



WAYS TO DEVELOP WRITTEN EXPRESSION SKILLS IN DYSLEXIC AND DYSGRAPHIC CHILDREN

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Abstract

The article provides information on recommendations for the formation of written speech readiness of children of preschool age with underdeveloped speech, the system and directions of work aimed at creating the functional basis of written speech, and technologies that allow for the prevention of written speech defects, as well as the rapid and effective mastery of written speech.

Keywords: Writing, speech, visual activity, phonemic perception, literacy training period, oral speech, phonemic perception, cognitive processes, abilities.

Introduction

Currently, writing is considered as a complex psychophysiological process that characterizes a separate content, complex structure and important ways of its formation. Observation, research of the functional basis of written speech of children of preschool age with underdeveloped speech in the educational process, and comparison with children with normal speech development made it possible to create a methodological system of work on the formation of the functional basis of reading and writing skills of children in this group.

Based on observations, this work system, which we recommend, should be included in the education system of preschool children with underdeveloped speech and become one of its directions, which will allow preventing written speech defects in the future and quickly and effectively mastering written speech. The work system aimed at creating the functional basis of written speech should be implemented before teaching the child to read and is carried out in the following directions:



1. Development of oral speech

Development of speech skills and functions necessary for mastering written speech. It covers the development of the entire complex of oral speech skills:

A) Formation of understanding of the phonetic-phonematic aspect of speech. With the help of games and didactic exercises, it is necessary to explain to the child that the speech environment surrounding him can be divided not only into meaningful fragments, but also into separate sound complexes: words, syllables and sounds. Games such as “Find the end of the word”, “Which word is hidden?”, “Which sound is missing?” can be used. By finding pictures for paronymous words, children understand the place of individual sounds in the meaning of the word;

B) Developing auditory attention. For this purpose, games such as “Whose voice?”, “What am I playing”, “Listen and find out who is who” are used. Children are taught to understand the semantic significance of the melody.

V) Improving phonemic perception and forming correct phonemic representations. In this direction, children are taught to distinguish and differentiate sounds that are similar to each other separately and in words according to their hearing and pronunciation, simultaneously with the formation of correct pronunciation. At the same time, work is carried out on words given in different grammatical forms. For example, the child is asked to show books and pictures with books, pictures of a girl drawing with a pencil and a pencil.

G) Forming phonemic analysis and synthesis skills.

2. Development of spatial perception and visual-figurative thinking. Based on our research, we have determined that the development of visual-figurative and constructive thinking at a high level is of great importance in preventing written speech disorders. This section has the following main directions:

A) Work on the stage of obtaining spatial reference in the performance of perceptual and constructive tasks. The child is taught to analyze images and structures systematically and consistently. The main, primary elements of an image or shape are taught to be separated and differentiated using templates in the form of objective actions at the initial stage of training, and in subsequent training only on the basis of thinking.



B) Work with sensory standards and mastering the corresponding verbal concepts: basic geometric shapes, dimensions, concepts denoting their location in space, etc. For this, the game “Find by description”, “Guess what the artist drew”, and games aimed at remembering the structure of the image from the sum of various geometric shapes are used.

V) To develop the skills of mentally transferring and transforming visual images from place to place.

Formation of pictorial-graphic abilities. Correctional work is carried out in two directions. The first direction is aimed at the development of graphomotor skills, and the second direction is aimed at mastering graphic symbolization. Correctional work is carried out in the following sequence:

A) hatching and drawing geometric shapes along the contour, copying from a sample;

B) Completion of unfinished drawings;

C) The game “Who is more attentive?” - depicting as many details as possible when drawing from nature;

G) Drawing missing details in the picture (unlike {B}, only some details of the picture are missing);

D) Drawing a shape or a set of several shapes from memory;

E) Writing letters and words using templates. Templates for a written font are made of celluloid or plexiglass, and the child works on automated kinematics, that is, on qualified actions for depicting letters.

1. Development of the child's successive abilities. Exercises that develop the analysis, memorization and re-presentation of the temporal sequence of events should be directed to the activity of all (visual, auditory, motor and kinesthetic) analyzers. For this purpose, the following exercises can be used:

A) memorization and repetition of a series of movements (“fist-rib-palm”, etc.)

B) Re-presentation of rhythms based on auditory and graphic patterns. These tasks can be carried out in the form of the “Telegraphist” game.

C) Memorization and re-presentation of a series of numbers, sounds, letters, words. The task is complicated by extending the re-presented lines or re-presenting the pattern in reverse order.



D) Work on the automatic re-presentation of days of the week, months, seasons and days of the year in the correct, reverse or arbitrary sequence;

D) Exercise “Continue the series based on the principle of ordering the proposed”;

E) Remembering a series of shapes that differ in sequence;

J) Game “What has changed?” - after the child remembers the test material (sequence of a series of shapes), the teacher shows this sequence with one or more changes and asks what has changed.

2. Development of the ability to concentrate, distribute and shift attention. In corrective work in this area, it is permissible to include exercises aimed at both the auditory modality and the visual modality, and to focus on the development of voluntary control of attention. T. Nehreschild and H.-J. Kossow (1985) suggests the following exercises for this purpose:

A) Tasks aimed at developing attention stability - long-term sorting and stringing of beads, games such as “Who is talking to whom on the phone?”, “Who is visiting whom?”

B) The skill of shifting attention - according to the authors, is effectively developed using “joint counting”. This requires determining the number of two different images (symbols) in the picture, without paying attention to other objects;

C) The following tasks are used to develop the ability to shift attention in a voluntary manner: reading the alphabet mixed with counting numbers (a, 1, b, 2, c, 3, etc.), finding numbers of the same color (red or black) from the red and black Schulte tables from 1 to 25, etc.;

G) In order to develop and improve the speed and accuracy of the reaction, the student is shown a series of shapes, each of which is assigned a conditional number. After the student remembers them, he should write down the shapes that quickly appear on the screen in his notebook in the form of conditional numbers assigned to them. In conclusion, it can be said that all the above methods and techniques are important in developing the content and methods of the direction of corrective work methods for establishing the unity of the appearance of the indicated functional components in graphic activity in writing and drawing, and eliminating writing disorders through the use of visual means.