

FORMATION AND DEVELOPMENT OF GRAMMATICALLY CORRECT SPEECH IN CHILDREN WITH SPEECH DEFECTS

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I. INTRODUCTION

Children cannot perform grammar exercises without first mastering the ability to articulate the smallest number of words and sounds and to model speech intonation.

Developing grammatical skills in three- to four-year-olds. The main task of the educator is to teach children to use expressive speech in practice, that is, to use the basic grammatical categories in speech correctly, to change the word in practice according to the number, future, personal, tense. should.

It's a good idea to start your grammar work by getting to know the horses, because horses make up more than half of our speech. There are also other parts of speech that can be changed by changing names, such as: adjectives - by agreement, type, and number; past tense adjectives and verbs - vary in type and number.

The process of changing horses should start with the arrival of the harvest. To do this, it is necessary to compare it with the main agreement, and then to study the direction and joint agreements as the most clear and possible agreements, and then to teach children some of the meanings of the pre-auxiliary and pre-auxiliary agreements, these agreements and Where? Where? Introduce pre- auxiliary structures based on differentiated questions such as Particular attention should be paid to the work of the foreman. Pre-auxiliary structures are indirectly related to the main forms of agreements, so it is advisable to combine practical acquaintance with pre-auxiliaries with the application of agreements. First and foremost, children need to understand the difference between a helper and a helper.

It is important to compare effort and speech to reinforce these concepts. Aids in teaching children to use auxiliaries in speech and it is important to highlight the changeable attachment by tone: on the table, lying under the table, removed from the table, etc. By this time, children should be able to distinguish between "one" and "many." By choosing different things, they learn to match the words "one" and "our" with these objects.

By the beginning of the third year, the child learns a certain level of verb vocabulary, that is, indefinite verbs to drink, to give, and some imperative verbs, such as have, give, bring, wash.

Children should be introduced to the past tense after they have mastered the conjugation of horses. Past tense verbs are easy to learn and are part of an active children's vocabulary. Based on past tense verb materials, types and numerical forms of verb modification are easily introduced into children's speech: washed; we washed; we drew, we drew. Then, with the verb "I will," the child learns the future tense. Simple future tense verb forms appear in a child's speech by the age of four.

The importance of developing grammatical skills in preschool children Grammar plays a strategic role in the process of children's learning another language, because "Grammar is a repertoire of tools through which, first of all, the relationship between independent objects and ideas is expressed according to certain rules. on the other hand, new words are formed on the basis of certain rules "(LVSHerba). Thus, the grammatical system includes not only syntax and morphology as a representation of logical relations, but also word formation. In order to develop grammatical operations skills in children, it is necessary to use certain grammatical elements in the language being studied. It is necessary to use the following games: the number of horses in the plural, the number - the plural or singular horse, etc. The child learns the grammatical structure of the language being studied in a variety of speech activities. By knowing cause and effect, quantity and other relations, the child also learns how to express them through grammatical forms and structures (singular and plural, genus, future tense, verb tenses and types, etc.). . The child learns grammatical devices (suffixes, plurals, suffixes in word formation). It is a good idea to include a variety of verbs in children's speech, using the "action-speech" method, in conjunction with verb prepositions. In addition, the child can understand the meaning of the prefix (went, entered, approached, exited) in the direction of a particular image or action. Once children have mastered the meaning of the prefix, it can be compared to the prefix (entered in, entered from ..., exited from, etc.). In special activities for children, the educator is encouraged to use toys, objects, clothes, shoes, dishes, food, etc., as well as story games. As children play, they imitate the activities of adults around them. To make a sentence colorful, it is necessary to change the plot of the game - to introduce new game characters, to ask the child guiding questions, and thus to teach him to answer with certain

phrases. In the presence of a "with" a front assistant for the action it is easy to insert structures: played with a bear, played with a puppy; with the rabbit, with his

mother, with Samat. The children will be able to tell the whole story of the action. If a child makes a mistake in a sentence, the tutor should correct it and repeat the sentence. Teaching children to formulate phrases in appropriate grammatical forms can also be done through playful situations. Playful methods are used as a conversation with children about the use of grammatical structures to reinforce all forms of agreement. The importance of developing grammatical skills in preschool children. It is important to show the relationship between the width of the objects in the lessons on teaching children to use prefixes. You can use cubes, pyramids, books, and more to do this. For example, the actions that show the construction of a house should be done by saying: "We put a cube on top of a cube, and a wall is formed. There is a table behind the wall. " (Here it is necessary to show the movement of the object behind the wall). A rabbit and a bear are sitting around the table. There are bowls on the table and a stool under the table. " It is important to show the condition of the objects on and off the table so that the child can easily learn the phrases related to the objects. Special grammar exercises should be done using pictures.

After carefully examining them and answering the questions in one word, it is necessary to make a complete indirect suffix and proceed to the narration, because it is much more difficult for them to formalize the verb-related word. will pass. For example, Alisher plays ball with Barno.

The girl is watering the flowers with her teapot. Asking questions based on a single picture and having the child answer them is one of the fun questions and answers. For example, based on the picture "The child washes his hands", a number of questions can be asked: "Khurshid, Timur, what is Alisher doing?", "What is Alisher washing?", "What are we washing our hands with?", "Whose hand is clean?" and so on. In the fourth year of a child's life, a great deal of attention is paid to teaching him to compose one-sentence sentences, as well as to introduce generalizing concepts into his speech. Classes require a variety of activities, such as making pictures based on pictures, using key words, demonstrating actions, and filling in missing parts of speech. Work with children to create a conversation with one-syllable identifiers "What is this, guess what?" can be done by organizing a game. The child should say the name of the object according to the distinguishing features, for example: "round, wet, yellow, sweet, has a tail, useful" - turnip. Or: "big, round, blue, rubber" - a ball. You can use the "Remember and Say" game to create one-sentence sentences. The educator tells the child the task so that no one can hear it. The boy begins to complete the task in sequence, and the children tell him what he is doing: "Abduazim took the scissors, cut pieces of red and blue

paper and gave them to Zuhra and Farrukh." Speech development exercises - that is, exercises to strengthen speech grammar patterns - can be done in conjunction with other activities, such as reading a book. Reading short stories can be done with games and actions that are relevant to the text being read. Grammar exercises should be done during games, field trips, and shifts, so that children can improve their speaking skills. In general, all the activities of a child in preschool should serve to develop his attention, memory, thinking, to improve his speech. Developing grammar skills in five- to six-year-olds. At this age, the child can and must master the following basic grammatical forms: the auxiliary form of singular and plural nouns, the arrangement of plural adjectives, the modification of numbers, verb forms, the correct application of the forms. At the age of five, a child uses compound sentences in his speech, although some types of speech are still more difficult for him. Prefixes and conjunctions are used in different senses. More general terms are used: furniture, food, dishes, toys, transportation. In general, as a child's vocabulary increases, his speech becomes smoother and more consistent. According to the syllabus that five-year-olds are familiar with, the educator should continue to work to teach five-year-olds the correct use of the grammatical forms of the main parts of speech. Children need to be taught to express temporal, purposeful, and causal syntactic relationships in their speech (when? For what purpose? For what purpose? Why? Why?). The tutor introduces a series of prefixes into the speech, at the same time What did you do? What did you do Verbs that answer questions (I finished drawing, I washed - I washed, etc.); verbs that change depending on the question (What am I doing, What am I going to do?: I'm finishing - I'm finishing, I'm jumping - I'm jumping); verbs with the next simple and the next complex tense, -di with and without suffixes ("I want to play" - "I'm playing", "He wants to get dressed", "He gets dressed"); price (good-bad, expressive, fast, slow, low, high); time (today, winter, summer, etc.); the most common forms of locating (here, there, here, right, left, up, down, that way); the tissue connectors used to connect words and sentences in a sentence (and, if, but, but); performs initial tracking on subordinate clauses (for, because, if, when, zero) that serve to connect sentences. The development of grammar skills in children in the fifth to sixth years of life takes place in the process of everyday communication, as well as in special speech exercises in subject lessons, working with pictures.

The didactic material offered for the lesson should help to master the categories of tenses, numbers, persons, verbs, and to put into practice the verbs in the completed and incomplete forms in speech. To teach children to distinguish between what is being done and what has already been done, it is necessary to give

them a specific feature related to the familiar situation. It is important to connect the forms "today", "now", "now" with the present tense, "yesterday", "long ago", "soon" with the past tense. In special exercises, it is important to work on the construction of compound sentences, which consist of connected sentences and follow-up sentences. It is best to use a question-and-answer format.

At first, the child says only the second part of the sentence (which is actually the answer to the question), and then he is asked to say the whole sentence. Often children make mistakes when it comes to following sentences.

Conjunctions can take many forms: with pictures: two pictures with a similar plot are selected: one depicts a girl writing on a bed, and the other depicts a sleeping girl. In the leader's league, the boy says, "Guli is just making room, and Lola is asleep." Conversation can also be related to games such as "What before, what after?", "It's the other way around", "Find the mistake". In these games, children form sentences using the "and" conjunction and the "or" conjunction. What for? Why? special attention should be paid to the statements that answer the questions. You can use toys, a series of pictures, and role-playing games to make such statements. In this regard, the game "Telephone" creates great opportunities - children have to make a joint sentence when telling their "telephone" conversations: "Barno asked me to bring him a doll", the work on composing joint sentences is on the go. , acquaintance with nature, drawing, music lessons should be continued. Acquired speaking skills will be strengthened through staging, didactic and action games. Developing grammar skills in children in their seventh year of life. by the age of seven, the child should have mastered all the grammatical forms of speech, that is, the selection of horses, the most commonly used verbs. They use forms to describe a movement sign (latitude, time, image of movement), for which children use them in phrases and sentences: walk fast, speak slowly, turn left, and so on. In the speech of seven-year-olds, prefixes are often used not only in their meaning, but also in a vague way. It is noteworthy that prefixes first appear in the speech of four- to five-year-olds as an indicator of the meaning of latitude (away from home, away from the wall); then five- to six-year-olds also use this prefix as an indicator of objective meaning (a gift from my mother, a letter from my father) and only then, at the age of seven or eight, does the child cause it. can use the prefix 'from' to express 'nose' (screamed in fear, cried out of pain '). Methods and ways of forming grammatical skills. Methods and techniques for shaping the grammatical structure of the language being studied: Demonstration of grammatical forms on the example of individual words and phrases; game situations, speaking exercises, creative role-playing games, listening to small texts, etc. When teaching a foreign

language to children, grammar rules are not a separate subject and children are not encouraged to memorize them. Practical grammar skills are developed in specially designed games that help children understand the meaning of the grammatical phenomenon being studied. The action in the game should consist of the formation of a plural noun. This requires an effort to overcome any other grammatical difficulties. The child should have at least two words to express his opinion: two puppets, five bears, eight balls, and so on. To create the motive for such sentences, it is recommended to show pictures of several toys, animals, things, or the teacher (child) will pick up several toys with the same name. By the age of seven, a syntactic sequence of speech is usually formed: the child correctly composes simple sentences, sentences with the same member, in which he uses conjunctions, contrasts, separators; he uses conjunctions in his speech, often followed by conjunctions that express different syntactic relations: adverbs - "Kemal asked what we saw"; purposeful words - "We go to the store to buy groceries"; conditional words - "If it doesn't rain, we'll go for a walk" and so on. A six-year-old should use a fluent monologue to share his or her impressions. The development of grammatical speech should be a priority in the preparatory group of preschool education. As in previous years, it is carried out in connection with special classes and other activities. Formulation of the same idea by different means can be the main type of work on the formation of grammatical speech skills in children in the preschool group. For example, when analyzing a picture of a child having fun, a number of statements can be made: "The children jumped for joy," "The children jumped for joy";

"The kids jumped because they were happy." Such work on composing different sentences on the same topic allows preschoolers to express the same idea differently. In the classroom, the educator deliberately teaches the children to form sentences that can replace each other.

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