



The Effectiveness Of The Use Of Complex Methods In The Elimination Of Stuttering

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ABSTRACT

The article describes the specifics of speech in children with speech impediments, ways to overcome stuttering, the use of complex methods in overcoming stuttering, the importance of complex methods. Here are some suggestions on how to look or get an appointment for antique items.

KEYWORDS

Stuttering, correctional work, complex approach, communication, phonemic awareness, speech therapy, activity.

INTRODUCTION

When children with stuttering are exposed to a complex rehabilitation method, correctional work involves three areas. This is accompanied by general health of the body (routine, exercise, medication and physiotherapy), development of motor skills (coordination and rhythm of movements, development of fine and articulatory motor skills), speech

breathing, muscle tone and ability to manage emotional states (psychotherapy, especially autogenic exercise), with a strong emphasis on personal development and the development of social relationships. There is a different system of correctional work within the complex method of rehabilitation. Each system is dominated by one area of the complex

approach (speech therapy, psychotherapy or clinical).

A complex system of correctional work with preschoolers was first proposed by N.A. Vlasova and YF Raular, which has not lost its value to this day. The authors take a comprehensive approach based on:

- 1) Conducting an in-depth medical-psychological-pedagogical examination before starting correctional work;
- 2) The corrective effect should be aimed not only at the development of fluent speech skills, but also at the full development of the whole organism and personality of the stutterer;
- 3) Speech therapy to develop fluent speech skills should be conducted in a "protected speech mode";
- 4) The development of fluent speech skills includes a gradually becoming more complex "independent speech level", which includes joint speech, reflective speech, short answers to questions based on familiar pictures, independent description of a familiar picture, a short story heard. Retelling, narrating based on a familiar picture, or speaking in a conversation (spontaneously). According to the authors, the rehabilitation of stuttering children should be carried out in a community, in a daily inpatient facility or in a medical kindergarten. N.A. Vlasova proposes to conduct a "protected speech regime" at the beginning of the correctional work. During this period, you will gradually start with the simplest

forms of speech, including collaborative speech and later reflection¹. The sequence of application of different forms of speech corresponds to the main stages of the correctional work. In this complex system of rehabilitation, special attention is paid to the development of memory, attention, thinking operations.

It is recommended to focus on these types of activities when working with children suffering from a neurotic-like form of stuttering. In addition, the rehabilitation system includes the following sections: work on the development of general and fine motor skills, which are carried out in logarithmics, speech therapy, manual labor and children's visual activities. The main part of this system is still widely used by speech therapists in the practice of working with stutters of different age groups. A comprehensive approach to the rehabilitation of stuttering in outpatient and inpatient facilities was developed by VI Seliverstov. VI Seliverstov emphasizes the need to individualize the correction effect in the development of the timing and tasks of the correction effect². Its system emphasizes the conscious and active participation of children in the process of working on their speech and behavior. Speech therapy classes with stutters are based on the child's speech ability, without stuttering. Corrective pedagogical influence on children depends on the clinical form of differential stuttering. Stuttering children need to be organized in a variety of activities so that they can always use new words in their active speech. The game

¹ Speech therapy reader. Edited by prof: LS Volkova, VI Seliverstov. Volume-I. Moscow. Humanitarian publishing center "VLADOS" - 1997.

² Seliverstov V.I. Stuttering in children. - M.: Vados, 2000

has a lot of opportunities to increase the vocabulary of children who stutter. It serves to create situations to strengthen and activate the vocabulary on all topics. Didactic games are widely used in the beginning, and plot games are based on them. First of all, there will be games with simple plots. For example: "Fruits", "Vegetables", "Clothes" and then "Shop". Children play the roles of salesman, buyer, accountant. It is advisable to use more complex games such as "Guest-guest", "Guest observation", "In the presence of a doctor". Preschoolers are encouraged to expand their understanding of the world around them and increase their vocabulary by introducing them to the objects around them, nature and social life. Children's knowledge of the world around them, including the city, the village, the theater, the subway, is reinforced through storytelling and creative play. They play different roles in the game. Children learn social norms in a variety of games. For example, during a series of activities, children learn words on "winter clothes" and "summer clothes." Then, the final session on "Seasonal Clothing" will be held in various forms. Excursions for 4 seasons of the year, talking about pictures, talking about imagination, etc. In the next stage, special work will be organized in the following directions:

- Continue to develop and strengthen phonemic awareness;
- Differentiation of sounds by acoustics and articulation;
- Strengthen and improve word analysis by sound;
- Activation of oral speech by increasing vocabulary;
- Differentiation of similar objects on their basis, ie on the basis of important features;
- Find a synonym for the spoken word;

- To develop an understanding of the morphological structure of the word;
- Increase perception of quality;
- Use verbs in tenses and expand their scope;
- Create a story based on a story with the actions of several people;
- Create a story in a certain sequence based on the plot picture.

In carrying out this work, attention is paid to the following:

- To develop the skills and abilities to express the content of the picture in a certain sequence and to identify the means of cooperation that affect it;
- To develop the skills of choosing the necessary language tools for storytelling;
- Development of communication skills in dialogue.

One-on-one classes with preschoolers are offered:

- strengthen the pre-set sound;
- Differentiation of sounds belonging to different groups (on the basis of speech material). In developing the content and methodology of this phase, S.F. It is advisable to use some of Zhukova's recommendations. According to him, grammar should be taught in a propaedeutic way. In the process, such intellectual knowledge is formed that it is impossible to analyze the basics of language without it. These include distinguishing speech from speech, understanding speech, differentiating speech from speech, and understanding the morphological elements of speech. In her experimental materials, S.F. Zhukova shows that children can analyze language

materials even before learning grammar, but the changes in language elements and their signs are abstract and they do not understand it clearly. Therefore, in three stages, work is carried out to strengthen the skills of sound, word analysis and synthesis, on the basis of which to develop the phonetic, lexical and grammatical aspects of speech, and in the future to develop oral speech.³ Corrective work with stuttering children is based on work on the morphological element of the word. Emphasis is placed on developing comprehension and breaking words into different parts. As a result, children develop the ability to observe, such as comparing concepts about the morphological structure of a word. For example, a speech therapist asks children, "What do you see in the picture?" (Flower, house, child). Children discover the similarities in the sound structure of words they have heard before. Then the following questions will be asked. "What's the same thing about these words?", "What's the same thing about these words?" During the lesson, the task is to find the answer to the riddles: "He is white, his ears are long, he loves carrots, he runs fast (rabbit). The exercises are carried out with and without an exhibition. compose sentences in the presence of words (while observing nature, while looking at pictures).

To reinforce independent speech, he used a variety of game exercises, such as imaginative storytelling, and storytelling based on individual pictures as a whole. For example, "Our kindergarten", "Christmas is coming to

our kindergarten". The need to repeat the lexical and grammatical material developed in the previous stage 2 during the frontal exercises is the basis for the structure of the stage 3 content. The proposed system of exercises, the exercises developed step by step, will be gradually complicated. All this allows to fix the permanent defects in the speech of stuttering children, which are associated with the sound, syllables, morphological structure of the word. As a result of these activities, stuttering children learn words that are used in everyday life, learn to compose simple sentences and make them grammatically correct, and use these elements in active speech. The following tasks will be solved during the correctional work with stuttering children. Children develop the skills of correct pronunciation, phonemic awareness, word structure analysis and synthesis.

- Conditions are created for strengthening and activating vocabulary;
- Forms ideas about grammatical forms;
- Storytelling skills are improved;
- Improving the skills of free communication.

Educational experiments show that the above-mentioned system of correctional and pedagogical work allows to achieve positive results in overcoming the shortcomings related to the phonetic, lexical, grammatical aspects of speech in children with preschool age. Specific features of speech development in preschool children with stuttering help to identify a complex system of correctional and pedagogical work to address their speech impediments. The system of correctional and

³ Zhukova S. Overcoming speech underdevelopment in children. - M., 1999.

pedagogical work is based on a comprehensive approach, the principle of a systematic approach that takes into account the characteristics of phonetic-phonemic, lexical-grammatical deficiencies, the principle of developing the communicative function of speech, the principle of activity in speech development. The development of communication and various activities will be continued in special classes planned and organized by the educator under the guidance of a speech therapist. Later, the vocabulary needed for social adaptation will be strengthened. Expansion of the perception of the environment is also carried out in special classes organized by the educator. Therefore, the final session of the tutor is very important to increase and activate the vocabulary. The development of communication skills and style is also carried out in the family. Parents are encouraged to take special steps to help their children with learning disabilities to consolidate their knowledge at home. Advice on communication and activity development will be provided, taking into account the child's personality and the conditions of its formation.

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