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DEVELOPING PHONETIC PERCEPTION IN MENTALLY IMPAIRED CHILDREN IS A WORK SYSTEM

L. R. Xayitov
QDPI “Maxsus pedagogika” kafedrasi mudiri PhD, dots.

M. S. Vohobova
Namangan davlat pedagogika instituti o’qituvchisi

J. B. To’lanboyev
NamDU “Ta’lim menejmenti” kafedrasi o’qituvchisi

Annotation
This article outlines the cognitive process of school-age children with mental disabilities, perception characteristics, ways to verify perception, didactic tools and methodological approaches to developing perception, and technologies for developing the perception of children with disabilities before school.

Keyword: Up to the end of the school year, a mentally impaired child, intellect, intellectual operations, intellectual development, vision, tactical perception.

The development of hearing perception in an early and preschool child provides the formation of ideas about the sound side of the world, directing them to sound as one of the most important characteristics and characteristics of living and inanimate nature objects and events. Mastering sound characteristics contributes to the integrity of perception, which is important in the process of cognitive development of a child.

Voice is one of the factors governing human behavior and activities. The presence of sound sources in space, the movement of sound objects, the volume and the change of templage - all this provides conditions for the most adequate behavior in the external environment. Binaural hearing, that is, the ability to perceive sound with two ears, allows for the precise localization of objects in space.

Hearing plays a special role in the perception of speech. Hearing perception develops primarily as a means of ensuring communication and interaction between people. When hearing differences are identified in the process of developing hearing perception, an understanding of the speech of others and then the child's own speech is formed. The formation of the hearing perception of oral discourse is related to a child's development in a system of sound, phonetic codes. Mastering the phonemic system and other components of pronunciation is the basis for the formation of a child's personal oral discourse, which determines a child's active mastery of human experience.

Understanding music is based on the basis of hearing, which helps to shape the emotional and aesthetic side of a child's life, is a means of developing rhythmic ability and enriches the mediation.

Disruption of the functioning of the auditory analyzer adversely affects various aspects of a child's development and, first of all, causes severe speech disorders. A child's speech with congenital or early-gained deafness does not develop, causing serious obstacles to communicating with others and

indirectly affecting the entire process of mental development. The hearing condition of a hearing impaired child also hinders the development of his speech.

The child is surrounded by many sounds: the roaring of birds, music, the squeezing of grass, the sound of wind, the noise of water. But words - the sounds of speech - are the most important. Listening to words, comparing their sound and trying to repeat them, the child begins to hear not only, but also distinguish sounds in his native language. The purity of speech depends on many factors: hearing speech, speech attention, speech breathing, voice and speech apparatus. Not all of these components can achieve the required level of development, often without special "training".

The development of auditory perception is ensured by stable directional-search hearing reactions, non-contradictory speech, musical sounds and noises, the ability to compare and distinguish between flour sounds, and the connection with objective images. The development of acoustic memory is aimed at preserving the amount of information received by the ear.

In mentally impaired children, hearing perception decreases, and reactions to the sound of objects and voices are insufficiently formed. Children have difficulty distinguishing the full shape of a word from the flow of speech and the sounds of non-speech sounds and musical instruments when isolating a doll. Children are not able to distinguish exactly by their eared phonographs (sounds) in speech of themselves and other people. In mentally impaired children, there is often no interest, no attention to others' speech, which is one of the reasons why speech communication has not developed.

In this regard, it is important to develop children's interest and attention to speech and attitude toward understanding the speech of others. Work to develop hearing attention and perception prepares children to distinguish and distinguish speech units by ear: words, joints, sounds.

Work tasks for the development of hearing and perception .

- Expand the scope of hearing perception.
- Developing hearing functions, hearing attention, memory.
- Formation of the basics of differences in hearing, the function of speech regulation, non-speech and ideas about the different intensity of speech sounds.
- the ability to distinguish between non-speech and speech sounds.
- Formation of phonetic perception to assimilate the sound system of the language.

Methods of correction:

- attracting attention to the topic of voice;
- distinguish and remember the onomatopeya chain.
- familiarization with the nature of sound bodies;
- determine the location and direction of the sound;
- distinguish between the sound of noise and the simplest musical instruments;
- memorize the sequence of sounds (noises of objects), distinguish sounds;
- the selection of words from the flow of speech, the development of imitation of speech and non-speech sounds;
- respond to the volume, recognize and distinguish flour sounds;
- perform actions in accordance with sound signals.

Games & Game Exercises

1. "Orchestra", "What does this sound like?"

Purpose: to develop the ability to distinguish between the sound of the simplest musical instruments, to develop hearing memory.

1 option. Speech therapist repeats the sound of instruments (pipe, drums, bells, etc.) Children, after listening, repeat the sound of "Play like me."

Variant 2 **. The** speech therapist has a large and small drular, children have a large and small circle. We knock on a big drular barbecue and say there - there it is - there, small tyam-tyam-tyam.We play big drums, show great circles and sing there-there-there; Even with the little one. Then, randomly, the speech therapist shows the drums, the kids pick up the crusaders and sing the necessary songs.

2. "Determine where he is shouting?", "Who blew the belly?"

Purpose: To determine the location of a sound object, to develop the direction of hearing.

Variant 1 Children close their eyes. The speech therapist stands silently aside (back, front, left, right) and ring the bell. Without opening their eyes, the children show with their hands where the sound comes from.

Variant 2. Children sit in different places, the driver is selected, his eyes are closed. One of the children, in the sign of a speech therapist, blows his hands, the driver needs to figure out who blew the belly.

3. "Find a pair", "Jim - loud"

Purpose: To develop hearing attention**,** to distinguish between noise.

1 option. Speech therapist has voice boxes (the same boxes inside, peas, sand, gugurt, etc.) placed randomly on the table. Children are invited to divide them into identical voice pairs.

Variant 2. Children stand next to each other and walk around the circle. Speech is knocked by a therapist slow or loud burial. If the pan has a dent in it, the pan has a dent in it, the pan has a dent in it, the pan has a dent in it, the pan has a dent in it, the pan has a dent in it, the pan has a dent in it, the pan has a dent in it, the pan has a dent in it, the pan has a dent in it. Whoever made the mistake will be at the end of the column.

According to specialized experts, it helps a baby to develop his hearing ability to maintain a **melodic environment**. But the scale is good in everything and you shouldn't go too far, for example, music at night.

Remember!

The voices of parents and close relatives, as well as classical and vocabulary compositions, have the most comfortable effect.

In addition, **the perception of hearing is perfectly developed by the sounds of nature**: rain, bird rides, wind blows, etc.

In general, **it is useful to teach a very child to hear what is happening around** him - and, perhaps, in natural conditions there is nothing better than doing it.

Do not exclude practical exercises, which will help you develop not only hearing but also analytical thinking, creative thinking, and iodine abilities.

The first thing to do is to train the baby to identify the source of noise or produced sound. . . He begins to realize this skill as early as the third month of his life. To help him accomplish this task, take a bell that makes a pleasant sound. With his help, you can consolidate your baby's new skills and achieve the development of his or her hearing attention.

Another important recommendation on the subject of developing hearing perception is that **parents should talk to their children more**. Hearing her mother's speech, her mother's voice, the speech

algorithms begin to take shape at her head. After some time, there is an understanding of how the sounds are connected.

Do not exclude musical toys from the instrument collection, which can help not only develop hearing perception but also shape musical taste.

How to help your child develop hearing, what games will be effective

The baby's nutrients develop on the basis of adult speech. The proper formation of speech depends on the speech of those around you, the experience of speech, the right speech environment and education. Speech is not a congenital ability, but it is formed in parallel with the physical and mental development of a child throughout life.

To study and understand speech disorders, you need to know the normal way a child's speech develops, the characteristics of this process, and the conditions that play a major role in the successful formation of speech.

It is also necessary to know exactly the periods of development of a child's speech. This is necessary to timely know and identify him or these shortcomings in the process of developing speech. For example, a child aged 1 year and 4 months is not speaking. If a teacher knows when the first words will appear in a child's normal development, then he will be able to decide whether this child is developing normally or non-inormally.

It is also necessary to know the characteristics of a child's speech development, to properly diagnose speech disorders. Some experts send a three-year-old child to a logoped reception to compensate for shortcomings in sound pronunciation. Is that true? No, of course. Because a child whose speech is developing normally will still have the incorrect pronunciation of some sounds at this age. This view is called physiological dyslastic, which means that the articulation apparatus in children of this age has not yet been adequately formed. To draw up a proper and accurate educational and corrective work plan to address speech deficiencies, it is necessary to re-know the laws governing the development of a child's speech.

The child emits a sound from the moment of birth. This sound will consist of screaming and crying. True, this voice is far from human speech. But this scream and cry plays a major role in the development of section 3 of the speech apparatus (breathing, sound formation, articulation).

Two weeks later, the child begins to pay attention to the voice of the person speaking. He listens when he speaks to him, stops crying. By the end of a month, it becomes possible to calm it down under a gentle song (alla). Then he turns his head in the direction of the talking person or watches him with his eyes. Soon the child begins to pay attention to intonation: when gentle speaks, he calms down, weeps sharply intonation.

At the beginning of the 3rd month, the pronunciation of the joints appears around the age of 2 months (aga-aga, ta-ta, ba-ba and head=alar). In this case, the combination of sounds is not accurately articulated.

About children's deepening, we can get general information from many dictionaries and any literature that outlines issues related to the development of children's speech. As a result of the historical history of human speech reactions, a certain amount of articulation development will be passed on to a child. During the gu-gulash era and in the early stages of screaming, this program is carried out without regard to the state of children's hearing: we mentioned it above, that is, the stage of gu-gulash and screaming will also be in deaf children. In the latter stages of development of the spinal cockroach, the mechanism

of autoexolalia is added. The mechanism of autoexolalia plays only a general stimulating role in this development. Autoexolalia does not enrich the squeezing stage with a backup of sounds because in the process of self-imitation, the child hears only that he has pronounced it. In the latter stage of squeezing, an exolalia mechanism is inserted, especially at the end of this stage. This mechanism, along with the general stimulation of the development of the squeezing stage, enriches this stage in a certain amount with a reserve of sounds.

the pronunciation of sounds found plays an important role in identifying the causes of their deficiencies.

In the results of the educational experiment, when we talked to children about each fairy tale, read the fairy tale expressly, and showed them the fairy tales expressed in the tracts, they became interested and communicated by answering questions.

Logoped and educators in special preschools told children fairy tales that were designed to guide them under the program, and greatly influenced the development of children's speech and knowledge activities.

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