully developed, the pronunciation of sounds and their auditory discrimination are impaired to one degree or another; the skills of mastering the system of morphemes are not well mastered. Vocabulary lags behind the age norm both in terms of quantity and quality; connected speech is not developed enough. (V.K.Vorobeva, B.M.Grinshpun ,

V.P.Glukhova, R.E.Levina, G.B.Filicheva, G.VChirkina). When the speech is not fully developed, there is a late appearance of speech, poor vocabulary, agrammatism, and pronunciation defects. The concept of underdevelopment of speech is based on the advanced point of view about the possibility of a unified pedagogical approach to various manifestations of underdevelopment of speech according to its etiology, based on the specific state of the child's speech development. The term underdevelopment of speech represents an extremely deep approach to the disorder of speech development, and it is the responsibility of the pedagogue to analyze it. A special examination of children with incompletely developed speech showed that there are various clinical manifestations of this deficiency. They can be conditionally divided into three main groups. The 1st level of speech underdevelopment is characterized by the absence of speech. Such children are speechless children. The vocabulary of such children aged 4-6 is poor and unclear. Imitation of spoken sound is limited to the complex of sounds. Expression of things and events without distinction, words having multiple meanings is a characteristic feature: "tu-tu" means a car, a steam train, an airplane, a boat; "taq" - fell, dropped, broke, broke. The passive vocabulary of these children is much richer than the active vocabulary, but speech comprehension is reduced, they do not understand the meaning of many words. There is no stability in the pronunciation of sounds, sounds are replaced by each other, and phonemic learning is disturbed. For children with this level of underdevelopment of speech, tasks





Given on the analysis of sounds will be incomprehensible.

The 2nd level of speech underdevelopment is characterized by the initial widely used normality.

Children can use simple sentences, have a certain vocabulary. They can distinguish the names of objects, events, individual characters. But in such children, it is clearly expressed that the speech is not developed at a rough level. They use two to three word sentences. Vocabulary is less than the norm corresponding to this age. Ignorance of generalizing words is observed. There are difficulties in using words denoting action, sign, they do not know the name of the object and other signs.

They confuse the conjugation forms, they cannot match the number of the verb to the number of the noun. The phonetic aspect of speech lags behind the age-appropriate norm. Children with this deficiency change the place of syllables, shorten the sound of consecutive consonants. The 3rd level of speech underdevelopment includes elements of lexical-grammatical and phonetic-phonemically underdeveloped speech. Children are able to communicate with people through speech, but they do so with the help of parents, with specific explanations from them. It is very difficult for such children to communicate freely. Inability to distinguish between sounds when pronouncing them, to replace a group of sounds with sounds that are easier to articulate, and in some cases to distort the pronunciation of sounds is characteristic of these children. Vocabulary is lagging behind; the uniqueness of lexical cases can be seen in the analysis of vocabulary wealth. In the test, persistent grammatical errors are observed, such as not saying the words to the end of the sentences. In most cases, they do not understand that the meaning of the word changes with the addition of the suffix. General recommendations for speech therapy work with non-speaking children. The training should be conducted in small groups (no more than 3 people). The leading form of training is play. Training is provided with non-traditional assignments, especially in the early stages of work must be. In the logopedic effect, repetition of exactly one word material many times and establishing a direct emotional connection with a non-speaking child is a necessary condition. At this stage, it is important to encourage any form of child speech. Do not force the child to say or repeat anything. Do not use words like say, repeat, because the child will have a negative reaction to these requests. It is useful to replace this word with suitable questions or words, (think, find). Or a one-way dialogue works well, where the adult asks the question and answers. A couple of repetitions of the sound that the child has just uttered will work very well.

For example: a child goes to the shelf with a toy and asks in amazement: "Look, who appeared here?" "Capricorn?" While watching the goat, it is necessary to imitate the goat's voice several times: "Mememe", the speech therapist asks while showing the goat's nose, ears, and tail to the child. "Do you know how a goat cries?" You can see the desired sound relaxation from the child. Development of speech understanding. The main task of logopedic influence is to fill the wealth of passive vocabulary. The child is invited to remember the names of toys, body parts, clothes, animals, special objects and events, and so on. The vocabulary of passive verbs should consist of names of actions performed by the child (sitting, walking, laughing, etc.).

Activation of speech imitation. In logopedic work with speechless children, it is a responsible task to create the need to imitate the words of adults. Imitative speech reactions can be expressed in any sound complexes. Therefore, the speech therapist must create such a condition that the child should have a desire to pronounce (repeat) exactly one sound combination. In speech therapy sessions with children whose speech is not fully developed, at the request of the speech therapist, the child imitates the sounds of animals and birds: "mo-mo", "ku-ku", "chi-chi" and hokoza. The end of speech therapy training with children with incompletely developed speech. At the end of the logopedic work





Carried out at the stage of formation of oral speech, children should learn to compare objects and actions with their word signs in passive dictionaries.

Children's passive vocabulary consists of the following:

- Names of objects that the child constantly sees.
- Names of actions performed by himself or by people he knows.
- Names of certain states (hot, cold , warm).

The main tasks of logopedic influence in speech therapy sessions with children whose speech is not fully developed:

1. To teach children to correctly form two-s sentences:
2. reference + command (expressed by a verb in the imperative mood), command + subject name (noun in the accusative case).
3. Memorizing some everyday phrases.
4. To pronounce the stressed syllable of the word. 4. Expanding the scope of understanding the speech of others.

Didactic games for 6-7-year-old children whose speech is not fully developed. Games for the development of speech in an older group are a little more difficult, because by this age children acquire basic speech skills and they need to improve them. The game "Hot - cold" is performed in combination with rhythmic movement. Didactic games for the development of the speech of preschool children of this type are aimed at finding the antonyms of words. Before doing this , you need to make sure that the child understands the meaning of the words "different", "opposite", "similar", "same" .

The teacher gives the child a word and phrase to say the opposite expression (big ball -small ball, long ribbon - short ribbon, white shape - black shape, light cube - heavy cube, deep pool - a shallow pool, a happy child - a sad child, the weather is clear - the weather is cloudy). Creating optimal conditions for the use of didactic games in parallel with rhythmic movements for the development of coherent speech allows to find new ways and methods, which, in turn, creates the basis for high-quality education of preschool children.

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