

METHODOLOGY FOR CHECKING THE SPEECH ACTIVITY OF STUDENTS WITH A WEAK PRIMARY SCHOOL MIND

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Annotation. This article is covered on the basis of several techniques in the development of speech activity in mentally retarded students. In this, methods have been improved based on cognitive activity of mentally retarded students.

Keywords: speech, communication, cognitive activity, pronunciation, perception, hand Matrix, vocabulary, correction.

Today, the upbringing of the younger generation as a mature person in all respects is one of the issues that are currently relevant. Based on the analysis of special literature and the results of our study, the following factors in the cultivation of speech in children with mental developmental disabilities: mental capacity and degree of impairment; we observed the correct and timely implementation of correctional work on the state of speech of the child (pronunciation skills, vocabulary Reserve and grammatical system), correctional work, the formation of a full-fledged implementation of a comprehensive, mother-tongue system in teaching educational and Correctional disciplines on colloquial speech. A research methodology has been developed that studies the cultivation of speech in children with mental developmental disabilities.

The importance of folk oral creativity in the development of children's speech is great. Therefore, in the "book of reading "the section" Fairy Tales-reach for good " is given. The fairy tales included in it are important for children to be taught to prosperity, to develop spiritually. For example, peasant and rich characters from the fairy tale "beat the bat " form in the minds of readers an idea that one should hate good and evil, get away from it. It is believed that boastfulness, Justice, greed are very bad habits, generosity, kindness to a friend, truthfulness help a person to achieve spiritual growth. Children are said to prepare to make two schedules. It is emphasized to write together words about good, and to the other words that are the opposite of it. Students are divided into two groups, when children in the first group find words such as kind, generous, sweet, cute, beautiful, beautiful, hardworking, attentive, modest, intelligent, knowledgeable, while children in the second group say such words as bad, ugly, rude, deceitful, cunning, hooligan, disorganized, stingy, ardent. It is useful to carry out work on the cultivation of speech in connection with economic education. It uses words such as family, household, Grace, solidarity, cooperation, austerity, profit, loss, autocracy, respect. The work of growing students ' speech is associated with the enrichment of their vocabulary. The more vocabulary children have, the more fluently he will speak. As we all know, speech is a means of expressing thought, through which a person expresses his opinion, views. In addition, we evaluate the inner world of a person, the level of knowledge, also based on his speech. Therefore, to grow speech, which is considered effective in mastering knowledge, collecting information about nature and being, as early as school age, it is necessary to attach special importance to the use of such methods as memorizing the speech of Primary School students, explaining the meaning of words or retelling, but the use of games that are an interesting activity for them, especially Because the game occupies a key place in the activities of students of younger school age. Based on the age and psychological nature of children, we can say that play is the main tool in the understanding of the world and oneself, in the cultivation of coherent speech. In the lessons, we give examples of several games and methodologies in which students participate with excellent interest.

Methodology " checking the understanding of simple sentences"

229	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 11 Issue: 11 in November-2022 https://www.gejournal.net/index.php/IJSSIR
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The boy is shown situational pictures and is told a series of simple statements with the following manifestations: “The Girl is sitting”, “the girl has a red ball”, “the boy is running”, “the boy has a car”, “the puppy is running” and hokazo. After that, the child should show a picture depicting the incident being told. It is also asked to indicate the following: olmahan's momic tail, where the girl is jumping, running, writing, flying slippery.

Then the method of executing commands in the form of a word is used, which involves the execution of 1.2.3 consistent characteristics that come in one sentence. For example:” Stand, go next to the table“,”take the toys and put them on the floor“. "Take the ball, hit the floor and give it to me.” Then it is determined that children understand grammatical constructions.

1. Understanding nouns in singular and plural. The child is shown pictures on things, his acquaintance and show skills are determined: where is the car, where are the cars, where is the doll, where are the Dolls, where are the apples, where are the apples, and so on.

2. Shrinking is the understanding of words that have a pampering attachment.

The child is given pictures on things and the skill of seeing the following is determined: where is the table, where is the table with the toy, where is the spoon, where is the spoon, where is the rabbit, where is the rabbit and the hokazos.

3. Understanding the content of coherent speech. This section examines the understanding of the content of poetic and eloquent texts. For this, children are offered a poetic text.

In-depth examination of the internal speech of students of school age, whose speech is not fully developed, helps to determine the sluggish vocabulary of children in the General Order of mental-speech-examination, as well as the state of some aspects of their mental activity, since logical perception is considered to be complex specialized perceptual thinking-mnemonic activity of a person. Internal speech affects the connections and activities of students with people, turns out to be a weapon of planning speech and non-speech actions.

Game "story"

Purpose: to cultivate the speech of students with mental development disabilities.

The teacher writes a few words to khattakhta. For example: Nafisa, like clock, rain, book. Readers independently compose a story with the participation of these words. In this, along with an increase in their vocabulary, the ability to correctly compose sentences, correctly tallaffuze sounds, creative and independent fixation is formed. The fact that the teacher encourages active participants from time to time increases students ' self-confidence and encourages them to be active in the bundan. These games can also be freely used in extracurricular activities and circles.

Methodology "study of the state of vocabulary"

At the time of the conversation, readers observation gives certain ideas about the wealth of the child's vocabulary. But in order to determine the shortcomings of speech in detail, it is necessary to determine the level of vocabulary of the reader, aimed at the goal.

To check the level of vocabulary, special methods are used: to name things, to name things according to their description, To summarize the name of things, etc.

The reader is offered pictures with images of objects or objects, their movement, quality and signs. Things and pictures are selected by topics: toys, dishes, household appliances, clothes, shoes, body parts of a person, pets and wild animals, plants, people's profession, seasons of the year.

The child is again offered the following tasks:

- name the action of the work shown by the pictures and;
- "what is the child doing?"- the act of work is shown in practice;

Name things. A picture of what the reader should name or what their action, quality marks are depicted on is displayed. In this, the speech therapist addresses the child through questions: “What Is It”, “Who Is It”, "What is it doing", "how", "whose",

- to name things according to what is described: "which animal gives milk", "what do we write with?" and others;

- generalisational word separation: name a series of objects or pictures of things with one common word. Example: apples, pomegranates, grapes, quince, figs, apricots, dates, lemons, bananas or their pictures are shown and the question is asked: "how do we name what is shown in one word?" in this case, the pronunciation of words with different syllables is checked as much as possible.

- it is proposed to name with their action using images. The reader is offered to see pictures, in which the child must tell how the thing in the picture can move (the Swallow is flying, the doll is sitting, the child is running, the girl is swimming). The child can be approached with the following question: "What is the child doing?" and other.- determining the sign of a thing. How is the sky? - (air color), whose is the coat? (my mother's).

- identification of meaningful words and antonyms: hot-cold, bitter-sweet, high-low, creamy-thin.

- knowledge of one-core words (garden, garden, gardener).

- generating quality from horses: "the table is made of wood". "What table?" (Woody); "the car is made of iron". "What kind of car?" (with iron). "Rice dish". "What kind of food?" (with rice). Methodology " examination of independent speech of children"

To check the connected speech of children, they are offered to perform the following tasks:

- compose a story without the use of subject images, toys, things. For example "this is a doll". the doll is very beautiful. A large bandage is attached to her hair. The doll is dressed in a large satin dress. He has a tapochka at his feet."

- build a story using serial images. The speech therapist recommends the reader 3-4 series of pictures, and depending on these pictures, it is proposed to compose a story, determining the sequence.

Drawing up a story on a given topic. Speech therapist will contact the reader:

"Think, what did you do at home yesterday?", or " what cartoons do you know?", "Do you like to go to the guest?", "Who did you go to mexmon?".

Evaluation:

- the story is structured correctly. The content of the story was able to shed good light. The story is structured in 5-6 sentences;

- the story was able to compose. But could not shed light on the content to the end. The story is composed of 3-4 sentences;

- many mistakes in the story. Could not shed light on the content. The story is composed of 1-2 sentences;

- he has no independent speech.

Materials for finishing:

Model of thing, mulch, handouts (pictures, constructors), probes, spatula, mirror (wall and table mirror).

Didactic materials: a set of toys, toys that can be played on the table (loto, domino).

Collection of albums or pictures, expressive and plot about things, continuous clipping pictures.

A set of objects of different sizes and shapes to determine different number materials, mozaika, optical-spatial representations.

Objects of different sizes or their drawings.

Set of sound toys: drum, flute, piano, sound-making animal-toys.

Set of pictures (toys): household appliances clothing, dishes, transport, pets and wild animals, vegetables, fruits.

Special manuals for checking phonemic perception: pictures, syllables, words about a pair of objects.

Methodology " checking the understanding of words"

The verification begins with the fact that the reader is told the names of things and is asked to indicate them. For example: body parts - eyes, forehead, face, nose, hair, daxon, arms, legs, etc.

Then the reader is offered to show home equipment: a table, a chair, a wardrobe, a chandelier, a mirror; from toys: a doll, a car, balls. The next step in checking the interpretation of words will be to determine the familiar skill of what is depicted in the picture. In this, the child will be shown pictures with images of objects that belong to different subject groups and differ from each other in shape, color, size and number. In these pictures, pets and wild animals, toys, vegetables, fruits, dishes, transport, as well as the seasons of the year will be tainted. This didactic material distinguishes it based on the age and individual characteristics of students. **"into place methodology instead"**

Purpose. Development of speech and memory of students with mental developmental disabilities.

Transfer tehnika. On the table, 5 or 6 pets are placed in pairs along with their children, and it is assigned to let the pets name by name. The reader is told to remember a certain amount of time given, and the pairs of pictures on the table with their eyes closed are changed. Then the child is handed over to place the pictures in their place with the eyes peeled off. Depending on the cognitive activity of the child, the methodology can be complicated. It is possible to use birds, fruits, vegetables and other subject images.

Methodology "which one was taken"

Purpose: development of speech and memory of students with mental developmental disabilities.

Transfer tehnika. In this, generalized pictures are placed on the table: house and wild animals, fruits, vegetables, birds and other generalized pictures. The pictures are typed in rows, and the child is asked to carefully observe the pictures and memorize them. Then one of the pictures is taken away in the case not shown to the child. The child is told to find the picture taken. In this case, it is important how developed the child's visual memory is. Further variants of the methodology are complicated by the change in the number of images.

Including scientifically analyzed the development of small business and business, and the legal basis, at this time financially support small business and business, the latter is amended and the rules for this branch of national legislation are added.

Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

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234	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 11 Issue: 11 in November-2022 https://www.gejournal.net/index.php/IJSSIR
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