



## Research Article

# THE IMPORTANCE OF COMPUTER PROGRAMS IN FORMING THE VOCABULARY OF CHILDREN WITH SPEECH DEFICIENCIES

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## ABSTRACT

This article provides information on the role of computer programs, their use and effectiveness in the formation of active vocabulary in children with severe speech disorders.

## KEYWORDS

Severe speech defects, dysarthria, alalia, rhinolalia, M.N. Romusnik, G.V.Babin, L.R. Lizunova "Games for tigers", "Baba Yaga learns to read".

## INTRODUCTION

In our country, the attention to the young generation is very high. As a proof of this, the decision of the President of the Republic of Uzbekistan Shavkat Mirziyoyev "On measures to further improve the preschool education system in 2017-2021" was adopted. In order to develop this decision, on May 8 of

this year, the President of the Republic of Uzbekistan Shavkat Mirziyoyev signed the decision "On approval of the concept of development of the preschool education system of the Republic of Uzbekistan until 2030". The development of the pre-school education



system is the foundation for the young generation to become a mature person in the future.

### THE MAIN RESULTS AND FINDINGS

The development of the educational system of preschool children is directly related to these speech processes. Speech is of great importance in human life because a person communicates with the social environment through speech. Therefore, in our country, many scientific works are being carried out by our researchers on the elimination of speech defects. In connection with the education of children with speech defects in our country, L.R. Muminova "The system of correctional and pedagogical work for children whose speech is not fully developed at preschool age", M.Yu. Ayupova "Phonetic and phonemic speech disorders and ways to eliminate them", E.A. Babayeva "The reasons for the lack of speech development are the result of bilingual blingivism" ", Kh.M. Polatova, "Reasons of incomplete development of speech, lack of vocabulary development, methods of vocabulary activation", N.Kh. Rakhmonkulova, Z.M. Akhmedova conducted their scientific research. However, insufficient research has been carried out on the development and use of information technologies, i.e. computer programs, in the formation of the active vocabulary of children with speech disabilities, in particular, on the formation of the active vocabulary, which indicates the relevance of our research topic. Therefore, based on this problem for the dissertation, we decided to conduct our research on the topic "Technologies of using computer programs in the formation of the active vocabulary of children with speech defects". For the object of the study, dysarthria with a severe speech defect (dysarthria is a disorder of the side of speech pronunciation due to a deficiency in the innervation of the speech apparatus), alalia (alalia - the speech zones

in the cerebral cortex of the child in the mother's womb or during the early development lack of speech or lack of development due to organ damage), rhinolalia (rhinolalia is a disorder of sound timbre and pronunciation associated with anatomical and physiological defects in the speech apparatus.) we selected children of preschool age with speech deficiency.

Regarding our research topic, researchers of the Russian state M.N. Romusnik, G.V. Babin, LR Lizunova, Y.Yu. Medvedeva, A.A. We studied the research conducted by the Silantievas.

M.N. As Romusnik noted, one of the distinctive features of the speech activity of preschool children with speech impairment is a significant difference between the size of the active and passive vocabulary. Children with speech impairment understand many words, but cannot use them in active speech. Many preschoolers with speech deficiency do not have an understanding of the integrity of the word, so they begin to think and fill in according to their own rules, which is the emergence of speech from childhood. is the reason. Due to the rapid development of speech activity and cognitive processes in preschool age, the lexical content of speech is not only expanded and enriched, but also improved and systematized.

As G.V. Babin showed, the formation and development of speech in children with severe speech deficiency occurs much later than in normal children. Children with severe speech deficiency have significantly limited vocabulary, a large number of agrammatisms, defects in the formation and pronunciation of phonemes. The development of speech for each child is individual and has only its own characteristics. Disruption of the lexical structure of speech with children with severe speech deficiency of preschool age is manifested in the



incorrect use of words, lack of formation of semantic fields, and various verbal paraphrases. In such children, the skills of analyzing and synthesizing syllables are not well developed, and this, in turn, serves as a major obstacle in mastering writing and reading.

Children with speech impediments have enough vocabulary to communicate at home. But closer studies show that the child finds that they do not know the words they use rarely (for example, elbow, pumpkin, obstacle). Heavy speech of preschool age. The vocabulary of children with disabilities mainly consists of nouns. In connection with the above-mentioned deficiencies in the speech and mental development of children with severe speech deficiency of preschool age, it is necessary to look for the most effective methods and forms of development correction work with this category of children. The positive aspects of using computer technologies in the educational process, in particular, in the process of teaching preschool children with severe speech disabilities, they significantly increase the effectiveness of communicative interaction, significantly increase the motivation of children to actively speak, especially all Children's computer resources are presented in the simplest format for assimilation. All educational materials, based on the use of special computer programs, are designed in a convenient and lively form that arouses interest and attracts attention for the child.

The use of computer programs in the educational process is very necessary for preschool children with speech defects, it not only speeds up the process of memorizing educational material, but is also effective for children with speech defects. According to researchers of child psychologists, a 5-6-year-old child is capable of mastering the simplest computer skills, and corresponds to the period of rapid formation of

the child's knowledge processes. Currently, the computer is a special intellectual tool for solving problems of various types of activities at this stage of child development. Many studies prove that the use of computer games in the process of speech development reduces children's fatigue, supports their cognitive activity and generally increases the effectiveness of speech therapy.

The inclusion of computer technologies in the educational process increases the motivational activity of children and helps to create closer cooperation between speech therapists and parents. While using the computer, children learn to overcome difficulties, evaluate results and control their activities. Various computer exercises, games and other developmental programs have already been developed by researchers and positively recommended for the educational process. The most famous of them are: "Pronunciation control", ("Kontrol proiznoshenia") "Visible speech", ("Vidimaya rech") "The composition of the word", "The world outside your window", "The composition of the word", ("Sostav slova") "Games for tigers" ("Igry dlya tigry") and others. These programs are based on the principles of multi-functionality, appearance and simplicity of teaching. Especially for children of preschool age who have a speech deficiency, educational programs "Phonemes", "Baba Yaga learns to speak" and "Sound analysis of words" are used. Games Program for Tigers L.R. A CD-ROM with a computer program "Games for Tigers" developed by Lizunova and a tutorial with detailed instructions for the correction of various speech disorders, i.e. speech defects such as stuttering, rhinolalia, dyslalia possible This program R.I. Lalaeva, N.S. Zhukova, L.V. Lopatina, T.A. Kashe, E.M. Mastuykova, N.V. Serebryakova and T.B. The program, based on the methods of teaching speech-impaired children carried out by the Filichevas, is divided into 4



thematic blocks, "Prosoditsa", "Prosody", "Phonematics", "Dictionary" and "Sound Pronunciation", the basis of speech therapy work with children directions. The program is based on the following main principles: - an active and systematic approach to the correction of speech disorders; - game form of training; - interactivity; - the ability to hear information has a direct compensatory effect with visual perception, which allows the use of intact analyzers and helps to activate compensatory mechanisms; - differentiated approach to learning. It is also worth mentioning the computer game "Baba Yaga learns to read" for children 6-7 years old, because it is the most convenient for teaching a young child to read. "Baba Yaga learns to read" helps children gradually to a new stage of intellectual development - the development of written speech. At the same time, it should be noted that by this time, children should have sufficiently formed oral speech, spatial expressions, sound pronunciation and phonemic awareness. This game does not solve all issues related to the correction of speech disorders, but its effectiveness has been proven to prevent dyslexia in teaching children to read.

In this aspect, the use of computer games and exercises discussed in the article in working with preschool children with severe speech deficits, pronunciation of sounds, articulatory movement has a positive effect on the development of vation, helps to expand and enrich the active vocabulary, as well as logopedic training forms positive motivation and interest for children of senior school age. In our research work, we have developed a program for the purpose of forming the vocabulary of children with a severe speech deficiency, and based on the program, we have worked on the formation of the vocabulary of children with a speech deficiency.

One of the advantages of using computer programs in the educational process is that it is effective for facilitating the speech therapist's work and making the training interesting for children. The proposed computer games, in our opinion, reflect several aspects of the speech therapist's work on the formation of the lexical structure of speech: vocabulary enrichment, pronunciation skills, development of grammatical structures and improvement of coherent speech. Another positive aspect should be noted - significant reduction in the time of learning full speech activity for preschoolers with severe speech deficiency, which is the basis for successful interaction of children with others.

The inclusion of computer technology in the remedial program will make it more interesting and meaningful for preschool children with severe speech disabilities, and it will be more effective and qualitative for teachers. At the same time, only if information and communication technologies are not the main focus of education, but form an important part of the remedial program for the development of the lexical structure of pre-structured speech, taking into account the individual characteristics and speech disorders of each child. efficiency is high and it develops children's lexical system.

### CONCLUSION

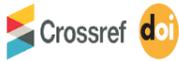
But most of the children with severe speech impediment in primary grades do not know vocabulary at the level of their normally developing peers after going to school. In addition to the limited vocabulary, attention is often paid to the fact that words known to students are broken by them, that is, some sounds are replaced by others, the beginning or end of the word is left out. Some words are remembered only tentatively. First of all, children with speech



development deficits suffer from poor vocabulary. The poorness of the vocabulary limits the generalizing function of the language to the lexical distortion of oral and written speech. Insufficient vocabulary is often the reason for difficulties in expressing one's opinion when asking questions, requests, and receiving information. For this reason, effective results can be achieved through the use of computer programs in the formation of active vocabulary of children with severe speech defects even in elementary grades. School speech therapists use computer programs to work on the formation of lexical, grammatical and phonetic vocabulary while training with children with severe speech disabilities, to eliminate grammatical and phonetic errors for the student to work on himself. will cause the desired result to be achieved.

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