



## Research Article

# THE USE OF ARTICULATORY STATES OF SOUNDS IN THE ELIMINATION OF PHONETIC-PHONEMIC SPEECH DEFICITS OF STUDENTS IN GENERAL EDUCATION SCHOOLS IN LOGOPEDIC TRAINING

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## ABSTRACT

This article highlights the issues include information about the structure of the human speech apparatus, the sound basis of speech, the work of the peripheral part of the speech apparatus in the formation of vowels and consonants; articulation profiles of isolated main vowels and consonants.

## KEYWORDS

Articulatory gymnastics, speech development defects, tongue, lips, jaw, cheek, palate, lower jaw, phonetic-phonemic.

## INTRODUCTION

Having a correct and pure speech is the most important factor in the comprehensive development of a person. A person with well-developed speech, who can easily communicate with others, who can express his wishes and thoughts, who can carry out organizational activities, and who can answer

questions, is an integral part of communication in society.

On the contrary, sloppy, incomprehensible speech seriously complicates communication with other people, which can affect the personality of such a person. By the way, this developed speech is one of the

factors that indicate the child's complete readiness for the educational process. But practice shows that the number of children with developmental speech defects only grows every year.

### THE MAIN RESULTS AND FINDINGS

It is important to understand that clear and competent speech is not an innate gift, but a skill that can be achieved through the joint efforts of parents, teachers and speech therapists of general education schools. At the same time, one of the necessary conditions for the correct pronunciation of the sound is the normal functioning of the respiratory and articulatory apparatus. The idea that sound pronunciation in children is formed independently, without the participation of adults and speech therapists, is completely wrong.

To implement a comprehensive approach to the correction of speech disorders in children, effective continuity is needed in the work of two very important links - preschool and school speech therapist services. Children belonging to groups with speech disorders must learn the basic knowledge necessary for successful education in a general school.

The development of the phonemic structure of the language includes the formation of phonemic perception (special mental actions to distinguish phonemes), phonemic images (the ability to distinguish sounds in words), phonemic analysis and synthesis. The sound side of the language, its elements and their relationships, begins when preschool children are taught sound analysis as a prerequisite for learning to read and write. However, without speech therapy training, the child does not learn to distinguish phonemes by ear, analyze the sound-syllable structure of words, and this leads to the appearance of constant errors in the acquisition of written speech. general

education causes students to come up with unformed processes of sound perception, sound pronunciation and language analysis and synthesis in speech. Often, speech therapy sessions with such students begin only at speech therapy centers.

In the process of eliminating phonemic underdevelopment, two interrelated areas of work are envisaged: first, correcting pronunciation, that is, establishing and clarifying the articulation of sounds (putting sounds into speech is carried out in individual classes, articulation exercises are carried out in group classes.); secondly, consistent and planned development of sound analysis and word synthesis based on the development of phonemic processes.

The established methods of correcting sound pronunciation (listening, imitation) do not form an accurate picture of the state of the organs of the articulatory apparatus in children.

Traditionally, the development of phonemic hearing has been developed along the lines of listening and speaking, but because of its lack of development, it is difficult to teach students to distinguish sounds by relying only on hearing. It is manifested in the deficits in the separation of sounds close to acoustic or articulatory manifestations.

Thus, it is necessary to improve the correctional education system for children with speech defects, to search for new effective methods of teaching. These include, for example, modeling, which is a product of complex cognitive activity, including, first of all, the mental processing of the original sensory material.

Each sound corresponds to a particular state of the articulatory organs. In correctional pedagogy, if there is no sound in the child's speech, adults explain to him the correct position of the articulatory apparatus using

traditional methods: his demonstration, monitoring the correct position of the student in his speech. glass or mechanical movement. But in the Uzbek language, when pronouncing many sounds, not all organs of articulation are used. Therefore, it is not always possible to indicate a certain state of articulation. For this purpose, it is more effective to use sound articulation exercises. Their peculiarity is that the views show only the position of the organs of the articulatory apparatus necessary for pronouncing a certain sound.

- It is appropriate to use the following exercises to develop the articulatory apparatus of students in speech therapy classes in general education schools. "New pedagogical technologies", "Correction of sound pronunciation in children", "Let's play, we correct the sounds - play, we correct the sounds", "Speech therapy" shows that the child consciously tries to position his lips and tongue, depending on the individual characteristics of the child, and ndek proves that it brings sound layers to work. The model serves as a visual support, a constant "reminder" of the articulation of the unpronounceable sound.

First of all, the child should learn the structure of the organs of the articulation apparatus. The components of the articulatory structure of the sound include: lips, teeth, the tip of the tongue during the pronunciation of the sound, the method of noise generation and the type of barrier, the characteristics of the vocal folds. as well as the nature of the airflow. Focuses his attention on movable and immovable organs, lip movements, tongue, teaches him to feel the work of articulatory cholatins and the nature of air flow when pronouncing sounds. Then the state of the organs of the articulatory apparatus during the pronunciation of the sound is also carefully analyzed.

The first and most important stage in the system of all elimination works is the development of a certain

condition of the organs of the articular apparatus, its mobility, coordination and variability of movements, which is achieved by conducting a special exercise.

Articular gymnastics, which begins corrective and educational activities, should create a psychological mood in children that contributes to the effectiveness of the lesson as a whole.

The process of developing articular motor skills is more active, faster, and it is easier to overcome difficulties if the speech therapist uses game forms of work. A student who indulges in the game and tries to fulfill its conditions as much as possible will not notice that he is being taught.

Later vowels are introduced. They are the simplest, because fewer organs of articulation are involved in their pronunciation.

A set of exercises aimed at developing the articular apparatus is called articular gymnastics.

The purpose of articulatory gymnastics is to develop the full range of movements and certain positions of the members of the articulatory apparatus necessary for the correct pronunciation of sounds.

Articular gymnastics is a preparatory stage of work on diction and includes a set of exercises aimed at developing the articular apparatus.

- exercises to develop the mobility of the lips;
- exercises for cheeks;
- exercises to develop tongue muscles;
- exercises to develop mobility of the lower jaw;
- training of the muscles of the larynx and soft palate;



Articulatory exercises are aimed at strengthening the muscle system of the tongue, lips, cheeks, teaching students to maintain a certain articular position, increasing the movement and mobility of articular organs, and reducing tension. Each exercise is practiced until it is easily and freely performed without much effort. After working out the accuracy of the movements of the active organs of speech with the help of articulatory exercises, it is necessary to move on to the formation of skills in pronouncing individual vowels and consonants and their combinations in the native language.

Teaching vowel sounds requires not only developing the correct phonetic position when pronouncing each of them, but also comparing vowels. The fact is that vowels formed in accordance with the laws of phonetics in different parts of the speech apparatus ("front", "middle tongue", "back tongue") can sound in different positions: some - near the teeth (front position), others - in the dome of the hard palate (middle position), the third - in the larynx (in the back position). In this case, what is called "vowel diversity" occurs during speech.

## CONCLUSION

Each logopel is looking for a way to make the process of remedial and developmental education the most effective. The use of sound models in speech therapy training makes it possible to achieve this. Regardless of the type of speech disorders, the use of models in the staging of sounds helps the child understand the process of sound staging and becomes not only a passive executor of the will of adults, but an active participant. Thus, if there is no sound in the child's speech, the speech therapist explains the correct location of the organs of the articulatory apparatus and plays the role of visual senses as a model, based on which the child consciously tries to place his lips, ,

language, as shown in the model. The model serves as a visual support, constantly "looks like" the articulation of the unpronounceable sound.

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