

**TECHNOLOGY OF TEACHING WORD FORMATION TO CHILDREN WITH
UNDERDEVELOPED SPEECH*****G'ulom Sayyorovich Arifkhojayev****Jizzakh State Pedagogical University Department of Special Pedagogy,
Candidate of Medical Sciences****Vakhobova Mohida Ne'mat kizi****Jizzakh State Pedagogical University
Master's student in Special Pedagogy, Defectology
(Speech Therapy specialization)*

Annotation: This article provides information about speech underdevelopment in children, its levels, speech characteristics, and the technology of teaching word formation to children with underdeveloped speech.

Keywords: speech, speech underdevelopment, word, speech therapy, technology, speech therapist, fairy tale therapy, isotherapy, art therapy.

In speech therapy, the concept of “underdeveloped speech” is used in relation to speech deficiencies characterized by the disruption in the formation of all components of speech in children whose hearing and intellect are within the norm.

The term “underdeveloped speech” is based on the idea of a unified pedagogical approach to various types of speech development disorders, depending on the specific state of the child's speech development and its etiology.

This term reflects a deeply analytical approach to speech development disorders and places the responsibility of analysis on the educator. Such an approach does not require a specialist to possess high-level biomedical or medical qualifications or to analyze the structure of the defect from a pathogenic perspective.

However, for a speech therapist, it is still important to understand who they are working with, how the underdevelopment originated, what neurological disorders, genetic traits, psychological features, or medications may be affecting the pace of speech development. These factors should be studied and analyzed in collaboration with a medical professional.

Speech emerges under certain biological conditions, primarily through the normal development and functioning of the central nervous system. However, speech is also an important social function. Therefore, biological factors alone are not sufficient; speech develops through the child's interaction with adults. Among these, emotional communication with a close figure (like the mother) plays a leading role.

The need for communication forms through interaction with people in the child's environment and arises in the first two months of life based on primary organic needs and the desire for new impressions. Means of communication include expressive-mimic expressions, object-manipulation, and verbal tools.

The first year of a child's life is considered the pre-speech period. During this time, interaction with adults takes place through expressive-mimic gestures and object-related actions. It is in this period that the child begins to show a stable and selective reaction to human voice sounds over environmental sounds. M.I. Lisina evaluated this phenomenon as the child expressing essential communicative needs — a need for interaction.

The critical role of communication in the emergence and development of speech has been proven by studies on hospitalism. Separation of a child from a stimulating human environment (family, peer groups, etc.) is regarded as a situation of deprivation. Such situations negatively affect the child's psychological development and, if prolonged, can lead to psychological deprivation.

Emotional deprivation has a particularly harmful effect on speech development. In such cases, the child's emotional needs (affection, love, care) are unmet from birth. This often occurs in families where parents abuse alcohol, where the mother is absent, or in institutional care settings where proper attention is lacking from the beginning.

R.E. Levina (1961) identifies three levels of underdeveloped speech:

1. Complete absence of verbal communication tools,
2. Partial development of speech with significant deficiencies, and
3. Fully formed speech containing elements of phonetic-phonemic and lexical-grammatical underdevelopment.

1st Degree of Speech Underdevelopment

The first degree of speech underdevelopment is characterized by a lack of speech. Children in this category are speechless. At the age of 4-6, such children have a poor and unclear vocabulary. Their ability to imitate speech sounds is limited and consists of a limited set of sounds. They do not distinguish between objects and events clearly when expressing themselves, and words often have multiple meanings. For example: "tu-tu" (car), "paravoz" (train), "sama-lyot" (airplane), "qayiq" (boat); "taq" (broken, dropped, destroyed, broken). These children have a passive vocabulary that is much richer than their active vocabulary, but they often fail to understand many words. They do not show consistent articulation in their pronunciation, and sounds are often substituted, indicating a disruption in phonemic development. Tasks related to phonetic analysis are difficult for children with this level of speech underdevelopment to understand.

2nd Degree of Speech Underdevelopment

The second degree is characterized by a basic, initial level of speech development. These children can use simple sentences and have a certain level of vocabulary. They can distinguish

the names of objects, events, and some specific features. However, their speech is still underdeveloped. At this stage, they primarily use two or three-word sentences. Their vocabulary is often insufficient for their age. They are unfamiliar with generalizing terms (such as furniture, clothing, vegetables, fruits, etc.). They struggle to use words that describe actions and features, and they are unable to name objects or describe their characteristics. They mix grammatical forms and have difficulty using the correct verb forms in relation to nouns.

Their phonetic development is also behind, with difficulty in pronouncing certain sounds and sometimes reducing or altering consonants, especially when these consonants occur in sequence.

3rd Degree of Speech Underdevelopment

The third degree is characterized by developmental issues in lexical-grammatical and phonetic-phonemic aspects of speech. At this stage, children can communicate with others, but usually only with the help of their parents or caregivers. They find it challenging to communicate freely. In their pronunciation, they may fail to distinguish between sounds and substitute them with simpler, more familiar sounds. Their vocabulary remains inadequate, and they often make errors when constructing sentences, such as omitting words or using incorrect grammatical forms. They struggle to understand the meaning of words with added affixes, and they have difficulty with complex sentence structures.

Speech Development Features in Children with Speech Underdevelopment

At the age of 3-4, children with underdeveloped speech use simple, incomplete sentences that are widely used in their environment. By the age of 5, they begin using more complex sentences, indicating the development of their ability to connect ideas and relationships. At this stage, children can start forming basic grammatical structures and use them to express their thoughts. However, they may still avoid using certain grammatical forms correctly and may struggle with abstract reasoning and expressing complex thoughts.

Teaching Speech Development in Children with Speech Underdevelopment

In order to help these children develop their speech, educators and speech therapists should focus on

1. Introducing them to various objects and encouraging them to use plural forms of words to describe these objects.
2. Teaching them to express multiple actions and states in a single sentence.
3. Expanding their vocabulary by using generalizing terms and engaging in word formation exercises.
4. Encouraging them to use common words and expressions in a structured way, such as through play and games.
5. Supporting the correct formation of sentences and teaching them to use special words and grammatical forms.



6. Helping them understand complex sentence structures and providing guidance in expressing relationships between actions and objects.

References:

1. Ayupova M.Yu. Logopedics. – Tashkent: National Society of Philosophers of Uzbekistan, 2007.
2. Aripova Sh.D. The system of correctional-pedagogical work in the development of children's grammatical structures: PhD dissertation abstract. – Tashkent, 2018. - 58 p.
3. Shomakhmudova R. Teaching correct pronunciation and speech development. – Tashkent: “Ilm Ziyo” Publishing House, 2018.
4. Ahmedova Z.M., Ayupova M.Yu., Hamidova M.P. “Logopedic Game” – “Philosophers” Publishing House, Tashkent, 2013, p. 6, p. 34, p. 93b.
5. Ayupova M.Yu. Overcoming phonetic-phonemic underdevelopment in older preschool children of Uzbek descent: Author’s abstract of the PhD dissertation. – Moscow, 1992. - 16 p.
6. Qodirova R.M., Qodirova F.R. The Development of Children's Speech. Textbook for higher and secondary special educational institutions in Uzbekistan. Tashkent: “Istiqlol”, 2006.
7. Dergunskaya V.A., Koshkina A.A. Games for Preschool Teachers: Educational-methodological assistance. Moscow, Ustoz Education Center, 2013, 64 p.