

Prevention of Written Speech Disorders of Children with Phonetic-Phonemic Speech Underdevelopment

Zukhra Akhmedova

Assistant Professor, PhD, Tashkent State Pedagogical University named after Nizami,
Tashkent, Uzbekistan



Abstract - The article enlightens methods of preventing written speech disorders of children with phonetic-phonemic underdevelopment, forming of comprehension phonetic-phonemic features of speech, developing of phonemic perception and appropriate phonemic imagination, visual-spatial perception and visual-imagery thinking and developing the skills of attention focus, its distribution and transfer.

Keywords - Oral Speech, Phonemic Perception, Visual Perception, Spatial Imagination, Training For Literacy Skills, Cut Letter, Attention, Analysis-Synthesis, Vowel And Consonant Sounds, Voiced And Voiceless Sounds, Vocabulary.

Introduction of preschoolers with phonetic-phonemic speech underdevelopment into educational system and its transfer into one direction serves for prevention of future written speech disorders and effective mastering of written speech. One of the main directions of State requirements for pre-school age children education is their training for literacy. The so called general task "Training for literacy skills" consists of the following objectives: teaching sound culture of the speech, enriching, strengthening and activating the vocabulary, developing literal, oral and fluent speech; and preparing for writing.

The activities on developing oral speech are mostly aimed at developing children's oral speech, forming literal speech, making up simple and complex sentences using all parts of speech, developing the skills of proper usage of numbers with nouns, adjectives with nouns and adverbs with nouns in children's speech, taking into account correct pronunciation of sounds and words, fluent speech and retelling the stories. Teaching retelling the stories is very essential in developing children's oral speech where they master making up a story on their life experience, the picture or topic offered by the speech therapist. The stories of the preparatory group children must be of the definite sequence and grammatically correct.

Activities of training for literacy skills are divided into two periods: the preparation period and the main period.

The preparation period of the literacy training involves the following works:

1. Pronouncing correct sounds, defining and forming the imagination about the sound composition of words;
2. Explaining the difference between vowel and consonant sounds;
3. Developing phonemic perception and imagination on the base of teaching to differentiate voiced and voiceless sounds;
4. Developing simple skills of analysis and synthesis:
 - a) Dividing sentence into words and words into syllables;
 - b) Identifying the position of the sounds (at the beginning, middle or end of the word);
 - c) Identifying the sound sequence and number in a word;
 - d) Teaching to make up syllables and words from sounds;
 - e) Teaching to identify the sounds in hearing.

The main period as the second stage of training for literacy skills in preschool group implies the following works:

1. Reinforcing and deepening the knowledge received from preparation period in the main period;
2. Introducing the given sound with letter sign;
3. Teaching to do exercises on sound – letter analysis and synthesis with the help of cut letters;
4. Reading syllables;
5. Teaching to make up syllables and words with the help of cut letters and read them by syllables;
6. Making up words with the help of syllable cards and reading them.

The activity topics are required to be understandable that are reinforced by the practical works and different interactive games. Furthermore the system aimed at functional basis of written speech must be fulfilled before teaching literacy skills and through the following directions:

1. Developing oral speech. Developing the essential speech skills and functions for mastering written speech. It covers developing all the complex of oral speech skills:

a) Forming comprehension of phonetic-phonemic features of the speech. Explaining the child through games and didactic exercises that the surrounding speech environment can be divided not only to the content fragments, but separate sound complexes: words, syllables and sounds. The games like “Guess the end of the word”, “Guess the hidden word”, “Guess the missing sound” are favorable. And through matching pictures to homophone words, children understand the place of separate sounds in the word content;

b) Developing listening attention. The games like “Whose voice is it?”, “What am I playing?” and “Guess the sound you hear” are used for this aim. Children are taught to understand the content importance of the tone;

c) Developing phonemic perception and forming the correct phonemic imagination. Along with forming correct pronunciation in children, they are taught to sort and distinguish similar sounds in words. Children practice to work at words given in different grammar forms as well. For example, they are asked to show pictures with a book and books, a girl drawing a pencil or some pictures being drawn in pencil.

2. Developing visual-spatial perception and visual-imagery thinking. Developing highly visual-imagery and constructive thinking is very essential in preventing

written speech disorders. This direction in turn is divided into:

a) Working at the stage of spatial target in the perceptive and constructive tasks performance. The child is taught to analyze pictures and constructions thoroughly and in sequence. The main paramount elements of a picture or an object are taught to sort and distinguish with the help of patterns as subject movements in the initial stage, and in the next classes they are done only consciously.

b) Working with sensor models and mastering the appropriate to them notions: the main geometric shapes, sizes and positions in the space, etc. It is achieved by the games like “Guess by the description”, “Guess what the artist painted” and others that are aimed at memorizing constructions consisting of different geometric shapes.

c) Developing the transforming skills of moving the visual images from place to place by thinking.

3. Forming imaginative-graphic skills. The correctional work is done in two directions, where the first one is aimed at developing graphic-motor skills and the second at mastering graphic symbolization. It is done in the following order:

a) Stroking, drawing and coping the outline of geometric shapes;

b) Drawing unfinished pictures;

c) The game “Who is more attentive?” – copying as more details as possible from the sample picture by drawing;

d) Unlike the picture with missing details, finishing the picture where only some details miss;

e) Drawing a shape or a number of shapes from memory.

4. Developing the child’s successive talents. The activities that develop analyzing, memorizing and repeating of the events sequence must be directed at all learners’ style (visual, auditory, tactile, kinesthetic) and the following exercises are very handy:

a) Repeating the sequence of moves from memory (“fist-head-hand”, etc.)

b) Re-expressing the rhythm on the base of hearing and graph sample. The task can be reflected through the game “Telegrapher”.

c) Memorizing the line of numbers, letters, words and then the sample is complicated by the recite in reverse order.

d) Working at reciting automatically the days of the week, months and seasons in order, reverse or any sequence.

e) The activity “Continue the list according to the proposed order”.

f) Memorizing a series of shapes varying in sequence;

g) The game “Guess the change”. The child is asked to memorize the test material (a series of shapes). Then the speech therapist shows the series with several changes and asks what has changed.

5. Developing the skills of attention focus, its distribution and transfer. The correctional work in this direction involves activities on hearing and sight senses and mainly stresses on optional control of the attention. For this purpose the following activities are recommended:

a) The tasks developing stable attention – long term sorting and stringing beads, games like “Who is talking to anyone on the phone?” or “Who is going to visit?”

b) The skill of attention transfer – according to some authors is developed successfully by “Counting together”. The children are asked to find two different items without paying attention to other objects in the picture.

c) Developing the volitional attention transfer is reflected in the following tasks: reading the alphabet mixed in the numbers (a, 1, b, 2, c, 3, etc.), finding the numbers from 1 to 25 of the same color (red or black) in the red and black Schulte Table, etc.

d) Developing the speed and accuracy of reaction. The pupil is shown a few shapes that are conditionally numbered. After memorizing them the child is asked to write or call the conditional number according to the shapes appeared transitionally on the (computer) screen.

The above listed complex of methods is recommended to use in turn and mix during classes, so that the preschoolers will be able to master the writing skills with no great effort.

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