



SCIENTIFIC AND METHODOLOGICAL BASIS OF EDUCATION OF CHILDREN WITH SPEECH DISABILITIES IN SPECIAL PRESCHOOL INSTITUTIONS AND FAMILIES

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ABSTRACT

Emphasis was placed on expanding the network of preschool education institutions and radically improving the conditions for the full intellectual, aesthetic and physical development of children in these institutions, significantly increasing the coverage of children with preschool education and providing access to it, improving the skills of teachers and professionals.

KEYWORDS:- Special school, methodical, upbringing, family, child, inclusive education.

INTRODUCTION

Resolution of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" [1], September 30, 2017 No. PF-5198 "On Preschool Education" Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated July 19, 2017 No. 528 "On measures to radically improve the management of preschool education institutions", September 9, 2017 PP Resolution No. 3261 "On measures to radically improve the system of preschool education" and the implementation of the tasks set out in other regulations related to this activity. strengthening the social protection system, protecting the rights of children with disabilities and engaging them in inclusive education are being implemented by UNICEF. This ensures that children with severe speech impairments in

preschool receive a modern education based on international legal instruments developed by UNICEF [2].

THE MAIN FINDINGS AND RESULTS

Emphasis was placed on expanding the network of preschool education institutions and radically improving the conditions for the full intellectual, aesthetic and physical development of children in these institutions, significantly increasing the coverage of children with preschool education and providing access to it, improving the skills of teachers and professionals. It is important for a child to grow up in an environment of happiness, love and understanding in the family, in the educational institution, in the community, so that he can develop into a well-rounded and well-developed person. This is especially important for a child with special needs and developmental disabilities. Because such a child needs special attention and help from his relatives. Speech



plays an important role in the comprehensive development of a child's personality. If the child does not receive new, clear impressions, if the necessary conditions are not created for the development of his actions and speech, then the physical and mental development of the child is left behind. So, the correct content of speech depends on the speech of others, speech experience, correct speech environment and education. But for some reason, the child's speech development slows down and lags behind.

One of the most pressing issues today is the important role of children with developmental disabilities in need of social protection and the state of the system.

The attitude of nations towards people with disabilities in need of special protection is reflected in the moral and ethical indicators of society. Article 23 of the Law on Education establishes special educational institutions for the education, upbringing and treatment of children with physical or mental disabilities, as well as children and adolescents in need of long-term treatment. Admission and expulsion of children and adolescents from these educational institutions is carried out with the consent of parents or representatives of other legislative bodies on the basis of the conclusion of the psychological, medical and pedagogical commission.

Collaborating with and assisting the family in overcoming, correcting, and developing speech-impaired children is of paramount importance, and the state-guaranteed family is tasked with educating, developing, and correcting the child with a speech impediment. Based on these requirements, educating and adapting children in need of support requires a child-centered approach with special knowledge and speech disabilities. The fact that educating children with speech disabilities is one of the main tasks of

preparing them for life as an active person, but the fact that this area of the problem has not yet been developed by scientists, highlights the urgency of this problem.

Family upbringing is the life of parents, participation in the elimination of speech defects in cooperation with specialists on the basis of healthy lifestyles, preparation for school and the basics of worldview, moral, aesthetic, spiritual impact. process is understood.

It is inextricably linked to the relationships and characteristics that develop between parents and children with speech impediments in the family. These factors can have a significant impact on a family's internal environment, relationships, and parent-child relationships, and vice versa, in a child with a speech impediment. A child with a speech impediment in the family requires special upbringing and an individual approach. Parents always need the advice of a speech therapist.

However, no special research has been conducted to study the characteristics of parents and children with speech disabilities in families from a special pedagogical point of view. In addition, the available literature on the subject is poorly translated from other languages into Uzbek, and there are almost no manuals that can provide methodological assistance.

It is natural for children to be cared for in any healthy family. Children need the care of adults, and adults have a strong desire to take care of children. And for some as a baby gets older, he or she will outgrow this. He loves everyone, he believes that everyone loves him and that everything around him is good. However, the most difficult problem in the family is the problem of an unhealthy child, that is, a child with a speech impediment. These children have the same rights to development as their healthy peers. That is, children with developmental disabilities also need love and support from their parents, special education. In particular, there is



very little research in the country on the upbringing of such children in the family.

It is important to take a comprehensive approach to the correctional and speech therapy work with children with speech defects in special preschool education: adaptation of educational activities of teachers, methodological support of various issues in educational thematic and long-term plans, correctional development and systematization of practical materials that teachers can use in different areas of pedagogical work.

Many preschools in Russia have adopted the program "Correctional education of five-year-old children with speech impediments" by T.B. Filicheva, G.V. Chirkina (M., 1991). The authors of this program recommend that speech therapists and educators work together to determine the minimum amount of vocabulary that children should possess in order to determine the level of demand in the existing independent speech of 3 children. The program includes recommendations on basic mathematical concepts, construction, creative arts, physical culture, labor education. The correctional education program includes three consecutive periods of education.

There are also recommendations for educators YFGarkusha, TATkachenko, NAKrilova, VVKonovalenko, SAMironova to plan a systematic approach to solving problems related to speech correction and speech development in children with speech defects in special preschool education. (M., 2003).

The main tasks of correctional work in the education of children with speech defects in special preschool education are their speech; is the development of lexical-grammatical aspects.

Many theoretical, practical and methodological materials related to the development of lexical and grammatical aspects of speech in children

with speech defects in special preschool education have been studied by scientists.

The program of education and upbringing of children with speech defects in special preschool education clearly shows the structure of lexical and grammatical aspects of speech, frontal training for development.

Speech therapy is carried out in the following areas:

- Formation of a thematic combined passive and active vocabulary
- Development of pronunciation skills
- Development of phonetic comprehension, sound analysis and synthesis skills
- Teaching to compose words, to compose different sentences in fluent speech.

Speech therapy work aimed at increasing vocabulary and grammatically correct speech at the same time helps to improve the lexical-grammatical structure and phonetic structure of speech in the native language, which is used in children's general education schools in both native and Russian languages. creates conditions for reading.

The goal of teaching in groups of children with speech disabilities in a special preschool setting is to eliminate or compensate for speech deficits and secondary symptoms caused by developmental delays.

Speech therapy, child rearing and teaching are performed by a speech therapist, and speech and language therapy is performed by a speech therapist, educator, and music teacher in close communication with the child's parents.

Special preschools should take a holistic approach to the following tasks:

- initial diagnosis of children enrolled in special education and upbringing in the process of in-depth study;



- Ensuring the full development of children through the creation of pedagogical conditions and the creation of equal opportunities for children through a comprehensive approach to education;

-Correct implementation of pedagogical and educational work, taking into account the nature of speech disorders and the nature of the shortcomings, the preparation of children for school;

Speech correction is determined by the effectiveness of educational work, accurate planning of children's time in kindergarten, the correct distribution of activities during the day, the correct coordination of the work of the speech therapist and the educator.

In accordance with the Regulations on Institutions of Preschool Children with Speech Impairment, a one-rate speech therapist and a two-rate educator are approved for each special group.

The speech therapist's work schedule and type of training depend on the individual characteristics of the children, as well as the speech and correction tasks to be solved in the process of education and upbringing. The following types of classes are offered:

- Rhythmic speech training;
- pronunciation training;

The number of these classes varies depending on the period of study.

In the first period of training, small group general lessons on the formation of lexical and grammatical devices of the language and the development of fluent speech are held five times a week. Pronunciation is done individually with each child.

In the second stage of education, children's speech improves: general lessons on the formation of lexical and grammatical devices of

the language and the development of fluent speech are held 5 times a week.

In the 3rd stage of education, the focus is on the independent development of children's fluent speech, not only on the stability of spoken sounds, but also on the acquisition of sound analysis and synthesis by children. Such general work is carried out 6 times a week: 4 times - on the formation of lexical and grammatical devices of the language and the development of fluent speech; 2 times to form the correct pronunciation of the sound. The system of special education in Uzbekistan needs to develop on the basis of universal values and using the achievements of civilization. Special education for children with disabilities in the family, in special schools and preschool institutions, improvement of correctional-rehabilitation, development work, elimination of existing barriers and shortcomings, implementation of integrated education, determine the basis of our work.

The fact that the issues of family and child rearing in the family have become the object of research for educators, sociologists, psychologists, physicians, philosophers, shows that this issue is extremely relevant.

Raising a child with a speech impediment is one of the most difficult tasks and requires a lot of attention, care, trust, knowledge and kindness from parents and family members. In addition, the child should have a thorough knowledge of the physiological laws of normal and abnormal development of physical and mental development at different ages.

CONCLUSION

One of the most important issues in the science of speech therapy is to determine the educational responsibilities of children with speech defects in the family. The basic principles of the family in



the upbringing of children with speech disorders are the formation of personal qualities and speech of children, adherence to the common goals, objectives and principles of education.

Parents of children with speech disabilities should work closely with health care providers and a number of speech therapists to find ways to nurture and adapt the child's speech.

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