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Logoneurosis Defect In Children and Adolescents and Organization of Branches to Work With Them

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Abstract: This article discusses the causes of stuttering, the principles of working with children with stuttering and the benefits of individual training. The reforms carried out by people with speech therapy potential in our country, the importance of speech therapy branches, their advantages and targeted approaches have been extensively covered.

Key words: *speech, speech therapist, effectiveness, stuttering, pathology, children's knowledge, methods.*

Introduction

Today, the conditions created for the establishment of modern equipped educational institutions and the development of the growing young generation in all aspects, their formation with the spirit of patriotism, are for the development of our future. In inclusive education, based on its mission, it is to create quality education opportunities for children regardless of their ability and status. The principle of inclusiveness implies that in order for children with disabilities to have positive mental and social development, they should live in a family and study together with their peers in regular schools.

The State Program of the Republic of Uzbekistan on the Implementation of the Action Strategy on the Five Priority Areas of Development of the Republic of Uzbekistan in 2017-2021 in the Year of Youth Support and Public Health Promotion, approved by the Decree of the President of the Republic of Uzbekistan No. PF-6155 dated February 3, 2021 In order to ensure the implementation of the President's

decision PQ-4860 dated October 13, 2020 "On measures to further improve the system of education for children with special educational needs"

mechanisms for organizing home education of children with special educational needs and managing the educational process;

the rights and obligations of the school director, class leader, teachers and parents in organizing individual education at home;

According to the results of the medical examination, when it is determined that the student has diseases (pathological conditions) that are the basis for individual education at home, the procedure for issuing a medical opinion by the medical advisory commission on the need for individual education of the student at home;

the list of diseases that are the basis for individual education at home; the form of the lesson schedule developed by the school, taking into account the student's health condition, in agreement with the parents;

A separate evaluation notebook for each subject was formed for a student studying at home individually.

A science that studies the psychophysical characteristics of the development of children with physical and mental disabilities, provides them with special education, and studies the laws of their elimination. Children who are blind and visually impaired, deaf and hard of hearing, mentally retarded, have a defect in locomotor apparatus, speech deficiency D. is the object of science. Accordingly, D. It is divided into 4 separate areas: deaf pedagogy (studying the methods of teaching and educating deaf and hard of hearing children), typhlopedagogy (researches the issues of teaching and educating blind and visually impaired children), oligophrenopedagogy (develops the laws of teaching and educating mentally retarded children), speech therapy (speech deals with the theory and practice of teaching and educating children with disabilities).

At first, surdo-pedagogy and typhoid-pedagogy appeared (in 1770, a special institution for the deaf was opened in Spain, and in 1784, a special institution for the blind was opened in Paris). Later, speech therapy and oligophrenopedagogy were founded. Special psychology, which studies the mental laws of children with defects and psychophysical deficiencies, as well as surdotronics and typhogenic, which develop means of education, correction of defects, and rehabilitation, also belong to D. D. anatomy, physiology, pathophysiology, neurology, neuropathology, pathology of hearing, vision and speech, school hygiene, general and pedagogical psychology, pedagogy, linguistics, child psychology, etc. inextricably linked with sciences. The main task of D. is to identify children with disabilities, to develop diagnostic methods, to organize special and embodied education for them, to find and implement means of eliminating mental and physical deficiencies, to prepare them for life, to raise them into socially useful people.

Causes of speech disorders in children include external (exogenous) and internal (endogenous) factors, as well as external environmental conditions. An evolutionary-dynamic approach is used when considering various causes of speech impairment. It consists of analyzing the process of occurrence of the defect, taking into account the general conditions of the development of the defect and the conditions of speech development at each age (Abu Ali Ibn Sina, I.M. Sechenov, L.V. Vygotsky)

Children of 4-5 years of age whose speech has not developed phonetically-phonetically are characterized by incomplete formation of phonetically-phonetically-perceived speech. Speech deficits are not limited to the incorrect pronunciation of sounds, but also consist of insufficient discrimination of

sounds and difficulties in understanding speech from the sound side. In this case, undifferentiated sounds are observed in the child's speech, sounds are replaced, they are not properly mixed in speech, many sounds are distorted and they are not differentiated enough by hearing. At the same time, in the speech of some children, defects characteristic of the lexic-grammatical structure of the language are also observed. Thus, in the speech of children belonging to the group of phonetic-phonemic underdevelopment, pronunciation defects in the tone are observed: 10 L,

- a) replacing sounds with sounds that are easy to articulate;
- b) replacement of sounds from articulatory jihdt to sounds that are close to each other;
- c) mispronounce one or more sounds;
- g) lack of acceptance of certain sounds in the child's pronunciation;
- d) load of one or more sounds. Disorder of phonemic perception:

a) not clearly distinguishing phonemes in speech and other speech (primarily voiced-unvoiced, rasping-noise, noise-affricate sounds);

b) lack of readiness for simple analysis and synthesis of sounds; c) difficulties in analyzing the sound content of speech. In addition to the incorrect pronunciation and perception of certain sounds, there are difficulties in pronouncing plural syllables and syllables.

Analysis. Stuttering (logo neurosis) is a common speech disorder. This manifests itself in the frequent repetition of individual sounds or syllables and whole words. In some cases, the patient does not repeat sounds, syllables or words, but prolongs them. Stuttering can also be manifested by frequent pauses in speech, its "firmness". During pronunciation of speech, a person suddenly experiences difficulties related to the coordinated work of speech organs and centers. But it is provoked by spasms that occur in the muscles involved in the formation of sounds, as well as in the muscles of respiration. Because of this, many patients suffer not only from direct stuttering, but also from breathing disorders. Patients complain of a feeling of shortness of breath. Today, it is about 4% of children and 2% of adults. This pathology can occur for various reasons, often stuttering also causes communication problems.

Speech therapists-defect ologists treat children. It is these doctors who draw up the correction program. It is developed individually, taking into account the real causes of the pathology, the child's age, his social environment and other factors. Modern correction methods are based on normalization of breathing and control of speech rate. Classes with children are conducted in a fun, easy-to-play format. Usually, together with the child, the doctor reads and memorizes rhymes, sings songs, studies the vocal apparatus in other ways. Such therapy is problematic if the baby's stuttering is triggered by a stressful situation.

Conclusions and suggestions. Today, when technology and science are developing, all the conditions are sufficient for teenagers to learn and achieve great achievements. There are educational institutions that meet the requirements of the time in expressing an independent opinion and showing one's talent. Dealing with speech-impaired children by sharing their imagination and life ensures fruitfulness of work and development of thinking and thinking. When children are taught using specialized didactic tools, sound pronunciation problems in children disappear, and their cognitive development improves. As for the ability to imagine reality, collectible toys and pictures play an unmatched role. When children further develop their worldviews by emphasizing concepts like conserving nature and preventing waste, they feel a connection to various professions or heroes. An educational program that is child-centered and specially designed for each student is the cornerstone of inclusive education.

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