

MULTIDISCIPLINE PROCEEDINGS OF
**DIGITAL FASHION
CONFERENCE**

KOREA, REPUBLIC OF

Multidiscipline Proceedings of

DIGITAL FASHION CONFERENCE

September 2024 (*Volume 4, No.5*)

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Available at digitalfashionsociety.org
Published:
서울 합정역
파주출판도시
ISSN 2466-0744
Seoul
Rebuplic of Korea (ROK),

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EXPRESSIVE SPEECH SKILLS IN CHILDREN WITH ALALIA IMPORTANCE OF FORMATION

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Abstract: Currently, the number of children in need of correctional assistance is increasing in many countries of the world. According to the World Health Organization, speech disorders of various degrees are currently observed in an average of 30% of children admitted to the first grade, that is, when viewed objectively, during the preschool period, speech functions do not develop at the standard level in one third of the children's population and require additional corrective action from specialists. On the contrary, it is determined that phonetic-phonemic defects of speech (disorders in the pronunciation of sounds) appear in 15-25 per cent of the general population of children. According to the US National Centre for Health Statistics, voice disorders (articulatory or phonological disorders) in preschool children are 8-9 per cent. 5 per cent of children admitted to the first grade have speech defects such as speech disorders, stuttering, and dysarthria.

Keywords: expressive alalia; dialogue; communicative situation; grammatical model; grammatical forms; phrasal structures; stages of formation

Relevance of the topic. One of the important conditions for comprehensive and complete development of children is beautiful, correct speech. The level of development of the child's speech determines the activity of his mental and physical development, the scope of conscious awareness of the environment, the formation and improvement of the skills to express his opinions. The number of children in need of correctional assistance is expected to increase in the following years. According to the World Health Organization, speech disorders of various degrees are currently observed in an average of 30% of children admitted to the first grade, that is, when viewed objectively, during the preschool period, speech functions do not develop at the standard level in one third of the children's population and require additional corrective action from specialists. In the studies of Shriberg LD, Tomblin JB, McSweeney JL, the prevalence of speech disorders among preschool children is defined as 5-10% to 20% and higher. At the same time, severe and persistent speech disorders account for less than 0.1% of speech disorders observed in children. On the contrary, it is determined that phonetic-phonemic defects of speech (disorders in the pronunciation of sounds) appear in 15-25% of the general population of children. According to the US National Center for Health Statistics, voice disorders (articulatory or phonological disorders) in preschool children are 8-9%. 5% of children admitted to the first grade have speech defects such as speech disorders, stuttering, and dysarthria. Based on a comprehensive study conducted by Sharynne McLeod and Linda J. Harrison to determine the prevalence of speech defects in 5-year-old children in Australia, the number of children examined (25.2%) and this determines the relevance of problems such as the size of the demand for speech therapist work. The results of the research carried out by N.V. Novotortseva in Russia indicate that 59% of the pupils of 5-year-old preschool educational institutions do not have sufficient speech preparation for school education. In our republic, improving the education system and raising a mature generation has been raised to the level of priority of the state policy, and improving the quality of special speech therapy support for children is an important component of this direction. In order to establish the Ministry of Preschool Education in the Republic of Uzbekistan, to strengthen the material and

technical base of preschool educational institutions, to develop regulatory and legal documents, to develop the state curriculum "Ilk Kadam", as well as to educate 3-6-year-old girls spiritually and morally, and to promote a healthy lifestyle. The introduction of "Zumradoy Davras" clubs and modern educational programs are important steps aimed at reforming the preschool education system. In the action strategy for the further development of the Republic of Uzbekistan, "...expanding the network of preschool educational institutions and fundamentally improving the conditions for the all-round intellectual, aesthetic and physical development of children in these institutions, seriously increasing the coverage of children with preschool education and ensuring access to it, pedagogues and tasks such as improving the qualification level of specialists" have been set, and today the development of the speech of children of junior and senior preschool age, as well as ensuring their successful transition to the next stage of education, is of urgent importance. Decrees of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy of Actions for Further Development of the Republic of Uzbekistan", No. PF-5198 of September 30, 2017 "On Measures to Fundamentally Improve the Management of the Preschool Education System", Cabinet of Ministers Decision No. 528 of July 19, 2017 "On measures to improve the activities of preschool educational institutions", No. PQ-3261 of September 9, 2017 "On measures to fundamentally improve the system of preschool education" and other regulatory and legal acts related to this activity The requirements aimed at the implementation of the tasks specified in the documents determine the relevance of our research. L.Mo'minova, Kh.Polatova, M.Ayupova, E.Babaeva on various aspects of speech disorders in our republic (literacy, labor education, active speech, phonetic-phonemic and written speech deficits) V.Veretennikova, N.Rakhmonkulova, Z.Akhmedova, Sh.D.Aripova; Some aspects of the speech problems of children with physical and mental developmental disabilities, D.Nazarova, V.Rakhmonova, R.Rustamova, N.Sosedova, U.Fayzieva, M.Khamidova, R.Shomakhmudova, F.Kadirova, N.Z.Abidova reflected in his studies. Recognizing the importance of the results of the above-mentioned studies, it should be noted that a number of questions related to the improvement of the effectiveness of correctional speech therapy services in general preschool educational institutions have not been sufficiently studied. In this regard, the urgency of the problem of providing special speech therapy assistance to preschool children is increasing. In order to implement correctional work in general preschool educational institutions, the state unit of speech pathologist was introduced, which provides an individualized and systematic approach to the correction of children with mild developmental disabilities. The office of a defectologist in a preschool educational institution is a stage of correctional service in education, and it is the "youngest" form of organizing correctional assistance. It is intended to provide timely qualified recommendation-methodological, diagnostic, correctional assistance to children, parents and caregivers regarding the problems of development, education, upbringing, and adaptation of children with mild developmental disabilities. A defectologist working in a preschool educational institution to the Decision No. 528 of the Cabinet of Ministers of the Republic of Uzbekistan dated July 19, 2017 "On improving the activities of preschool educational institutions" and the Order No. 183 of the Minister of Preschool Education of the Republic of Uzbekistan dated August 15, 2018 "On working documents of state preschool educational institutions" relies on According to the Resolution No. 528 of the Cabinet of Ministers of the Republic of Uzbekistan dated July 19, 2017 "On improving the activities of preschool educational institutions", "The state unit of speech, hearing and visual impairments will be introduced in state preschool educational institutions to provide services to children with mild speech, hearing and visual impairments." At the same time, the non-existence of a

normative-legal document that illuminates the characteristics of the work process of speech therapists working in preschool educational institutions of the general education type, and regulates the organization and implementation of the correctional-pedagogical process creates great difficulties in the organization of the correctional process. The organization of correctional assistance at the logopoint in a preschool educational institution has a number of differences compared to that in specialized preschool educational institutions: the priority of the individual approach among the forms of work, the inclusion of correctional-logopedic assistance in additional educational services, and the special methodical literature on the organization of work in the logopoint in a preschool educational institution programs are not available. In the development of these reasons, it is necessary to develop a work system adapted to the conditions of logopoint in a preschool educational institution, which will allow children with expressive allalia to master the basic educational program, eliminate the existing defects that prevent them from getting an education at school in time, that is, before starting school, and ensure their effective socialization in the general education school and the world around them. determines. At the same time, the relevance and significance of the researched topic is determined by the current needs of the preschool education system and the conflicts between the following situations:

The need for rapid and at the same time comprehensive examination of a large number of pupils in the conditions of a general preschool educational institution and the absence of optimal diagnostic methods designed for this;

The increase in the number of children with speech defects and the inability to provide timely help to all children in need of correctional and speech therapy in the conditions of the general preschool educational institution; lack of development of an early corrective-prophylactic effect mechanism adapted to educational conditions; The need for parents' participation in the correctional-pedagogical process and the absence of effective cooperation technologies of the institution and parents in this direction. The need to resolve these conflicts became the basis for choosing the topic "Correction-logopedic technologies carried out with speech-impaired children in preschool educational institutions".

The object of research: the initial speech skills of children with expressive alalia

Subject of research: the process of formation of initial speech skills in children with expressive alalia

The purpose of the research is to develop proposals and recommendations for improvement of correctional-logopedic technologies carried out with the formation of initial speech skills in children with expressive alalia.

Research hypothesis: We assumed that there is a large number of children with speech disabilities in general preschool educational institutions who need complex correctional speech therapy. Here is the corrective-logopedic work process: If a method of express examination and selection of speech defects in children adapted to the conditions of a general preschool educational institution is created; if the duties and obligations of the speech defectologist are revised and improved with an approach suitable for the conditions of a general preschool educational institution; If an early corrective-prophylactic effect mechanism is developed adapted to children of preschool age who are in the "risk group"; effective cooperation of institutions and parents, if technologies are perfected, the quality of correctional and speech therapy services in preschool educational institutions will increase.

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